

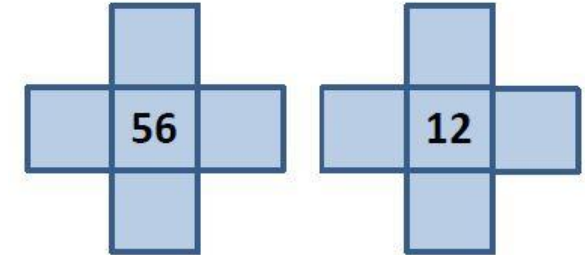
# 100 Square Activities

A1. Explore, Identify and Record place value 0-99

B1. Explore, Identify and Record place value 0-999

## Missing Number

- Remove some numbers from the 100 square. Pupils replace them and explain why they chose that particular number. You can remove random numbers, sequences of numbers or even all numbers.



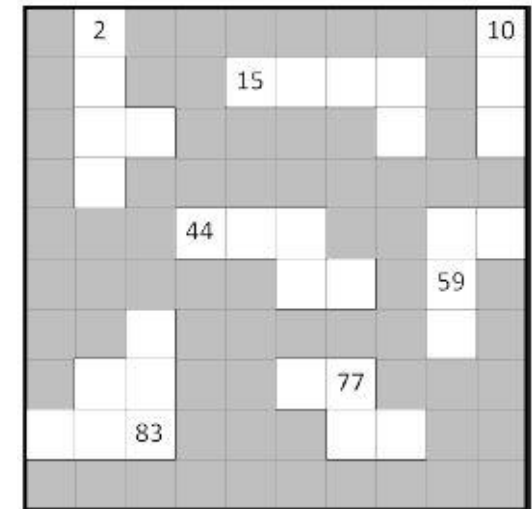
## Neighbours Number

- Begin with a blank 100 square. Highlight a number and ask pupils to identify the neighbouring numbers. Pupils should try several of these activities. Teacher questioning is very important for this activity. The questions posed should enable pupils to identify and discuss the relationships and patterns between numbers.

*Teacher: What do you notice about the number to the left/right/above/below/on the diagonal?*

## Fill in the Blanks

- In this activity, pupils need to write numerals as well as order them. Create worksheets or a laminated version for pupils to complete with a white board marker. Create a hundreds chart that has sections that need to be filled in. Provide some numerals to guide pupils.



## Beat My Number

- Pupils can do this activity in pairs. Each pair needs a blank laminated hundreds chart, a set of digit cards placed face down and two different coloured whiteboard markers. Pupils take turns picking up two digit cards to create a two digit number then place this number in the correct position on the blank hundreds chart. They get one point for every number they create, two points for any number greater than 50, any number with a 0 in the units place and three points for any number with the same digit in the units and tens place, for example, 11, 22, 33, 44.

# 100 Square Activities

A1. Explore, Identify and Record place value 0-99

B1. Explore, Identify and Record place value 0-999

## Guess My Number

- Pupils are given a 99/100 square. Explain to pupils that you have written down a number between 1 and 100 and that they are going to try to work out what number it is by asking questions about it. As each pupil asks a question, the pupils can cross out any numbers that they now know are not the correct number.
- Pupils should be encouraged to ask questions that reflect a range of understanding of numbers, for example, “Is it in the twenties?”; “Is it an even number?”; “Is it greater than 50?” As the pupils become familiar with this activity an extra challenge can be added where pupils record their questions. The pupil with the least amount of questions needed to identify the number is the winner. **Extension:** pupils could be given a blank 99/100 square on which they must write the numbers which have been eliminated.

## Hundred Square Jigsaw

- Give pupils a blank hundreds chart. Cut up another hundreds chart in to several pieces to create a jigsaw and ask pupils to put the hundreds chart back together. To make the task more difficult, omit some pieces

## Coded Hundred Square Jigsaw

- Give pupils a blank hundreds chart. Cut up another coded hundreds chart in to several pieces to create a jigsaw and ask pupils to put the hundreds chart back together. The chart starts with 1 and ends with 100. To make the task more difficult, omit some pieces (<https://nrich.maths.org/6554>)

1	2	3	4	5	6		8	9	10
		13	14	15	16		18	19	20
21	22	23	24	25	26		28	29	30
31	32	33	34				38		
41	42	43	44	45	46	47	48	49	50
			54	55	56	57	58		
	62	63	64	65	66	67		69	70
	72	73		75	76	77		79	80
	82			85		87	88	89	90
		93	94	95					