

Learning Objective	
To recognise the place value of each digit in a 2-digit number.	
Success Criteria	Self Assessment
• I can recognise tens and ones	
• I can solve problems using place value	
• I can explain why an answer is correct/incorrect.	

Fluency

In the number 23 there are _____ tens and _____ ones.

In the number 17 there are _____ tens and _____ ones.

In the number 38 there are _____ tens and _____ ones.

In the number 50 there are _____ tens and _____ ones.

In the number 69 there are _____ tens and _____ ones.

Circle the numbers that have a 3 in the ones place.

13 52 34 43 91 30

Circle the numbers that have a 5 in the tens place.

15 52 34 45 51 60

Circle the numbers that have a 9 in the ones place.

12 49 94 79 98 39

Circle the numbers that have a 1 in the tens place.

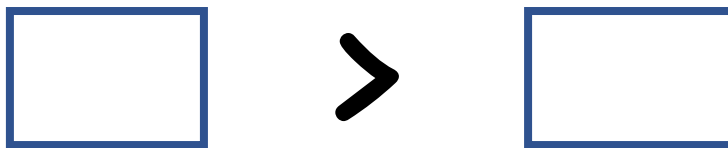
15 22 34 17 51 10

Problem Solving

Mrs Wakes is thinking of a number. Her number has two tens and four ones. What is her number?

Miss Strophair is thinking of a number. Her number has four tens and two ones. What is her number?

Can you complete this more than/less than statement?



2

3

4

5

6

Can you use two of the digits to make a number **greater** than 40?

Can you use two of the digits to make a number **less** than 30?

What number you can make closest to 40?

Reasoning

Miss Somers wrote a sequence of numbers...

60, 70, 80, 90, 100

She said that **120** comes next.

Is she right? Explain your answer.