# Unit 1 Number and place value (1)

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| Learning objectives   * Count from and back to zero in single-digit steps or multiples of 10 * Partition two-digit numbers into multiples of 10 and 1 in different ways * Recognise the place value of each digit in a three-digit number * Read, write and order whole numbers to 1000 and position them on a number line | Expected outcomes  I can count on and back in tens from any number to 1000  I can split a 2-digit number into tens and ones in different ways  I can explain how the digits in a number change when I count in 10s or 100s  I can read and write numbers to 1000 and put them in order on a number line |

### Small steps of progression

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| **Number and place value** |
| Know the position of numbers on a number line to 50 |
| Count sounds (clapping, clicking etc) forwards and backwards from any number to 100 |
| Count in different steps forwards and backwards from any number to 100 |
| Read and write numbers to 100 |
| Position numbers to 100 on a number line |
| Understand place value of each digit in a 2-digit number |
| Partition 2-digit numbers in different ways |
| Compare and order numbers to 100 |
| Round numbers to 100 to the nearest ten |
| **Read and write numbers to 1000** |
| **Position numbers to 1000 on a number line** |
| **Understand place value of each digit in a 3-digit number** |
| **Use knowledge of place value to multiply and divide by 10** |
| **Partition 3-digit numbers in different ways** |
| **Compare and order numbers to 1000** |
| Understand place value of each digit in a 4-digit number |
| Read and write numbers to 10000 |
| Compare and order numbers to 10000 |
| Count forwards and backwards in tens, hundreds and thousands |

### Assessment for Learning

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| *Count on in 20s from zero. Now count back to zero. This time, count on in 50s from zero.*  *Start at 93 and count back in tens. What will be the smallest number that you reach on a 100-square?*  *Read the number 472 to me. Write another three-digit number and read it to me. Is it bigger than or smaller than 472?*  *Draw an empty number line and mark the numbers 456, 465 and 516 on it.*  *Tell me where to put these numbers on the number line: 581, 418, 560, 509 and 495. How do you find the smallest number/the largest number? What clues do you use?*  *Here are some ways of partitioning 58.*  *58 = 50+8 58 = 40+18*  *58 = 30+28 58 = 20+38*  *Write four ways of partitioning 67.*  *A number is partitioned like this: 50 + 13. What is the*  *number? Show me how to partition it in other ways.*  *There are enough pencils in this box for each child in the class to have one each. Approximately how many pencils is that? How many pencils would you estimate we would need for 10 classes?* |

### Making sense of the maths

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| Language  count, compare, order, most, least, fewer, fewest, place value, partition, hundreds, thousands, digit, four-digit number,  one hundred, two hundred, …, one thousand  zero, count to, count on/back to/from, count up to/from, the same number as, as many as, equal to | Models | Images |

### Teaching and learning:

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| Theme or context (hook or product) | Maths connections |

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| Ideas and activities (problems, puzzles, challenges, investigations, practice) |
| Data handling |
| IT Links |

**FURTHER SUPPORT**

### Mental arithmetic focus

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| **Quick recall**  Read any number to 1000 and know the value of each digit  **Strategies and skills**  Count on or back in 10s or 100s  Write any set of numbers to 1000 in order on a number line |

**Data handling and statistics progression**

Select the focus areas for this unit:

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| Construct frequency tables using information on data collection sheets |  |
| Represent data physically by using cubes, counters, models etc |  |
| Translate 3D representation of block graphs into 2D form |  |
| Use simple tables and block graphs with horizontal and vertical blocks |  |
| Draw axes for graphs and understand the need for labelling each axis |  |
| Represent the sorting of objects using two criteria on venn, tree, Carroll diagrams |  |
| Collect data from tables and lists and answer questions about their findings |  |
| Understand the use of scale in graphs |  |
| Draw and interpret pictograms where the symbol represents more than one object |  |
| Draw and interpret bar charts, including the use of a scaled axis |  |
| Interpret and extract information from tables and diagrams, including timetables |  |
| Enter data into a simple computer database |  |
| Use a computer database to produce simple graphs |  |
| Understand the need to group discrete data when the number of items is large |  |
| Produce frequency tables for grouped data |  |
| Draw, interpret and use line graphs for continuous data |  |
| Construct and interpret bar charts, line graphs and conversion graphs |  |