

## Learning to Count from 0 – 100 forwards in 10s and 1s

Use these Activity Notes with the Counting 0-100 Activity Booklet and the FunKey Counting Cards Set 1.

There are also videos on our website, which show you how to do activities 1,3, 4, 5, 7 and 9.

As you work through the Activity Booklet you will be targeting the following skills:

- Counting in 10s from 0- 100, starting on any multiple of 10
- Counting to 100 forwards in 1s, starting on any number
- Identifying one more or one less up to 100
- Reading numbers up to 100
- Ordering numbers up to 100

## How to use a FunKey Maths Mentoring Activity Booklet

Our activity booklets set out a series of activities which help children develop key skills in the target maths area. To really consolidate skills and build confidence a child needs to have **repeated opportunities to practise**. Remember that with younger children, **little and often** is a winning formula. 15 minutes at a time is enough to make progress. If you can manage **three sessions of 15 mins a week** you will make a difference.

You should do the activities in order, but the child doesn't have to be perfect at an activity before moving on. **Keep coming back to earlier activities for extra practice.**

In our Activity Booklets, you will see an activity and then three columns, with one, two or three stars at the top of the columns. Every time you do an activity, give the child a tick. **All children like encouragement!**

If the child is just starting out with a new activity and is still finding it tricky, give them a tick in the one-star column. When they are getting good, give them a tick in the two-star column. When they can do it confidently, the tick goes in the three-star column.

You are aiming at a minimum of **three ticks in the three-star column**. Brains forget, so you want the child **succeeding at the activity on three different days** before you can feel confident that they have really got it.

When they have three ticks in the three-star column for all the activities, you can sign and date the last page of the Activity Booklet and celebrate with them!

If you have questions, or want advice, email us on [hello@funkeymaths.com](mailto:hello@funkeymaths.com) or contact us on Twitter @FunKeyMaths where we also post details of new games, activities and resources.

**Activity 1: Order, Re-order** *(Count in 10s to 100)**(Video available on [www.funkeymaths.com](http://www.funkeymaths.com))*

Find all the multiples of 10. (They have circles around them!) With the child, lay them out in a number line with zero on the left and 100 on the right. Count up and down a few times. (If the child is weak at this, you can do Activity 1 from the unit Counting 100 – 0, *Now you see it, Now you don't* for additional practice.)

Once the child is doing well at counting in 10s, you can try the Games below.

Game 1

The child closes their eyes. You take one of the cards. Hide the gap. The child counts up in 10s to work out which is the missing card.

Game 2

The child closes their eyes. You change the order of the cards. The child counts up in 10s to work out which cards are in the wrong place and puts the cards in the right order.

Game 3

The child closes their eyes. You take a card (or two) AND you mess up the order of the remaining cards. They put the cards in the correct order and identify the missing card(s).

**Activity 2: Count objects, Count actions** *(Counting in 1s to 100)*

Once the child can count in 10s fluently, try counting in 1s. If the child has already completed the unit Count 0 – 20 they should be able to count to 20 already. So, start from 20, and gradually build up to 100.

When children first start counting in 1s it will help them to see the multiples of 10 laid out in order. Leave gaps between the multiple of 10 cards and count up pointing to the gaps between the cards as you count through the numbers between multiples of 10. As the child gains in confidence, turn over the multiple of 10 cards one by one, to see if they can count without seeing the cards.

Listen carefully to find out where a child starts to make mistakes. Focus on counting on from just before that point. Practice makes perfect so keep finding different reasons to count.

**Try counting actions** such as skipping, star jumps, marching etc. But also make sure to **count objects** to check reliable 1:1 correspond too. Since we do not want to waste time counting from zero every time, use a mix of silver and 1p coins to quickly get to higher starting points.

**Activity 3: Slap Bingo** (*Reading numbers, identifying one more than*)  
(Video showing Game 3 on [www.funkeymaths.com](http://www.funkeymaths.com))

Game 1 is for children who still needs to practise reading numbers.

Game 2 is to practise identifying the next multiple of ten after 29, 39, 49, 59 etc

Game 3 is to practise “one more than” any two-digit number up to 100

Game 1 – for additional reading practice (use any cards)

Put about 10 cards on the table face up. You say one of the numbers on the cards. You both race to slap that card. The first to slap the card takes it. The winner is the one with the most cards, when all the cards have gone.

Game 2 – identifying the next multiple of ten after a number ending in 9

Place all the multiples of 10 on the table face up. You give a clue using this phrase:

“What is one more than ...?” You and the child race to slap the right card. For example, you say: “What is one more than 79?” and you race to slap 80. The first to slap the card takes it. The winner is the one with the most cards, when all the cards have gone.

Game 3 – identifying one more than another number (use the pink cards)

Place the ten pink cards on the table face up. You give a clue using this phrase:

“What is one more than ...?” You and the child race to slap the right card. For example, you say: “What is one more than 36?” and you race to slap 37. The first to slap the card takes it. The winner is the one with the most cards, when all the cards have gone.

After you have practised Game 2 and 3 a few times, let the child have a go at giving the clues.

**Activity 4: Pairs** (*Practising one more than*)  
(Video available on [www.funkeymaths.com](http://www.funkeymaths.com))

To set the game up, find all the cards ending in 9 and all the multiples of 10. Lay out the cards ending in 9 face down on the left. Lay out the multiples of 10 face down on the right.

Players take it in turns to pick a card from the left. They then need to find the number on the right which is one more.

Each time a card on the left is picked ask the question: “What is one more than ...?”

If the player picks the matching card from the right, they keep the pair and have another go. If they pick the wrong card, they put both cards back face down and play passes to the other player.

The winner has the most pairs at the end of the game.

**Activity 5: Three times Three** (*One more and one less than multiples of 10*)

(Video available on [www.funkeymaths.com](http://www.funkeymaths.com))

For this activity you need to find

- all the multiples of 10 from 10 – 90
- all the cards ending in 9, from 9 to 89
- all the cards ending in 1, from 11 to 91

The idea of the game is to collect sets of cards. A set is three consecutive numbers, such as 19-20-21 or 29-30-31 or 39-40-41 etc.

Shuffle the multiples of 10. Each player takes three cards and lays them out in a vertical column in numerical order. The rest of the cards are shuffled and put into a pile face down. Players take it in turns to take the top card off the pile.

If the top card is *one more* than any of the player's multiples of 10 they lay the card to the *right* of that multiple of 10. If the top card is *one less* than any of the players's multiples of 10, they lay the card to the *left* of that multiple of 10. Once they have three cards in their set, they turn the three cards in the set face down. Once a set is face down, the other player cannot steal it.

If the card taken off the pile is one more or one less than any of their opponent's multiples of 10, then the player with the card, can steal the opponent's multiple of 10 and any other card in that set.

If a player picks a card from the pile which is a multiple of 10, they can keep it and start collecting a new set.

If a player picks the top card and no-one can put it into a set, then it goes to the bottom of the discard pile.

The winner is the player with the most sets when all the cards have been used up.

**Activity 6: Noughts and Crosses** (*Reading numbers*)

For this activity make a noughts and crosses board. Fill the square with any numbers the child is struggling to read accurately. There are sample boards in the downloadable resources for this unit.

If a child sometimes reads numbers the wrong way round, then fill the nought and crosses board with pairs of numbers such as 36 and 63 or 24 and 42 etc

If a child mixes up -teen and -ty numbers fill the squares with groups of numbers such as 16, 60, 61 or 17, 70 and 71.

Your board would look something like this.

61	51	71
15	17	50
70	16	60

Players take it in turns to read one of the numbers in the grid. If they say it right, they can put their symbol (a nought or a cross) over the number. If they say it wrong, they miss their turn.

To win, a player needs to fill a row or a column with their symbol or have three symbols in a diagonal through the middle. When a player thinks they have won, they draw a line through their three symbols.

When the game is over, make a new board and play again!

### Activity 7: Hold the Line *(Ordering numbers 0 – 100)*

*(Video available on [www.funkeymaths.com](http://www.funkeymaths.com))*

In this game both players are trying to get the cards to build a number line. But only one player gets the cards at a time. The player who has picked the highest card at any point in the game is the one who has the cards and builds the number line. The winner is the one with the cards at the end of the game.

- Shuffle the cards and then place about 15 cards face down. Discard the rest.
- Both players pick a card. The player with the higher card takes the other player's card and starts building a number line with the two cards.
- For the rest of the game, players take it in turns to pick another card.
- If the card picked is lower than the highest card in the number line, the new card gets slotted into the existing number line.
- If the player who is not controlling the number line picks a card which is higher than the highest number in the number line, that player takes all the cards in the number line and build their own number line.
- The winner is the player who controls the number line when all cards have been picked, or the player who picks card 100 at any point in the game.

As you play, encourage the child to think about leaving appropriate gaps to represent missing numbers. So, for example, you might leave a large gap between 20 and 80 but a

much smaller gap between 80 and 89. It will not be exact, just indicative. Doing this will help the child to be able to visualise a number line, a key skill in building number sense.

When the number line is built, it is a good opportunity to talk about numbers. Work out which numbers are missing, and try to talk about the numbers in the number line using some of these key phrases:

- One more than / One less than
- Ten more than / Ten less than
- Highest number / Lowest number
- Higher than / Lower than
- Greater than / Less than
- Between

### **Activity 8: Dot-to-Dot** (*Ordering numbers*)

There are three dot-to-dot challenges in the downloadable resources for this unit. In the first challenge the numbers are consecutive. In the second and third challenge the numbers are not consecutive!

### **Activity 9: You are surrounded!** (*Identifying the next multiple of 10*)

(Video available on [www.funkeymaths.com](http://www.funkeymaths.com))

#### Game 1

With the child, lay out the pink cards in a number line, with spaces between each card.

Shuffle the multiples of 10 and put them into a pile. Take the first card off the pile and talk through where in the number line that card goes. Continue until all the multiples of 10 have been placed in the number line.

#### Game 2

With the child put the multiples of 10 in a number line, with spaces between each card.

Shuffle the pink cards and put them in a pile. Take the first card off the pile and talk through with the child where in the number line that card goes. Continue until all the pink cards have been placed in the number line.

This activity is designed partly to help develop number sense, but also to develop language skills so that children can talk about ordering numbers. The key phrases children need to know are

- the next multiple of 10
- the preceding multiple of 10
- greater than .../ more than... / fewer than.../ less than ...
- ... is between ... and ...

It is also useful to start introducing the idea of numbers being in the *twenties*, or *thirties* or *forties* etc depending on which digit is in the 10s column. This prepares the ground for work on Place Value in the next unit.

### **Activity 10: Hide and Seek** (*Counting fluently to 100 in 1s*)

This activity gives children a fun reason to count!

Find something to hide. The child closes their eyes and counts to 100 while you hide the object. When they get to one hundred, off they go to hunt the object.

#### *Top Tips*

1. Hide the object quickly, so you can come back to listen to the counting. If the child is making mistakes you need to be there to correct them! If they are doing well, offer praise!
2. Give hot and cold clues when the child is searching for the object. It means they will find the object more quickly and then they will get to count again more quickly. The idea is for them to get practice counting rather than to spend ages looking for something!

**Once you have finished doing all the activities and you have  
three ticks in the three-star column for each activity,  
it is time to**

**sign and date the Activity Booklet  
and  
celebrate!**

**The next unit to work on is Counting 100-0.**