Our Learning Keys

Place Value

Questions

How have the beads been grouped? How does this help you to count?

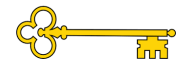Is it quicker to count in 1s or 10s?

How many tens and how many ones do you have?

How else can you show this number?

How can you complete the part whole model in a different way?

How many intervals are there? What is each interval worth?

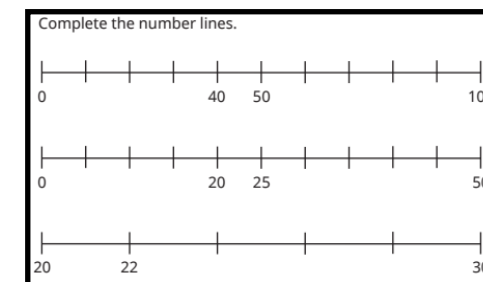Why do you need to make an exchange when you have 12 tens?

Vocabulary

Ones, tens, hundreds, thousands, intervals, base 10, part whole model, exchange, partition, estimate, more than, less than, represent, compare, order,

Images

1 ten and 5 ones

thirty-five

25

Which picture does **not** show 23?

A   B

C

Complete the number lines.

Facts

I can represent numbers to 100

I can partition numbers to 100

I can use a number line to 100

I can work confidently with 100s

I can represent numbers to 1000

I can partition numbers to 1000

I can work confidently with 100s, 10s and 1s

I can find 100, 10 and 1 less

I can use a number line to 1000

I can estimate on a number line to 1000

I can compare numbers to 1000

Links

Literacy:

comparative sentences

Science:

Making formulas

Doors this will open...

Data analysis

Statistician

Scientist

Engineer

Builder

Previously...

In Year 2, children will have looked at; 100s, 10s, 1s, rounding to nearest 10/100, represented numbers using base 10.

Year 3

Place Value

Next...

In Year 4, children will be looking at; numbers up to 10,000, rounding to nearest 1,000 and negative numbers.