

Unit overview: Place value – Year 1

National Curriculum requirements

By the end of the year, the children will be able to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

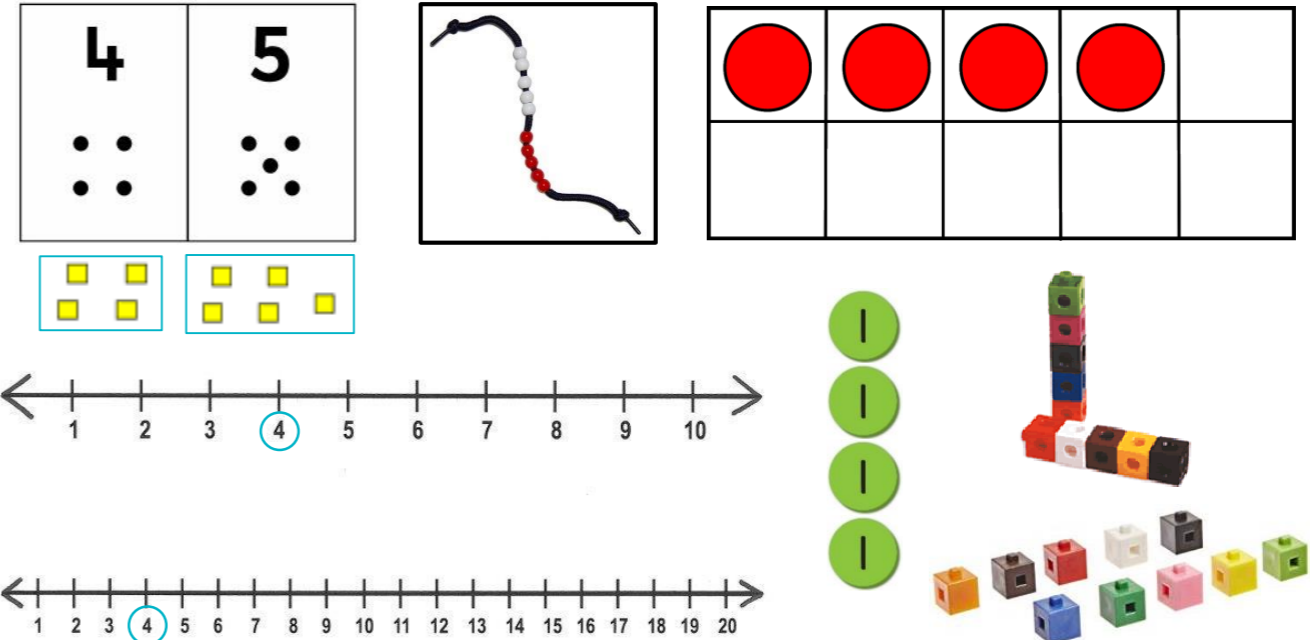
Vocabulary

- number names (0 – 100)
- digit
- more than / greater / most
- less than / fewer / least
- equal to
- number bonds
- estimate

Manipulatives

- number cards
- counters/counting props, e.g. toys
- dienes
- place value counters
- interlocking cubes
- ten frames
- number lines
- bead strings

Visual representations



Sentence stems

One, two, three, ____, ____.

Twenty, twenty one, ____, twenty three.

This number is ____. I know this because ____.

There are ____ more than ____.
 ____ is greater than ____.

One more than ____ is ____.
 ____ has the most ____.

There are ____ less than ____.
 There are ____ fewer ____.

One less than ____ is ____.
 ____ has the least ____.

____ is equal to ____.

I estimate there are ____ because ____.

Learning sequence

- numbers to 10
 - count sets of objects within 10
 - represent numbers within 10: concrete and pictorial
 - recognise number bonds up to 10
 - count to 10 forwards and backwards, beginning with 0 or 1, or from any given number*
 - count, read and write numbers to 10 in numerals and words*
 - identify and represent numbers using objects and pictorial representations*
 - given a number, identify one more and one less*
 - compare and order numbers to 10 using $<$, $>$ or $=$ symbols*
 - count in multiples of two
 - estimate numbers within 10
- numbers to 20 (repeat steps marked with a * replacing 10 with 20)
 - count in multiples of two and five
- number to 50 (repeat steps marked with a * replacing 10 with 50)
 - recognise the place value of each digit in a two-digit number
- number to 100 (repeat steps marked with a * replacing 10 with 100)
 - read and write numbers to at least 100 in numerals

Unit overview: Place value – Year 2

National Curriculum requirements

By the end of the year, the children will be able to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Vocabulary

- number names (0 – 100)
- digit
- partition / tens / ones
- number bonds
- more than / greater / most
- less than / fewer / least
- equal to
- estimate

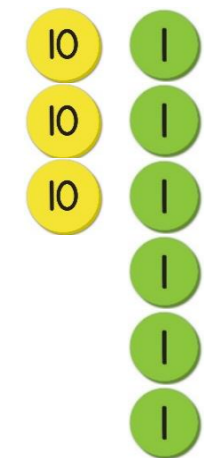
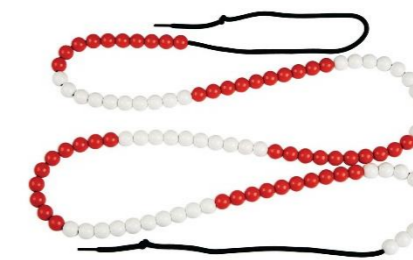
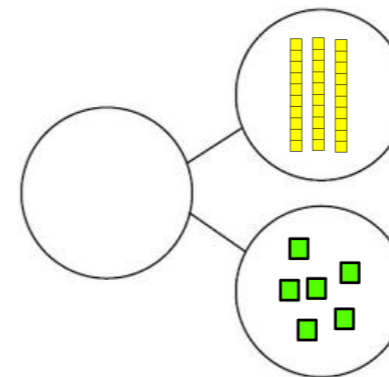
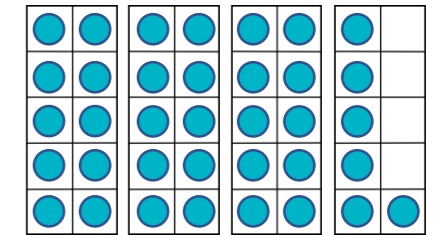
Manipulatives

- counters
- dienes
- place value counters
- interlocking cubes
- hundred squares
- ten frames
- number lines
- bead strings

Visual representations

Tens (10s)	Ones (1s)
3	6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Sentence stems

One, two, three, ____, ____.

Twenty, twenty one, ____, twenty three.

There are ____ tens and ____ ones.

The digit ____ is in the tens/one column.

This number can be partitioned into ____ tens and ____ ones.

There are ____ more than ____.

One more than ____ is ____.

____ is greater than ____ because ____.

____ has the most ____.

There are ____ less than ____.

One less than ____ is ____.

There are ____ fewer ____.

____ has the least/fewest ____.

____ is equal to ____.

I estimate there are ____ because ____.

Learning sequence

- numbers to 100
 - use place value and number facts to solve problems
 - recognise the place value of each digit in a two-digit number (tens, ones)
 - identify, represent and estimate numbers to 100 using different representations, including the number line
 - compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
 - read and write numbers to at least 100 in numerals and in words
 - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- numbers to 1,000
 - use place value and number facts to solve problems
 - identify, represent and estimate numbers to 1000 using different representations
 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
 - compare and order numbers up to 1000
 - read and write numbers up to 1000 in numerals and in words
 - count from 0 in multiples of 100; find 10 or 100 more or less than a given number

Unit overview: Place value – Year 3

National Curriculum requirements

By the end of the year, the children will be able to:

- count from 0 in multiples of 4, 8, 50 and 100
- find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Vocabulary

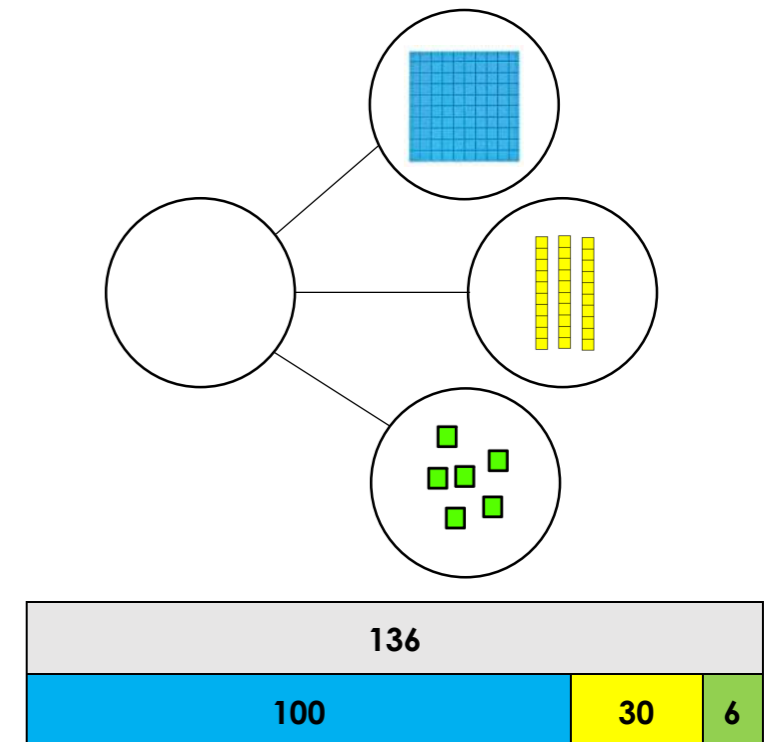
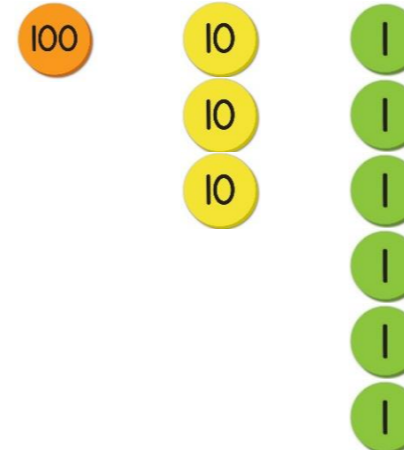
- number names (0 – 1,000)
- digit
- partition / hundreds / tens / ones
- more than / greater / most
- less than / fewer / least
- equal to
- estimate

Manipulatives

- counters
- dienes
- place value counters
- interlocking cubes
- hundred squares
- number lines
- bead strings

Visual representations

Hundreds (100s)	Tens (10s)	Ones (1s)
1	3	6



Sentence stems

There are ____ hundreds, ____ tens and ____ ones.

The digit ____ is in the hundreds/tens/one column.

This number can be partitioned into ____ hundreds, ____ tens and ____ ones.

There are ____ more than ____.

One more than ____ is ____.

____ is greater than ____ because ____.

____ has the most ____.

There are ____ less than ____.

One less than ____ is ____.

There are ____ fewer ____.

____ has the least/fewest ____.

____ is equal to ____.

I estimate there are ____ because ____.

Learning sequence

- identify, represent and estimate numbers using different representations, including the number line
- find 1, 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1,000
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas
- count from 0 in multiples of 50 and 100
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Unit overview: Place value – Year 4

National Curriculum requirements

By the end of the year, the children will be able to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Vocabulary

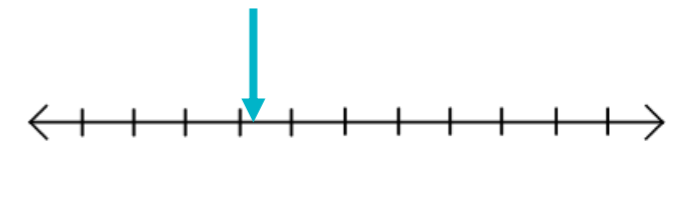
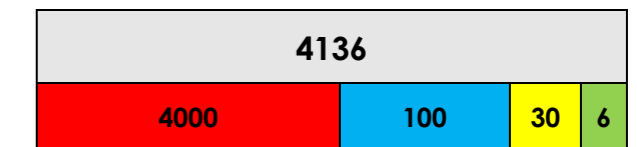
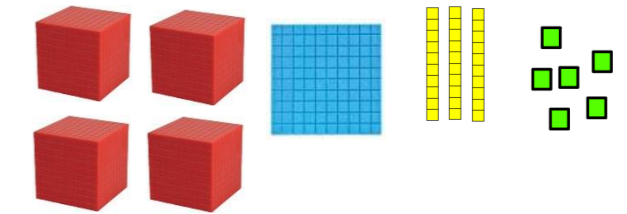
- number names (0 – 10,000)
- digit
- partition / thousands / hundreds / tens / ones
- more than / greater / most
- less than / fewer / least
- equal to
- estimate

Manipulatives

- counters
- dienes
- place value counters
- interlocking cubes
- hundred squares
- number lines
- bead strings
- place value white boards

Visual representations

Thousands (1,000s)	Hundreds (100s)	Tens (10s)	Ones (1s)
4	1	3	6



Sentence stems

There are ____ thousands, ____ hundreds, ____ tens and ____ ones.

The digit ____ is in the thousands/hundreds/tens/one column.

This number can be partitioned into ____ thousands, ____ hundreds, ____ tens and ____ ones.

There are ____ more than ____.

____ more than ____ is ____.

____ is greater than ____ because ____.

____ has the most ____.

There are ____ less than ____.

One less than ____ is ____.

There are ____ fewer ____.

____ has the least/fewest ____.

____ is equal to ____.

I estimate there are ____ because ____.

Learning sequence

- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- identify, represent and estimate numbers using different representations
- find 1, 10, 100 or 1,000 more or less than a given number
- order and compare numbers beyond 1,000
- round any number to the nearest 10, 100 or 1000
- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers
- identify, represent and estimate numbers using different representations
- solve number and practical problems that involve using the four operations and place value, rounding, ordering, comparing and estimating with increasingly large positive numbers

Unit overview: Place value – Year 5

National Curriculum requirements

By the end of the year, the children will be able to:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Vocabulary

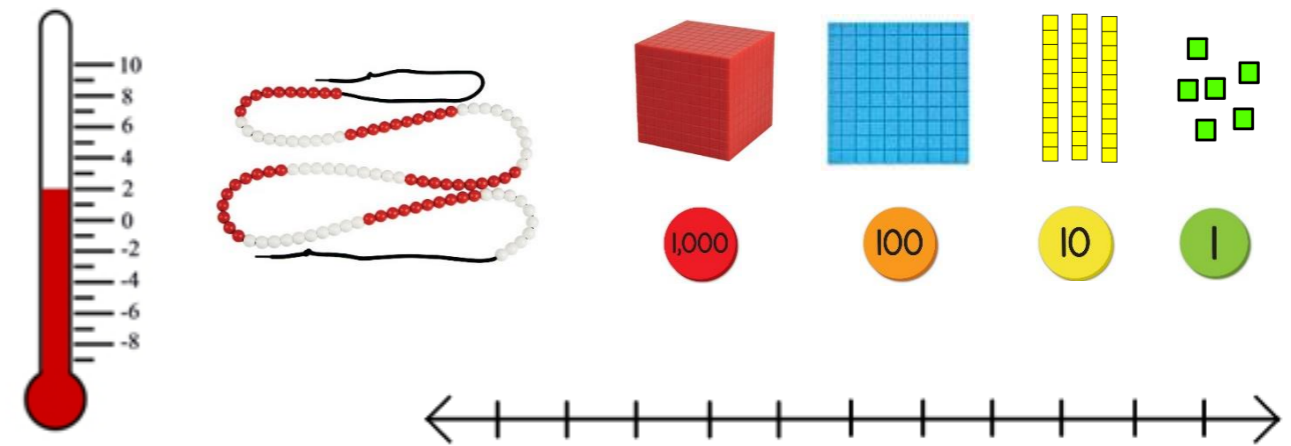
- number names (0 – 1,000,000)
- digit
- place value labels
- decimal
- negative
- more than / greater / most
- less than / fewer / least
- equal to

Manipulatives

- counters
- dienes
- place value counters
- interlocking cubes
- hundred squares
- number lines
- bead strings
- place value white boards

Visual representations

M	HTh	TTh	Th	H	T	O	.	t	h	th
2	0	9	4	1	3	6	.	7	5	8



Sentence stems

There are ____ millions, ____ hundred thousands, ____ ten thousands, ____ thousands, ____ hundreds, ____ tens and ____ ones.

The digit ____ is in the millions/hundred thousands/ten thousands/thousands/hundreds/tens/ones/tenths column.

The digit ____ has a place value of _____. This number can be partitioned into ____ thousands, ____ hundreds, ____ tens and ____ ones.

There are ____ more than ____.

_____ is greater than _____ because _____. _____ has the most _____.

There are ____ less than ____.

There are ____ fewer ____.

_____ is equal to _____. I estimate there are ____ because _____.

Learning sequence

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- identify the value of each digit in numbers given to one decimal place and multiply and divide numbers by 10, up to one decimal place
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- solve number problems and practical problems that involve numbers up to 1,000,000, powers of ten, decimal numbers, and negative numbers

Unit overview: Place value – Year 6

National Curriculum requirements

By the end of the year, the children will be able to:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

Vocabulary

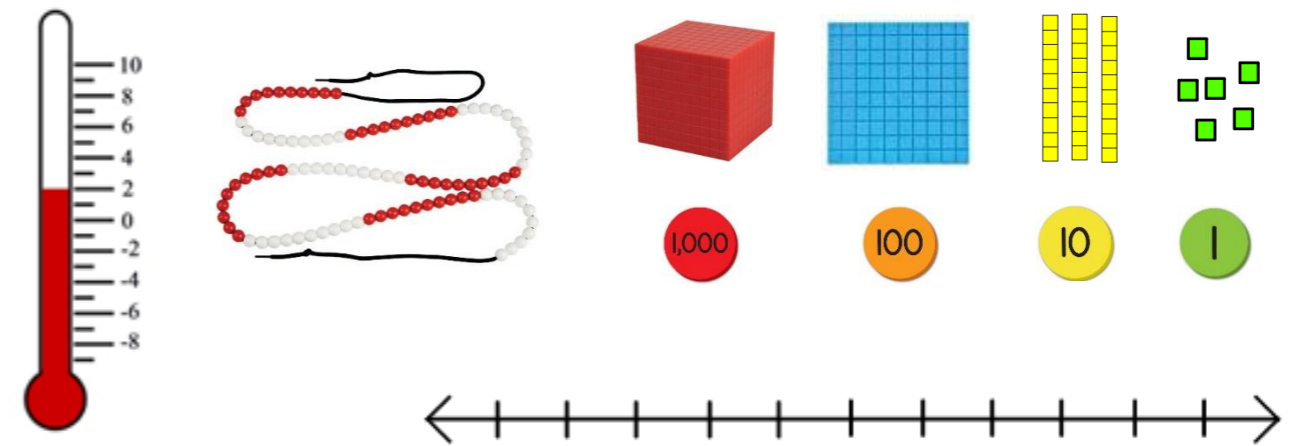
- number names (0 – 1,000,000)
- digit
- place value labels
- decimal
- negative
- more than / greater / most
- less than / fewer / least
- equal to

Manipulatives

- counters
- dienes
- place value counters
- interlocking cubes
- hundred squares
- number lines
- bead strings
- place value white boards

Visual representations

M	HTh	TTh	Th	H	T	O	.	t	h	th
2	0	9	4	1	3	6	.	7	5	8



Sentence stems

There are ____ millions, ____ hundred thousands, ____ ten thousands, ____ thousands, ____ hundreds, ____ tens, ____ ones, ____ tenths, ____ hundredths, and ____ thousandths.

The digit ____ is in the millions/hundred thousands/ten thousands/thousands/hundreds/tens/ones/tenths/hundredths/thousandths column.

The digit ____ has a place value of ____.

This number can be partitioned into ____ thousands, ____ hundreds, ____ tens and ____ ones.

There are ____ more than ____.

____ more than ____ is ____.

____ is greater than ____ because ____.

____ has the most ____.

There are ____ less than ____.

One less than ____ is ____.

There are ____ fewer ____.

____ has the least/fewest ____.

____ is equal to ____.

I estimate there are ____ because ____.

Learning sequence

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero