



ADULT GUIDE · EVIDENCE-LED NUMBER PRACTICE

Read, write and represent numbers to 100

What this pack helps with

Read and write numerals to 100, count in equal steps and connect numerals with grouped objects, tens and ones and number lines.

Before you begin

Count forwards to 100 and recognise numerals to at least 20. Use counters or bundled sticks when a drawing is not enough.

Pencil, optional counters and ten-stick bundles or strips.

How to use evidence

Ask the learner to explain what each mark, group, digit or jump represents. Rebuild uncertain models with real objects.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

The site groups counting, numeral writing, animal-labelled comparisons, alphabet counting, tens/ones and number-line difference across these routes. Each task follows its exact activity label, but the papers do not prove fluent use of every representation or complete topic mastery. DfE Year 1 mathematics programme of study (England; OGL v3.0). Original TheLearnDen prompts, models and data. This is not an official assessment.



COUNT · CONNECT · REPRESENT · CHECK

Read, write and represent numbers to 100

Name: _____ Date: _____

1. Count in equal steps

Fill each gap. Keep the labelled step the same.

 $+2 \quad 0 \rightarrow \underline{\quad} \rightarrow 4 \rightarrow 6 \rightarrow \underline{\quad} \rightarrow 10 \rightarrow 12 \rightarrow \underline{\quad} \rightarrow 16 \rightarrow 18 \rightarrow \underline{\quad}$ $+5 \quad 0 \rightarrow \underline{\quad} \rightarrow 10 \rightarrow 15 \rightarrow \underline{\quad} \rightarrow 25 \rightarrow 30 \rightarrow \underline{\quad} \rightarrow 40 \rightarrow 45 \rightarrow \underline{\quad}$ $+10 \quad 0 \rightarrow \underline{\quad} \rightarrow 20 \rightarrow 30 \rightarrow \underline{\quad} \rightarrow 50 \rightarrow 60 \rightarrow \underline{\quad} \rightarrow 80 \rightarrow 90 \rightarrow \underline{\quad}$

These are counting patterns. They do not by themselves prove multiplication-fact recall.

2. Count equal groups

Count the equal groups. Write each total.

○○ ○○ ○○ ○○ ○○ ○○ ○○

7 groups of 2 =

○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○

6 groups of 5 =

○○○○○○○○○○ ○○○○○○○○○○○ ○○○○○○○○○○○

4 groups of 10 =

○○○○○○○○○○

A grouped count supports efficient enumeration; it is not a timed multiplication test.



COUNT · CONNECT · REPRESENT · CHECK

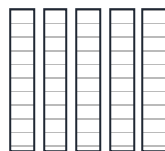
Read, write and represent numbers to 100

3. Read tens and ones

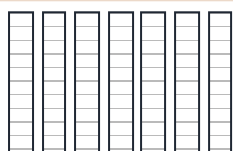
Each long bar is one ten. Each dot is one. Write the numeral.



numeral _____



numeral _____

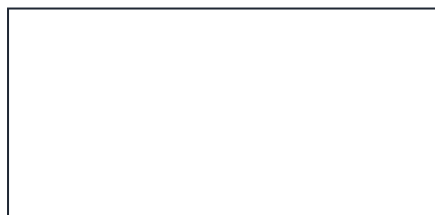


numeral _____

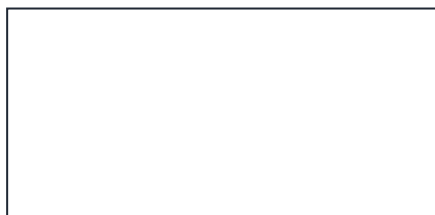
Tens-and-ones language supports the site activity. Secure place-value reasoning needs varied practical representations too.

4. Build each numeral

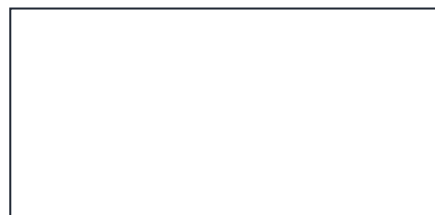
Draw tens as long bars and ones as dots.

36

tens _____ ones _____

62

tens _____ ones _____

90

tens _____ ones _____

A drawn model is one representation. Check with practical objects when available.



COUNT · CONNECT · REPRESENT · CHECK

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5. Compare the labelled sets

Write $>$, $<$ or $=$ between the represented quantities.

cat cards	18		chick cards	15
cat cards	12		chick cards	17
cat cards	20		chick cards	20

The labels preserve the site contexts; the printed models test the represented quantities, not knowledge about animals.

6. Count and represent the alphabet strip

Track each printed letter once. Write the total, then show tens and ones.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

total _____ tens _____ ones _____

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This counts the 26 printed English alphabet letters. It is a number-representation task, not an alphabet-name assessment.



COUNT · CONNECT · REPRESENT · CHECK

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7. Find the difference on a number line

Count one-step jumps from the first numeral to the second.

<u>34</u>	—	<u>35</u>	—	<u>36</u>	—	<u>37</u>	—	<u>38</u>	—	<u>39</u>	—	<u>40</u>	—	<u>41</u>	difference	_____
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<u>52</u>	—	<u>53</u>	—	<u>54</u>	—	<u>55</u>	—	<u>56</u>	—	<u>57</u>	—	<u>58</u>	—	<u>59</u>	—	<u>60</u>	difference	_____
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<u>76</u>	—	<u>77</u>	—	<u>78</u>	—	<u>79</u>	—	<u>80</u>	—	<u>81</u>	—	<u>82</u>	difference	_____
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The number line models difference. It is a specific subtraction representation, not proof of general subtraction fluency.

8. Choose the next representation

Use the evidence from this pack.

numerals I read and wrote accurately

counting pattern to revisit

number to rebuild with tens and ones

representation we will use next

Do not infer whole-topic mastery from one representation or one completed sequence.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the model, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's first attempt and explanation. Do not total a score.

- 1** **2s: 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20; 5s: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50; 10s: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100**

2s: 0–20; 5s: 0–50; 10s: 0–100 Complete each sequence using the labelled equal step.

Look for: Difference between neighbouring numerals stays constant. Writes 100 with three digits. **Next:** Restart one line from a different shown multiple.

- 2** **14; 30; 40**

7 groups of 2 = 14; 6 groups of 5 = 30; 4 groups of 10 = 40 Count equal groups and write the total numeral.

Look for: Counts groups and items per group separately. Total equals group size multiplied by group count. **Next:** Build one model with counters and recount by ones.

- 3** **24; 50; 73**

2 tens 4 ones = 24; 5 tens 0 ones = 50; 7 tens 3 ones = 73 Read each labelled tens-and-ones model and write the numeral.

Look for: Uses the tens column as groups of ten. Records zero ones in 50. **Next:** Build one numeral with bundled sticks or counters.

- 4** **36 = 3 tens / 6 ones; 62 = 6 tens / 2 ones; 90 = 9 tens / 0 ones**

36 = 3 tens 6 ones; 62 = 6 tens 2 ones; 90 = 9 tens 0 ones Draw or mark the stated number of tens and ones for each numeral.

Look for: Each ten is shown as one complete group of ten. Loose ones match the ones digit. **Next:** Rebuild one number using real bundles and single counters.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the model, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's first attempt and explanation. Do not total a score.

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- 5** **> ; < ; =**
18 > 15; 12 < 17; 20 = 20 Count or read each labelled set and place the correct comparison sign.
Look for: The open side faces the greater number. Equal sets use =. **Next:** Say each comparison in words: more than, fewer than or equal to.
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- 6** **26; 2; 6**
26 letters = 2 tens and 6 ones Track each printed letter once, write 26, then show 2 tens and 6 ones.
Look for: Counts every letter once. Representation recombines to 26. **Next:** Cover the total and recount in two groups of ten plus six.
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- 7** **7; 8; 6**
41 – 34 = 7; 60 – 52 = 8; 82 – 76 = 6 Count equal one-step jumps from the first numeral to the second.
Look for: Does not count the starting point as a jump. Number of jumps matches the difference. **Next:** Mark each jump and verify by addition from the start.
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- 8** **Adult-assessed evidence**
Example: write 70 accurately; revisit counting in 5s from 15; rebuild 42 as 4 tens and 2 ones. Use exact evidence from this pack and name one fresh representation for the recheck.
Look for: Names a numeral or pattern rather than a broad score. Chooses an appropriate model. **Next:** Recheck the selected item with objects, a number line or grouped marks.
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