

Discussion Problems

Partition Numbers to 100

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.

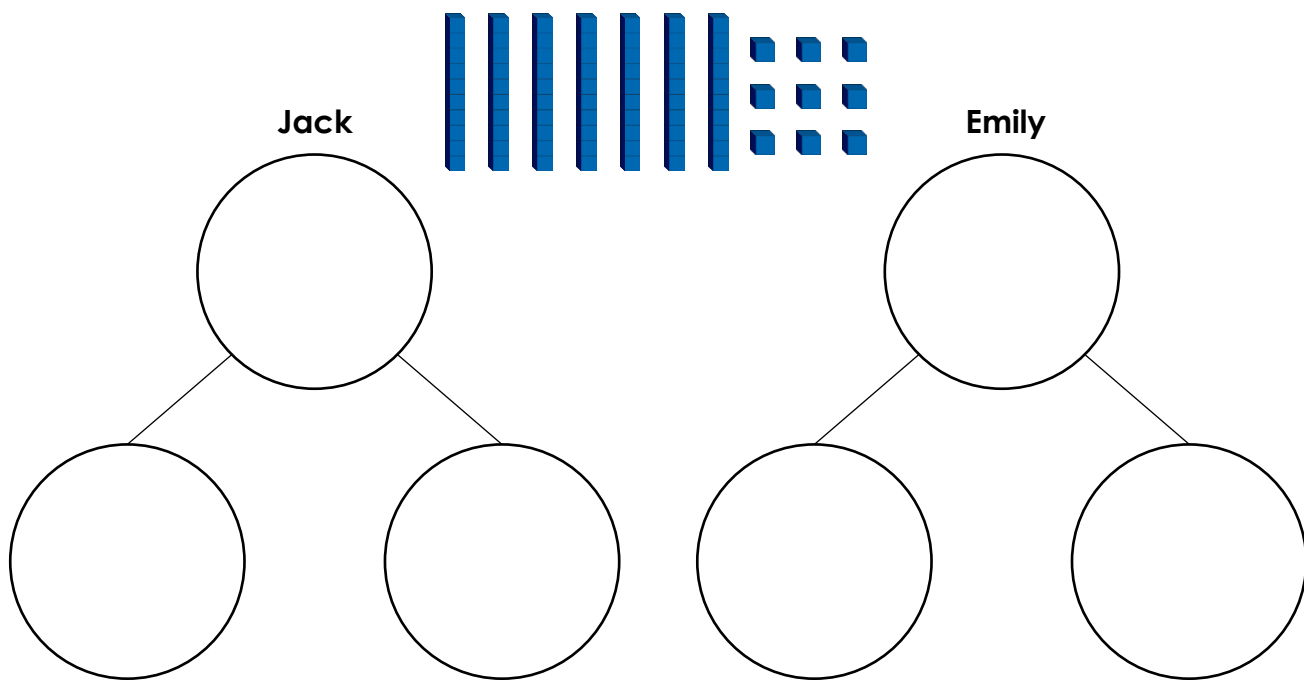
There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

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

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

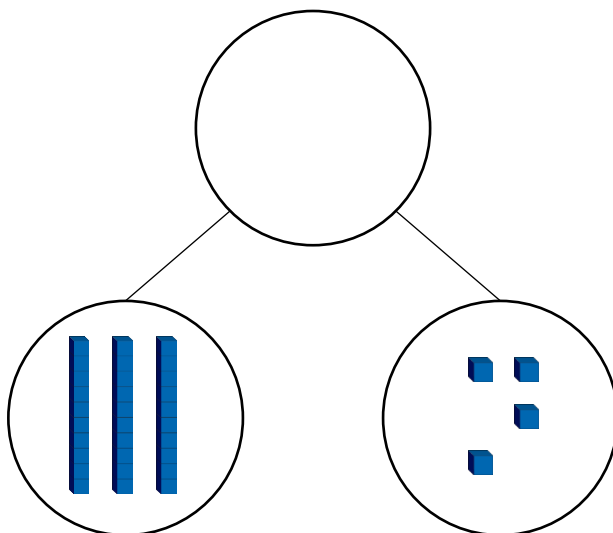
Partition Numbers to 100

1. Jack and Emily are representing numbers on part-whole models. They have to share the tens and ones below. What numbers can they make? Find 3 possible answers.



DP

2. Asif represented a number using a part-whole model, but then he knocked it over. At least one of the tens and one of the ones fell on the floor. What could his number have been? Find 3 possible answers.

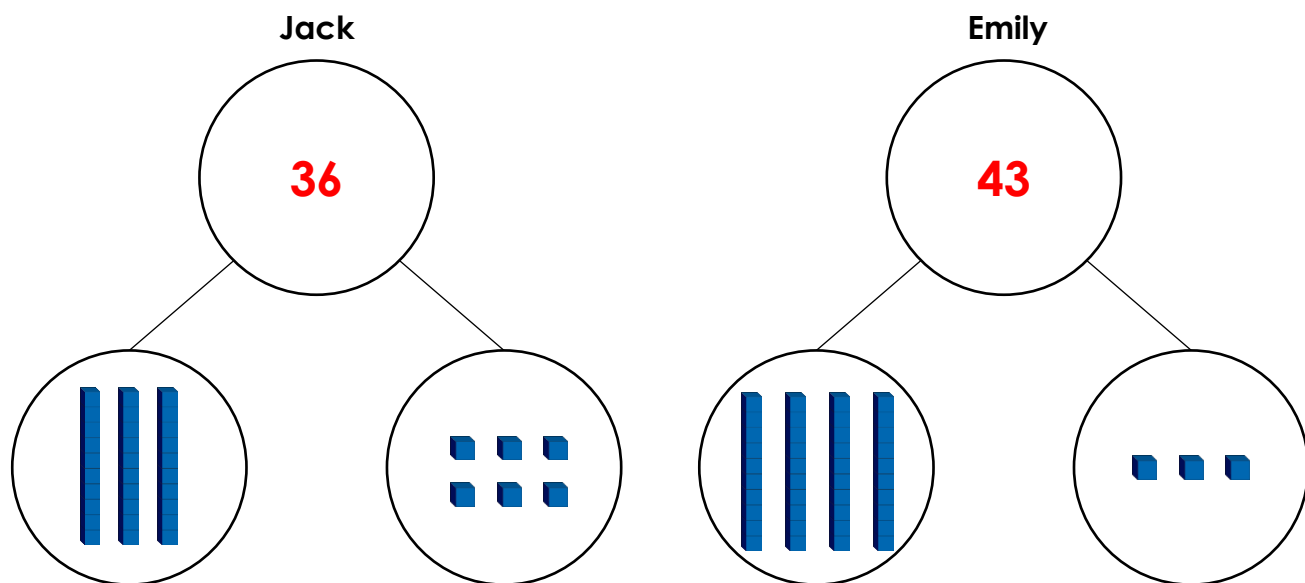


DP

Partition Numbers to 100

1. Jack and Emily are representing numbers on part-whole models. They have to share the tens and ones below. What numbers can they make? Find 3 possible answers.

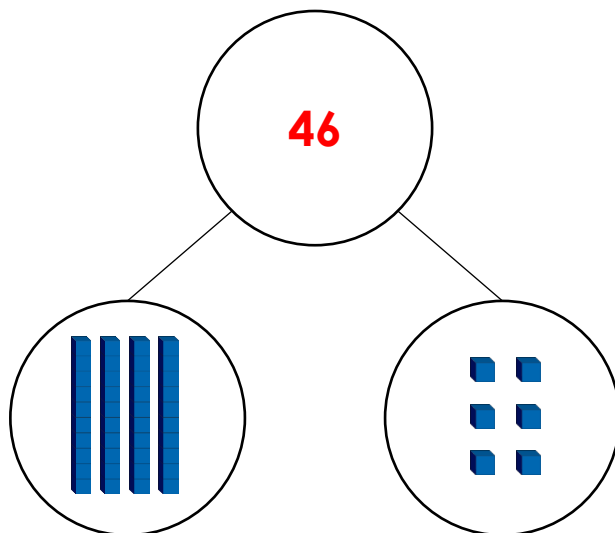
Various answers, for example: 36 and 43, 21 and 58, 68 and 11



DP

2. Asif represented a number using a part-whole model, but then he knocked it over. At least one of the tens and one of the ones fell on the floor. What could his number have been? Find 3 possible answers.

Various answers, for example: 46, 59, 65



DP