

## Calculators

The use of calculators can be problematic. The calculator sheets in this pack are highly educational and really help children to understand the place value system. If you cannot use them in school, you can send the sheets home as homework.

## Tests

Tests for each stage are provided which can be used diagnostically or as a check that work has been understood. They should be given at least a week after the section to which they refer has been finished to see that it has been understood. All pupils who might have any problems reading them should be helped with this. The second section of Test 4 (written numbers) can easily be done orally.

## Blank worksheets

The first three sheets of the extra materials are 'blanks' of some of the worksheets so that extra practice can be prepared quickly for those pupils who need it.

## Hundred squares

Hundred squares are an important aspect of the numeracy programme. It is recommended that each pupil should have their own copy.

For the purposes of learning about place value, a hundred square which begins with '0' is more useful than the conventional one which starts with '1'. In this pack there is a Giant Hundred Square (which can begin with either 0 or 1), an A4 one for games and two smaller individual hundred squares, and a blank 10 x 10 grid.

The hundred squares can be made into simple 'jigsaw' puzzles by cutting them into strips, either across or down.

## Number lines

Number lines are also an important aspect of the numeracy programme. Individual number lines will be found in *Pack B* of this series. A class sized number line from 0 to 100 is included in the pack. The Giant Hundred Square can be made into a number track.

## The materials

Many materials are supplied with this pack which can be used for the suggested background activities or many other purposes. Besides these you will need counters (buttons or bottle tops will serve equally well), sticks (or plastic straws cut into suitable lengths, lolly sticks or even spent matches) and also some small elastic bands. The dice are not robust enough for a long life in the classroom, but are very convenient for immediate use and for children to take home. Ideally, purpose made counters, headless matches and some blank dice should be available for use with the pack.

Most of the items should be copied straight onto thin card, or copied and pasted onto thicker card. Many will benefit from being covered with transparent plastic for durability. Use the matt kind when possible to minimise the tendency for cards to slide over each other in use.

# Individual Hundred Squares

0 to 99 Square

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

1 to 100 Square

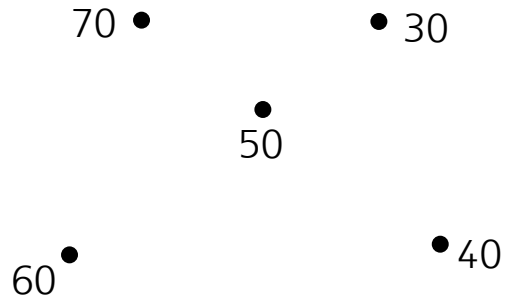
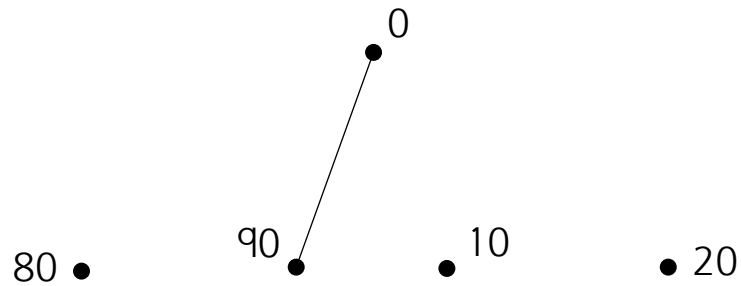
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Counting in tens

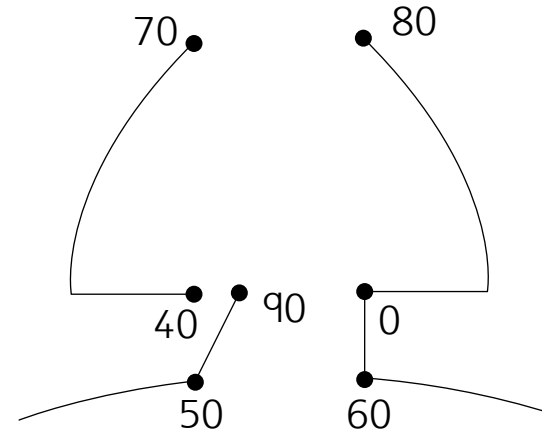
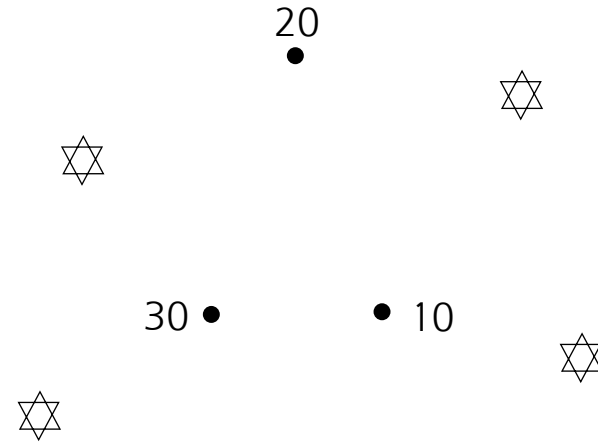
Name: \_\_\_\_\_

Count in tens. 0, 10, 20, 30, 40, 50, 60, 70, 80, 90.

Join the dots. Start with 0.



\_\_\_\_\_



Colour the pictures.

Write what they are underneath them.

## Written numbers

Name: \_\_\_\_\_

Write these numbers in figures.

sixty-three \_\_\_\_\_ four \_\_\_\_\_ seventeen \_\_\_\_\_ fifty-one \_\_\_\_\_ fifteen \_\_\_\_\_

eleven \_\_\_\_\_ ninety-five \_\_\_\_\_ forty \_\_\_\_\_ forty-one \_\_\_\_\_ fourteen \_\_\_\_\_

twenty-four \_\_\_\_\_ twelve \_\_\_\_\_ seventy-one \_\_\_\_\_ twenty \_\_\_\_\_ ninety-one \_\_\_\_\_

Write these numbers in words.

13 \_\_\_\_\_ 31 \_\_\_\_\_ 21 \_\_\_\_\_ 12 \_\_\_\_\_

11 \_\_\_\_\_ 91 \_\_\_\_\_ 19 \_\_\_\_\_ 40 \_\_\_\_\_

Write these numbers in figures. Put each group in order starting with the largest.

ninety-five    nineteen    ninety-one                      fifteen    thirty-eight    fifty-one

\_\_\_\_\_

Write these numbers in figures. Put each group in order starting with the smallest.

eighty-one    eighteen    eight                      thirteen    twelve    twenty-one

\_\_\_\_\_