

Number and Place Value: Represent Numbers to 20 Using Pictures

<p>Aim: Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>To identify and represent numbers up to 20 using pictures.</p>	<p>Success Criteria: I can recognise numbers to 20. I can choose a number to represent a picture. I can represent numbers to 20 using pictures.</p>	<p>Resources: Lesson Pack Whiteboards and pens - class set Base ten blocks – as required</p>
	<p>Key/New Words: Find, say, read, numbers 1-20, represent.</p>	<p>Preparation: 0-20 Number Picture Jigsaws – one per group 1-20 Number and Quantity Matching Cards – one per pair Diving into Mastery Activity Sheets - as required</p>

Prior Learning: It will be helpful if children can count to 20 confidently.

Learning Sequence

	<p>Remember It: Look at the jigsaw piece on the Lesson Presentation. Ask children to count the dots. After, children work in pairs to write the number on a whiteboard and say the number aloud to each other. Reveal the matching jigsaw piece. After practising as a class, children can continue this activity working in groups with the 0-20 Number Picture Jigsaws. Can the children recognise numbers to 20?</p>	
	<p>Let's Count!: Count out loud with the children to ten, showing the base ten blocks alongside the numeral on the Lesson Presentation. Stop at number ten. Show children that the cubes have come together to form a rod of ten- they will need to get used to this representation of ten. Ask them what number comes next. Click the next slide and reveal the numeral 11 alongside the base ten blocks representation of 1 ten and 1 one. Encourage children to explain what is happening here. Point out that the next one starts a new rod. Use the language: there is 1 ten and 1 one (see if children can use this language for the other numbers up to 20). Continue to 20, stopping to discuss what is happening with each number and predict what happens next. Ensure that children understand that each number from 10-19 consists of 1 ten and additional ones. At 20, there are two rods of ten. Then, the children rehearse counting to 20 without any visual prompts, focussing on the verbal pattern. Finally, children discuss a reasoning question. They should explain why Alma is wrong to say she has nine apples. Can the children recognise and read numbers to 20?</p>	
	<p>Number Pictures: Children work in pairs to complete differentiated activities with the 1-20 Number and Quantity Matching Cards, matching pictures with numerals and representing quantities with base ten blocks. Can the children choose a number to represent a picture?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="239 1456 574 1814">  <p>Children place the quantity cards face down in a pile, and spread the number cards out face up in front of them. They pick a quantity card at random, count the items, and find the number card that matches. They then make the number out of base ten blocks.</p> </div> <div data-bbox="614 1456 965 1814">  <p>Children work with the quantity cards face down in a pile. They pick a quantity card at random, count the items, and write the number that matches on a whiteboard. They then make the number out of base ten blocks.</p> </div> <div data-bbox="1005 1456 1356 1814">  <p>Children place all the cards face down in a pile. They pick a card at random. If they pick a quantity card, they write the number that matches on a whiteboard. If they pick a number card, they draw a picture to match. They then make the number out of base ten blocks.</p> </div> </div>	

	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <p> Children count the number of objects in a picture and write a numeral or numerals to represent that number. They read a number and draw a picture to represent it.</p> <p> Children count the number of objects in a picture and check that it matches the number. If not, they explain why not.</p> <p> Children investigate different pictures to work out which number is being represented. They find as many different ways as they can to represent a number in pictures.</p>	
	<p>Number Story: Read children the story on the Lesson Presentation, asking them to draw a picture on their whiteboard to represent any number they hear. Emphasise that children can respond by drawing objects, counters, base ten blocks, etc, as long as the value is correct. Can the children represent numbers to 20 using pictures?</p>	

Exploreit

Learnit: Children look around the classroom, school, playground or another setting to find amounts matching to numbers 0-20.

Paintit: Children could create their own Number and Quantity Matching Cards, drawing groups of objects and writing number cards to match.

Linkit: How many different ways can children draw a number? Play in groups, giving a point for each representation.

Learnit: Children will find this visually exciting [Knowledge Organiser](#) useful tool for representing all the numbers up to 20 in pictures.