

# Discussion Problems

## Step 3: Tens and Ones 1

### National Curriculum Objectives:

Mathematics Year 2: (2N2a) [Read and write numbers to at least 100 in numerals and in words](#)

Mathematics Year 2: (2N3) [Recognise the place value of each digit in a two-digit number \(tens, ones\)](#)

Mathematics Year 2: (2N4) [Identify, represent and estimate numbers using different representations, including the number line](#)

Mathematics Year 2: (2N6) [Use place value and number facts to solve problems](#)

### About this resource:

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.

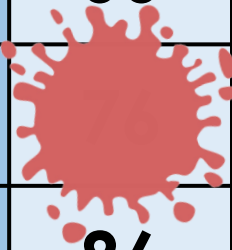
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 2 Place Value](#) resources.

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

# Tens and Ones 1

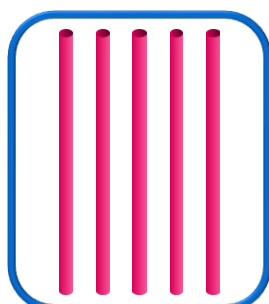
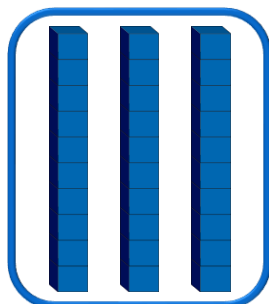
1. What is the hidden number below?

55	56	57	58
65	66	67	68
75		77	78
85	86	88	88

Explore the different ways you can partition the hidden number.

DP

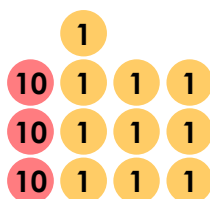
2. Fay is making numbers using the flashcards below.



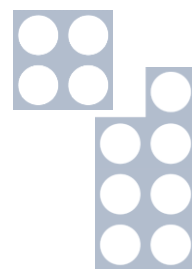
One ten  
and ten  
ones

3 tens  
and 8  
ones

40



Eight  
ones



Investigate the numbers she can make using three flashcards that are less than 100.

DP

# Tens and Ones 1

1. What is the hidden number below?

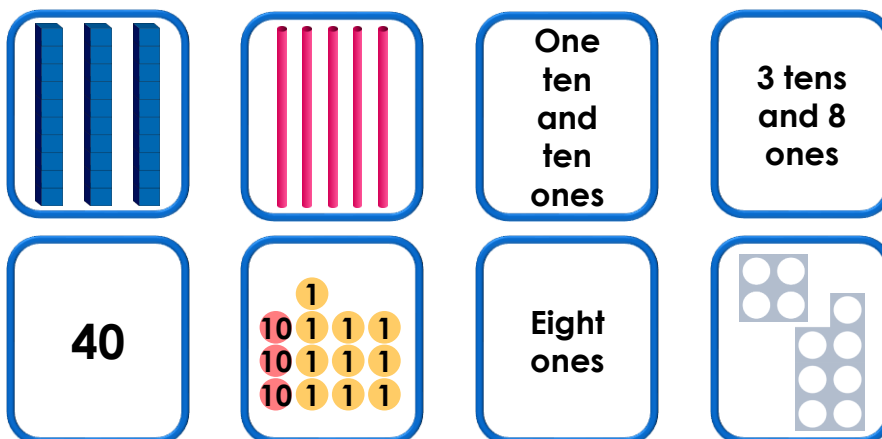
55	56	57	58
65	66	67	68
75	76	77	78
85	86	88	88

Explore the different ways you can partition the hidden number.

Various answers, for example: 6 tens and 16 ones

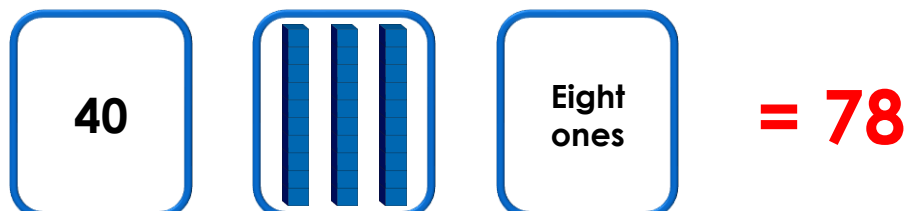
DP

2. Fay is making numbers using the flashcards below.



Investigate the numbers she can make using three flashcards that are less than 100.

Various answers, for example:



DP