

## Strand 3: Numbers and Place value

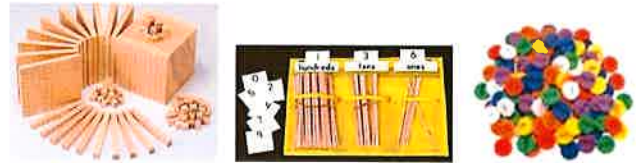


Progress Tracker - Strand 3	Baseline	Review 1	Review 2	Review 3
Matching objects to numbers (3.1)	Date:	Date:	Date:	Date:
Ordering numbers (2 digits) (3.1)	Date:	Date:	Date:	Date:
Position numbers on a number line (3.1)	Date:	Date:	Date:	Date:
Partition & recombine 2 digit numbers (3.2)	Date:	Date:	Date:	Date:
10 more (3.2)	Date:	Date:	Date:	Date:
1 more (3.2)	Date:	Date:	Date:	Date:
10 less (3.2)	Date:	Date:	Date:	Date:
1 less (3.2)	Date:	Date:	Date:	Date:
Writing & understanding 2 digit numbers (3.3)	Date:	Date:	Date:	Date:
Writing & understanding 3 digit numbers (3.3)	Date:	Date:	Date:	Date:
Writing & understanding 4 digit numbers (3.3)	Date:	Date:	Date:	Date:
Reading 2 digit numbers (3.3)	Date:	Date:	Date:	Date:
Reading 3 digit numbers (3.3)	Date:	Date:	Date:	Date:
Reading 4 digit numbers (3.3)	Date:	Date:	Date:	Date:

### Approaches and strategies

Place value is a highly abstract mathematical concept which can take much longer to form than e.g. the concept of length. To understand the concept of place value, pupils need to work in bases and develop the habit of grouping and exchanging in each of these. Grouping in 10s is crucial to develop the concept of place value.

Use: Base 10 materials, straws, place value counters



Pupils have to learn to 'crack the code'.

The key principles are:

There are 10 digits (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)

The column that a digit is placed in determines its value

A digit one place to left of another digit is worth 10 times its value

Zero is used as a place holder to represent an empty column

Use place value cards or sliders to secure this.



Use place value base boards with base 10 (known as Dienes) to help the pupil understand the position and value of numbers.

Hundreds	Tens	Ones