

# Numbers to 50

## Notes and Guidance

Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers.

Children build on previous learning of numbers to 20. They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.

## Mathematical Talk

How can we count a larger number of objects more easily.

What happens when we get to 10? 20? 30?

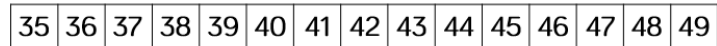
\_\_\_ ones make \_\_\_ ten.

How many groups of 10 can we see in the number \_\_\_ ?

Which practical equipment is best for showing groups of 10?

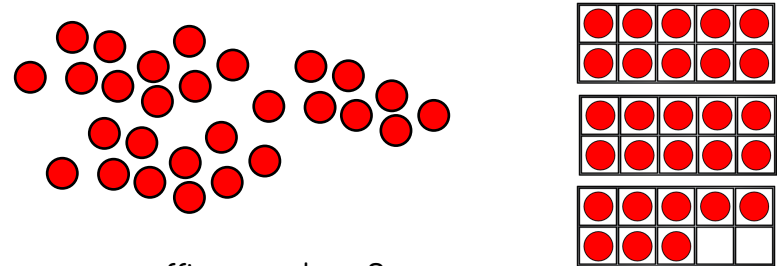
## Varied Fluency

- Use the number track to
  - count forwards from 35 to 49
  - count back from 46 to 38



Can you count from \_\_\_ to \_\_\_ without a number track?

- These images both show the same number of counters. Which counters are easier to count? Why?



- How many muffins are there?

