

Reasoning and Problem Solving

Step 1: Counting to 100

National Curriculum Objectives:

Mathematics Year 1: (1N1a) [Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number](#)

Differentiation:

Questions 1, 4 and 7 (Problem Solving)

Developing Fill in the missing parts of a hundred square. Missing numbers found by counting forwards or backwards horizontally. Numbers up to 50.

Expected Fill in the missing parts of a hundred square. Missing numbers found by counting forwards or backwards horizontally. Numbers up to 100.

Greater Depth Fill in the missing parts of a hundred square. Missing numbers found by counting forwards or backwards horizontally, vertically and diagonally. Numbers up to 100.

Questions 2, 5 and 8 (Reasoning)

Developing When counting forwards and backwards to and from a number up to 50, explain if a given number will be said in the sequence.

Expected When counting forwards and backwards to and from a number up to 100, explain if a given number will be said in the sequence.

Greater Depth When counting forwards and backwards to and from a number, explain if a given number will be said in the sequence. Sequences include numbers given in words and children need to decide whether they are counting forwards or backwards.

Questions 3, 6 and 9 (Reasoning)

Developing Explain the mistake that has been made when counting a group of items. Items grouped in 10s. Numbers up to 50.

Expected Explain the mistake that has been made when counting a group of items. Items labelled in 10s. Numbers up to 100.

Greater Depth Explain the mistake that has been made when counting a group of items. Includes numerals and words. Numbers up to 100.

More [Year 1 Place Value](#) resources.

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Counting to 100

1a. Here is part of a hundred square. Fill in the missing squares.

				30
35	36	37		
			48	49



PS

Counting to 100

1b. Here is part of a hundred square. Fill in the missing squares.

4					9	
			17			
	25	26		28	29	



PS

2a. Hillary says:



I am going to count to 29. I will start at 37 and count backwards.

Will she say the number 30?
Explain your reasoning.



R

2b. Frankie says:



I am going to count to 45. I will start at 36 and count forwards.

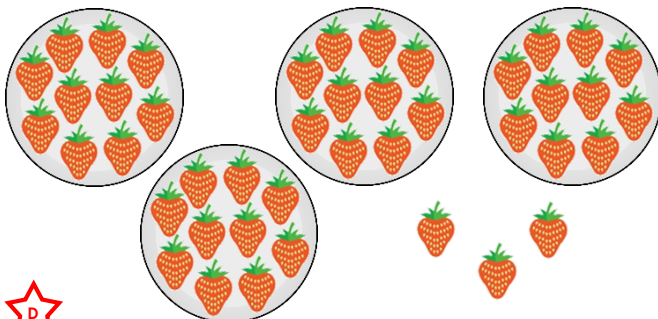
Will he say the number 35?
Explain your reasoning.



R

3a. Casey has counted strawberries. Some of them are on plates of 10 strawberries. He thinks there are 7 strawberries.

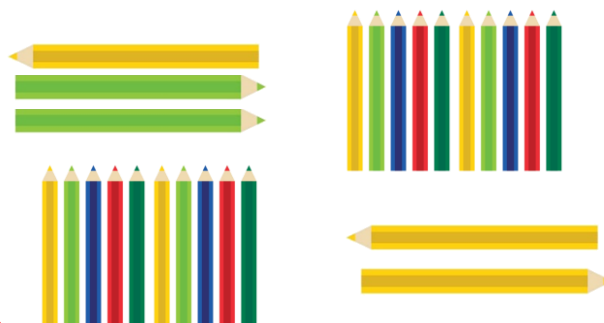
Explain his mistake.



R

6b. Jane has counted her crayons. Some of her crayons are sorted into groups of 10 crayons. She thinks there are 35 crayons.

Explain her mistake.



R

Counting to 100

4a. Here is part of a hundred square. Fill in the missing squares.

45	46				50
	56	57	58		
				69	



PS

Counting to 100

4b. Here is part of a hundred square. Fill in the missing squares.

		76		78	79	
84						90
		96	97	98		



PS

5a. Ivy says:



I am going to count to 54. I will start at 67 and count backwards.

Will she say the number 64?
Explain your reasoning.



R

5b. Rob says:



I am going to count to 96. I will start at 89 and count forwards.

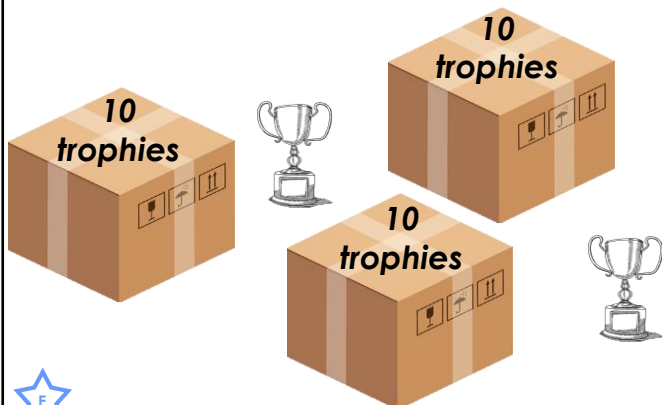
Will he say the number 83?
Explain your reasoning.



R

6a. Mark has counted his trophies. He thinks there are 50 trophies.

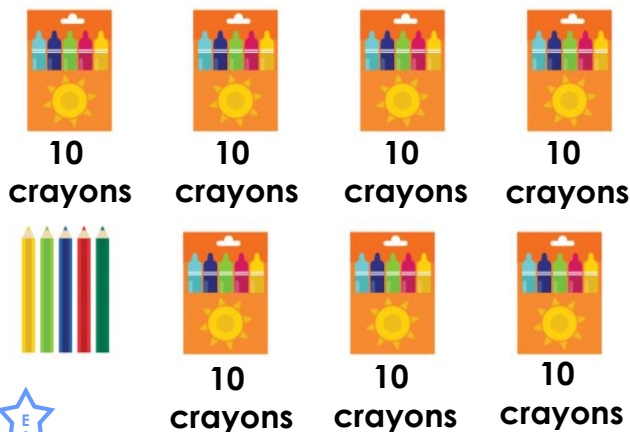
Explain his mistake.



R

6b. Ava has counted her crayons. She thinks there are 65 crayons.

Explain her mistake.

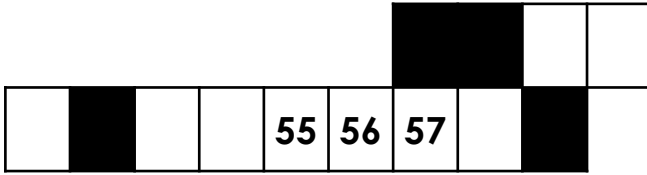


R

Counting to 100

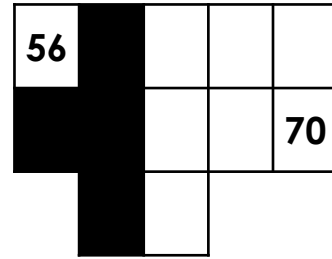
Counting to 100

7a. Here is part of a hundred square. Fill in the missing squares.



PS

7b. Here is part of a hundred square. Fill in the missing squares.



PS

8a. Zoe says:



I am going to count to eighty-three. I will start at ninety-one and count backwards.

Will she say the number 80?
Explain your reasoning.



R

8b. Hunter says:



I am going to count to eighty. I will start at sixty-nine and count forwards.

Will he say the number 79?
Explain your reasoning.



R

9a. Ross has quickly counted his marbles. He thinks there are 54 marbles.

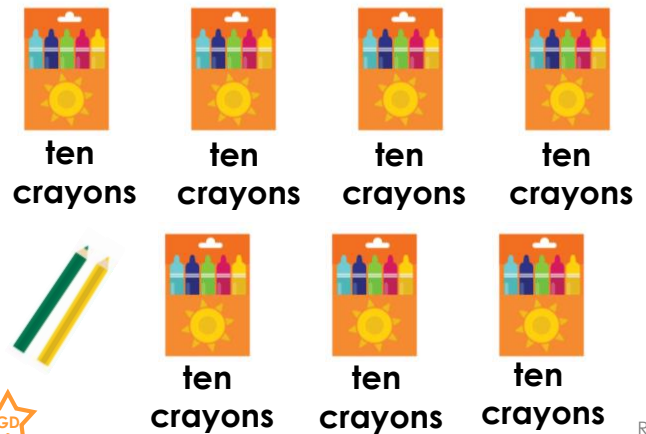
Explain his mistake.



R

9b. Yasmin has counted her crayons. She thinks she has 68 crayons.

Explain her mistake.



R

Reasoning and Problem Solving

Counting to 100

Developing

1a.

		27	28	29	30
35	36	37	38	39	
		47	48	49	

2a. Hillary will say the number 30 because 30 is before 37 and after 29.

3a. Casey has not counted groups of ten strawberries. There are 43 strawberries.

Expected

4a.

45	46	47		49	50
55	56	57	58	59	
		67	68	69	

5a. Ivy will say the number 64 because 64 comes after 54 and before 67.

6a. Mark has counted trophies as groups of ten instead of ones. There are 32 trophies.

Greater Depth

7a.

								49	50
51		53	54	55	56	57	58		

8a. Zoe will not say the number 80 because it comes before the number 83 and she is counting backwards from 91.

9a. Ross has counted 10 more marbles than there are. There are 44 marbles.

Reasoning and Problem Solving

Counting to 100

Developing

1b.

4	5	6		8	9	
			17	18	19	
24	25	26		28	29	30

2b. Frankie will not say the number 35 because it is before 36.

3b. Jane has counted an extra ten crayons. There are 25 crayons.

Expected

4b.

74	75	76	77	78	79	
84	85				89	90
		96	97	98	99	100

5b. Rob will not say the number 83 because 83 comes before 89.

6b. Ava has missed one of the packs of 10 crayons. There are 75 crayons.

Greater Depth

7b.

56		58	59	60
		68	69	70
		78		

8b. Hunter will say the number 79 because it comes after 69 and before 80 and he is counting forward

9b. Yasmin has counted 4 less crayons. There are 72 crayons.