

Discussion Problems

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](#)

About this resource:

As this resource is aimed at Year 1, we recommend that an adult reads the problem to children who cannot yet access it for themselves.

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

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

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

Counting to 100

1. Use the digit cards below to make as many 2-digit numbers as you can.

3

4

6

9

Order the numbers you have made from the smallest to the biggest.

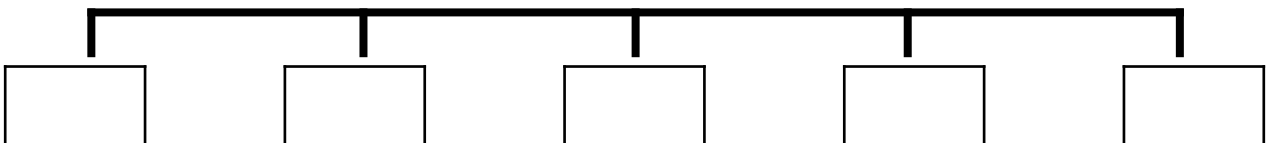
DP

2. Place these numbers on the number line below and complete the missing numbers.

93

18

75



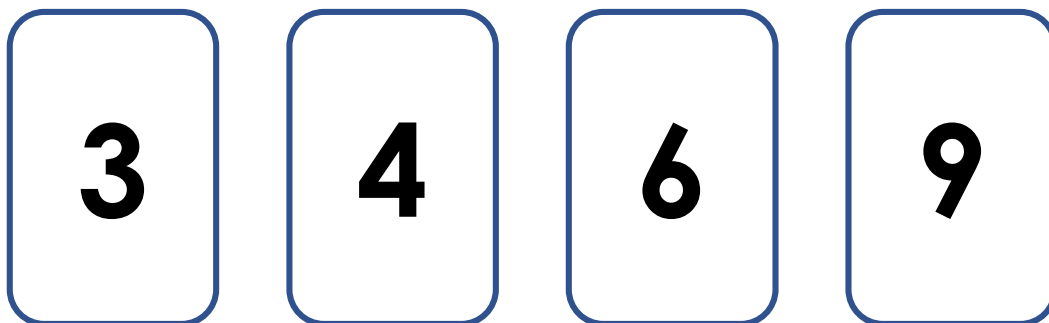
Find different ways to complete the number line.

Number line not to scale

DP

Counting to 100

1. Use the digit cards below to make as many 2-digit numbers as you can.



Various possible answers, for example:

34, 46, 69, 63, 43, 94

Order the numbers you have made from the smallest to the biggest.

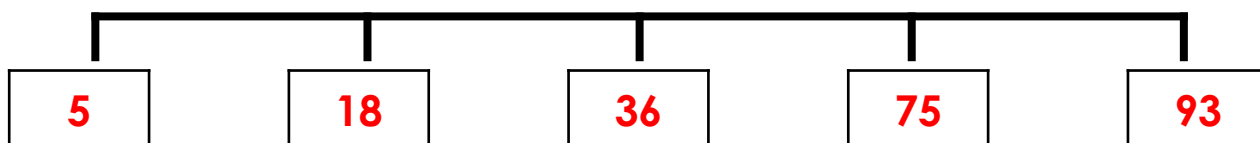
Various possible answers, for example:

34, 43, 46, 63, 69, 94

DP

2. Place these numbers on the number line below and complete the missing numbers.

Various possible answers, for example:



Find different ways to complete the number line.

Various possible answers, for example:

7, 15, 18, 75, 93

Number line not to scale

DP