

Can I show where a whole number is on a 0 to 100 number line?

Teaching guidance

Key vocabulary

multiple of ten, two-digit number, compare, order, count on/back, number line, position, locate, near, between, halfway, more, less

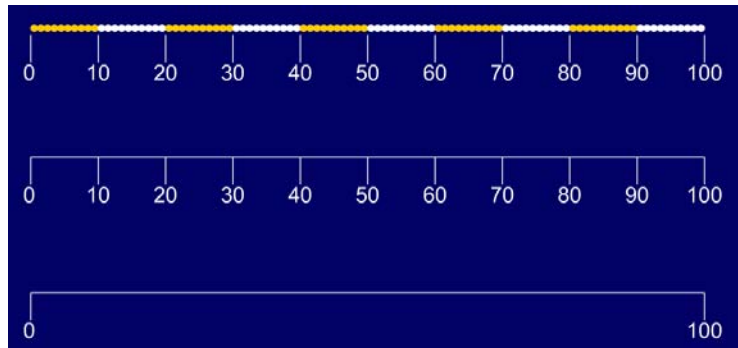
Models and images, resources and equipment

Bead string

Locate numbers on a 100-bead string.



Use number lines with an appropriate degree of scaffolding



The Ordering numbers ITP helps children make links between beaded number lines and partly numbered number lines.

Counting stick

Count forwards and backwards along the counting stick from 0 to 100. Place numbers in the correct places along the stick using sticky notes.



Teaching tips

- Provide plenty of opportunities for children to continue to gain confidence with the number system and the order of numbers by counting forwards and backwards to and from different numbers. Look out for children who may not know, for example, what comes after 29 or before 61, and for children who have to count from 1 to find the number before or after a given number because they are insecure when counting from other starting numbers.
- Use bead strings to provide practical experience of locating numbers up to 100. Encourage children to locate numbers quickly, for example show them how to find 32 by finding 30 and then counting on 2.
- Take the children into the playground and use a 10m length of rope to represent a 0–100 number line. Ask children to position the multiples of ten on the number line. Invite a child to select a number between 0 and 100 and without letting anyone know the number, place themselves on the number line. Can the rest of the class work out their number?
- Physically make a number by jumping along an imaginary number line, using a big jump forward to represent a jump of ten and small hops forward to represent ones, for example model a number such as 22 by two big jumps forward and two small hops forward. Ask children to locate the number you have created on a 100-bead string or on a number line.
- Using a counting stick, count in tens forwards and back. Point to a division and ask the children to name the multiple of ten. Point to various places along the counting stick (e.g. 45, 99, 21) and ask the children to say what number you might be pointing at.