

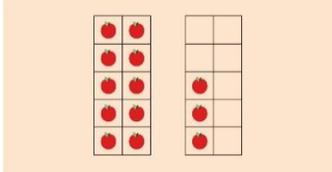
Place value in years 1, 2 and 3 – what are the expectations of the National Curriculum?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Understanding place value is vital in your child's sense of number awareness and ability to calculate. These ideas can be used at home when you are working together, to help you support your child's understanding of the number system.

How can I help my child?

Year 1

Objective	Activities
<ul style="list-style-type: none">count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	<p>Counting is so important for young children to keep practising. Start off practically with real objects that they can touch. Let your child move objects around, pick them up and put them into lines or groups as they count. If possible, provide them with “10 frames” to make it easier to count the objects. This is just a grid of ten squares.</p>  <ul style="list-style-type: none">Support their understanding by using a visual representation that they can move around. Moving the objects will help to extend their understanding beyond just reciting numbers.Let your child keep moving their objects around. It is important for them to see that it doesn't matter if the objects are close together, far apart, in a line or scattered – it is still the same number of objects.Give your child different objects – a pencil, a toy, a book, a tin, an apple etc. and ask them to count how many things they have.You may find that your child's count doesn't keep up with their touching the objects. Encourage them to slow down if

- count, read and write numbers to 100 in numerals; read and write numbers from 1 to 20 in numerals and words

needed and move the objects out of the way as they count them.

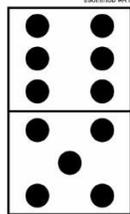
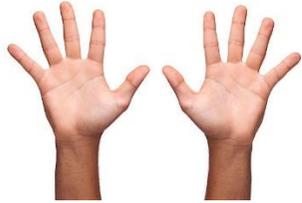
- Give your child opportunities throughout the day to count real objects. It's a good idea to continue counting past 10 as the numbers just beyond can be the trickiest. Make sure that you vary the size, colour, and positioning of the objects that they are counting.
- Ask your child to count sounds and events – how many claps was that? How many times did I nod my head?
- Count on and back from different numbers – say, 31, 32, 33... check how confident they are when they get to 39 at knowing that the next number is 40.
- Ask your child to write the numbers and keep practising this number formation with them. Give them random numbers within the range that they are comfortable with and ask them to write down.
- Give your child a list of numbers written as words and see if they can write the number as figures. Try this the other way round so that they also practise writing the number words.
- Play matching games using cards with numbers as word and numbers as figures.
- Play bingo with your child using numbers in the range of 1 – 100 or a range which you feel that they need practice with.
- Use a hundred square so that children can see the patterns the numbers make. Cover some numbers and see if they can tell you what numbers are missing.

- 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

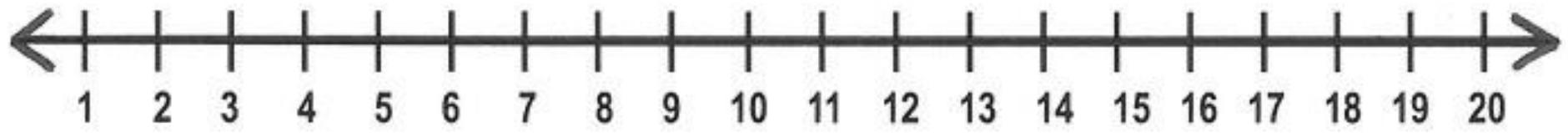
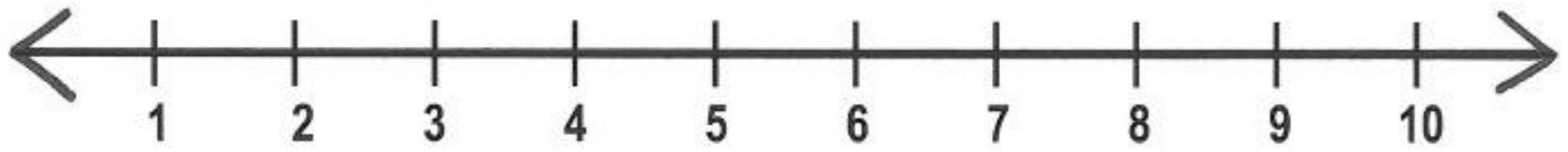
- Practise counting in 2s, 5s and 10s. Even better if they have real objects to apply this to – for example – pairing socks – how many socks altogether? Counting money with 2p, 5p and 10p coins
- Use a hundred square and use different colours to colour in the multiples of 2, 5 and 10. What do they notice? Are there some numbers which appear in more than one of the sequences?
- Use number flash cards (can just be numbers to 20 initially written on pieces of paper) and ask your child to tell you what is one more and one less. Check that they understand the meaning of these words: use the language of 1 bigger, 1 smaller to help at first
- Race to 20 game: Each of you starts with 10. In a bag, place folded pieces of paper with either one more or one less written on them. Take turns to draw the papers out and add 1 or subtract 1 depending on what is written on the paper. Who can reach 20 first? This is even better if you both have number lines from 0 – 20 and move a counter back and forward.
- Use different representations of numbers. Look on website images for number representations or even better take pictures when you are out and about (see image below)
- Practise counting on the number line. Ask your child to put their finger on a number. Move to 1 more, 1 less, 2 more/ less etc. Start at 4, count on 5 jumps – where do you land?

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| | <ul style="list-style-type: none">• Ask your child to compare sets of objects, pictorial representations – which is more /less? Count to check.• Put down 2 pieces of paper, one with MORE written on it, the other with FEWER. Ask them to arrange counters/pieces of fruit/different objects to make 1 pile more and 1 pile less.• Put down 2 pieces of paper, both with the word EQUAL and the sign = Ask your child to find equal numbers of objects to place on each sheet. |
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My pictures of 10



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



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20