

Varied Fluency

Step 1: Count Objects to 100

National Curriculum Objectives:

Mathematics Year 2: (2N2a) [Read and write numbers to at least 100 in numerals and in words.](#)

Mathematics Year 2: (2N3) [Recognise the place value of each digit in a two digit number \(tens, ones\)](#)

Mathematics Year 2: (2N4) [Identify, represent and estimate numbers using different representations including the number line.](#)

Differentiation:

Developing Questions to support recognising numbers as numerals or pictorial representations. Counting in ones using numbers up to 50.

Expected Questions to support recognising numbers as numerals, words or pictorial representations. Counting in ones using numbers up to 100.

Greater Depth Questions to support recognising numbers as numerals, words or pictorial representations in mixed arrangements. Count in ones, crossing tens boundaries and using numbers up to 110 to explore what happens to the digits beyond 100.

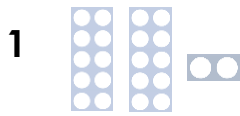
More [Year 2 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Count Objects to 100

Count Objects to 100

1a. Match each diagram to its number.



A 12



B 22

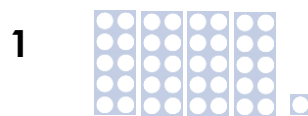


C 20



VF

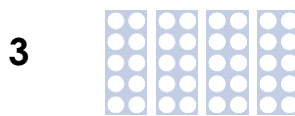
1b. Match each diagram to its number.



A 14



B 41



C 40



VF

2a. What number is one more than



What number is one less than



VF

2b. What number is one more than



What number is one less than



VF

3a. Max starts at fifteen and counts in ones on a number line. What are the next four numbers he will say?



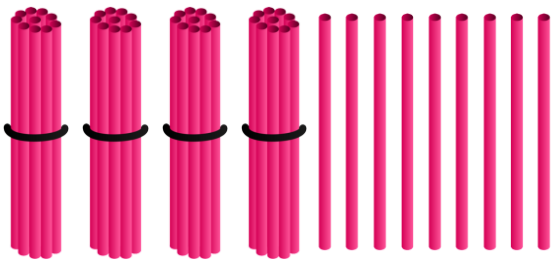
VF

3b. Zoe starts at thirty-two and counts in ones on a number line. What are the next four numbers she will say?



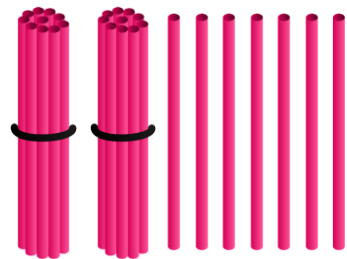
VF

4a. True or false? The number shown below is 49.



VF

4b. True or false? The number shown below is 37.



VF

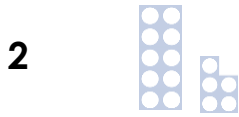
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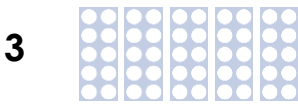
5a. Match each diagram to its number.



A
fifty



B
fifty-one



C
fifteen



VF

5b. Match each diagram to its number.



A
seventeen



B
70

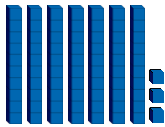


C
seventy-one



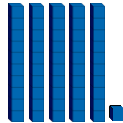
VF

6a. What number is one more than



?

What number is one less than

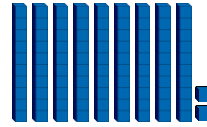


?



VF

6b. What number is one more than



?

What number is one less than



?



VF

7a. Kerry starts at sixty-five and counts in ones on a number line. What are the next four numbers she will say?



VF

7b. Andrew starts at seventy-four and counts in ones on a number line. What are the next four numbers he will say?



VF

8a. True or false? The number shown below is 79.



VF

8b. True or false? The number shown below is 98.

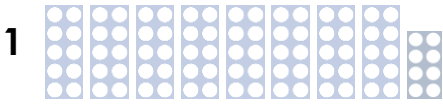


VF

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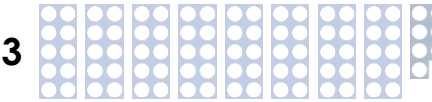
9a. Match each diagram to its number.



A eighty-seven



B eighty-eight



C seventy-seven



VF

9b. Match each diagram to its number.



A one hundred and one



B one hundred and ten



C one hundred and five



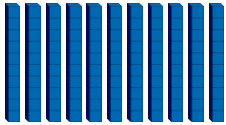
VF

10a. What number is one more than



?

What number is one less than

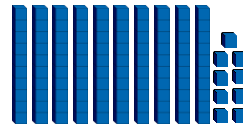


?



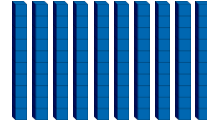
VF

10b. What number is one more than



?

What number is one less than



?



VF

11a. Ashpreet starts at eighty-eight and counts in ones on a number line. What are the next four numbers she will say?



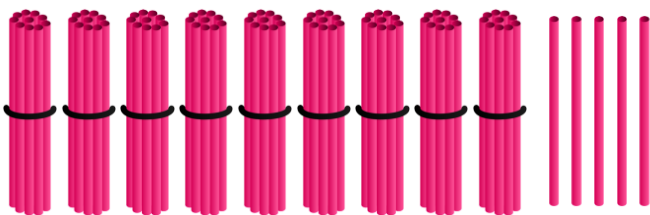
VF

11b. Matt starts at ninety-seven and counts in ones on a number line. What are the next four numbers he will say?



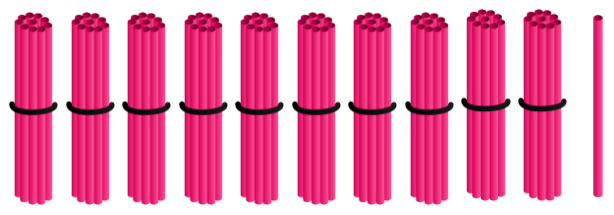
VF

12a. True or false? The number shown below is 95.



VF

12b. True or false? The number shown below is 110.



VF

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Developing

- 1a. 1B, 2A, 3C
- 2a. 13, 42
- 3a. 16, 17, 18, 19
- 4a. True

Expected

- 5a. 1B, 2C, 3A
- 6a. 74, 50
- 7a. 66, 67, 68, 69
- 8a. True

Greater Depth

- 9a. 1B, 2C, 3A
- 10a. 80, 109
- 11a. 89, 90, 91, 92
- 12a. True

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Developing

- 1b. 1B, 2A, 3C
- 2b. 46, 30
- 3b. 33, 34, 35, 36
- 4b. False. The number shown is 27.

Expected

- 5b. 1C, 2A, 3B
- 6b. 93, 76
- 7b. 75, 76, 77, 78
- 8b. False. The number shown is 99.

Greater Depth

- 9b. 1C, 2A, 3B
- 10b. 110, 99
- 11b. 98, 99, 100, 101
- 12b. False. The number shown is 101.