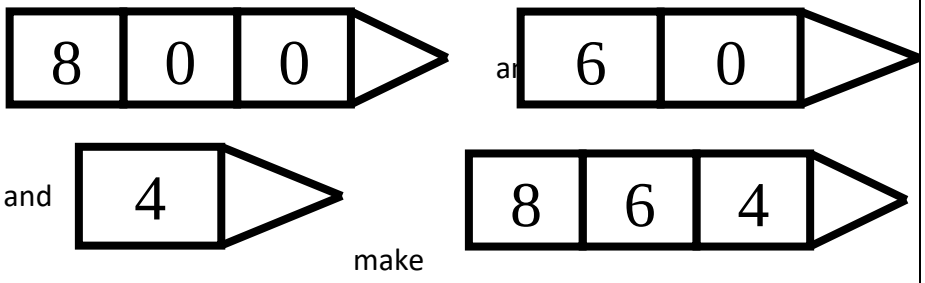
Place value in years 1, 2 and 3 – what are the expectations of the National Curriculum?

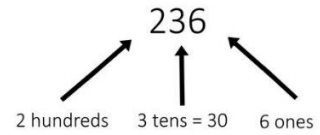
Year 1	Year 2	Year 3
• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects 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	• 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	• 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. If the ideas are either too hard or easy for your child, take a look at some of the ideas from the year above or below.

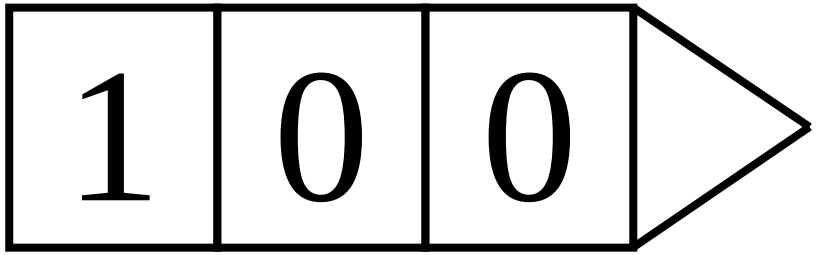
How can I help my child?

Year 3

Objective	Activities
• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• Start from zero and ask your child to count with you, and then on their own, in steps of 4, 8, 50 and 100. Try it backwards. As they get more confident, start at a multiple of the number – e.g., 24, 32, 40… 150, 200, 250, 300… 44, 48, 52, 56, 60… 800, 900, 1000, 1100… • If your child masters this with ease, see if they can start from numbers which are not multiples of the counting step. For example, counting in 4s from 23: 23, 27, 31, 35, 39…
• recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • identify, represent and estimate numbers using different representations	• Use the place value card templates below, pages 5-7, and ask your child to make different 3 digit numbers. This will show them the value of each digit.  • Write out some 3 digit numbers. Ask your child to tell what each digit is worth – ones, tens or hundreds? Encourage them to partition the numbers into hundreds, tens and ones:

• compare and order numbers up to 1,000 • read and write numbers up to 1,000 in numerals and in words	 200 30 6 • The internet is a great source of number data: e.g., distancecalculator.net/city/birmingham which gives the distance in kilometres of each UK city from Birmingham. This gives more of an interesting context for ordering numbers than just giving your child different numbers to order. • Write a range of different numbers to 1000 on pieces of paper (raffle ticket books are very useful, especially if you child can go beyond 100) Put them in a bag. Take turns to pick one out – highest wins. Ask your child to record the score – best of 5, best of 7. Each time you draw out a number each, ask your child to tell you a number which lies between your two numbers. • Ask your child to write down numbers as you call them out. Give them random numbers within the range that they are comfortable with.

	• 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. (see template on page 11) • Play bingo with your child using 3 digit numbers. Keep an eye on the numbers and don't make it too easy! For example if you see they have 345, say: "one more than 344" or "10 less than 355". See example on page 9.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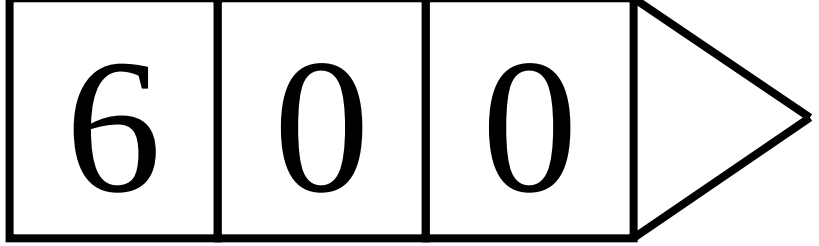
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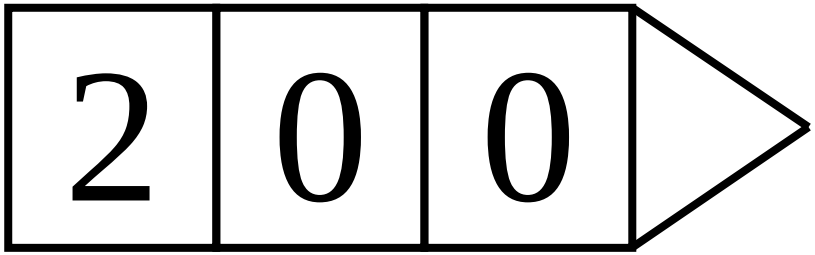
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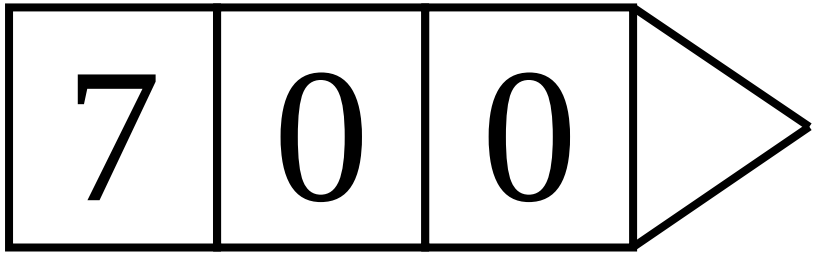
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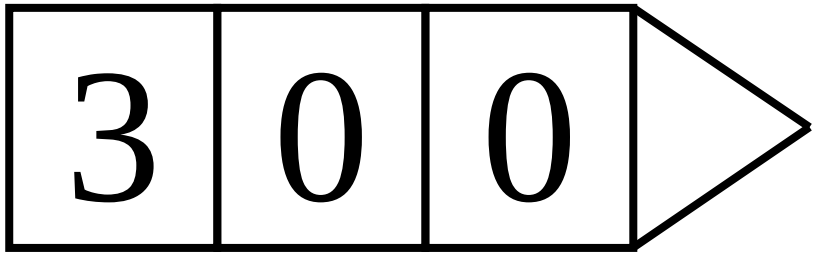
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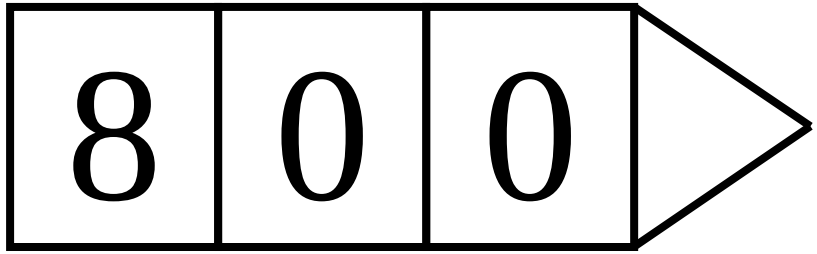
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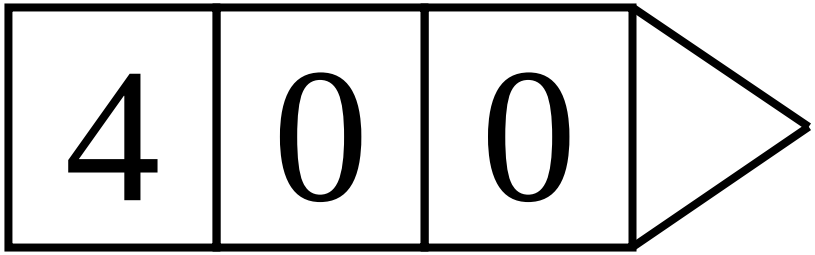
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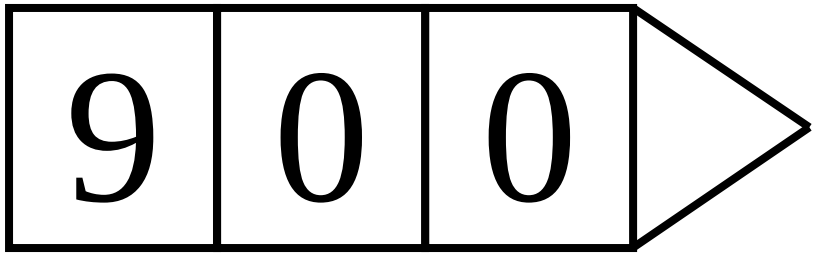
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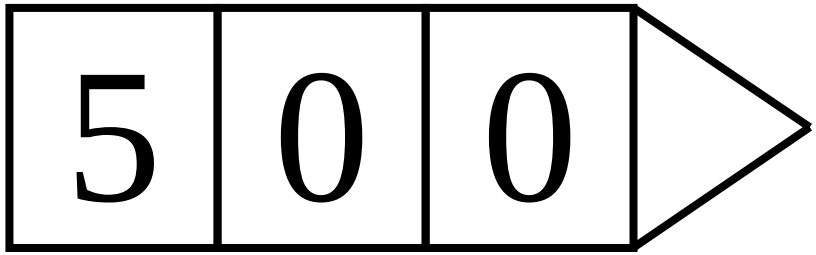
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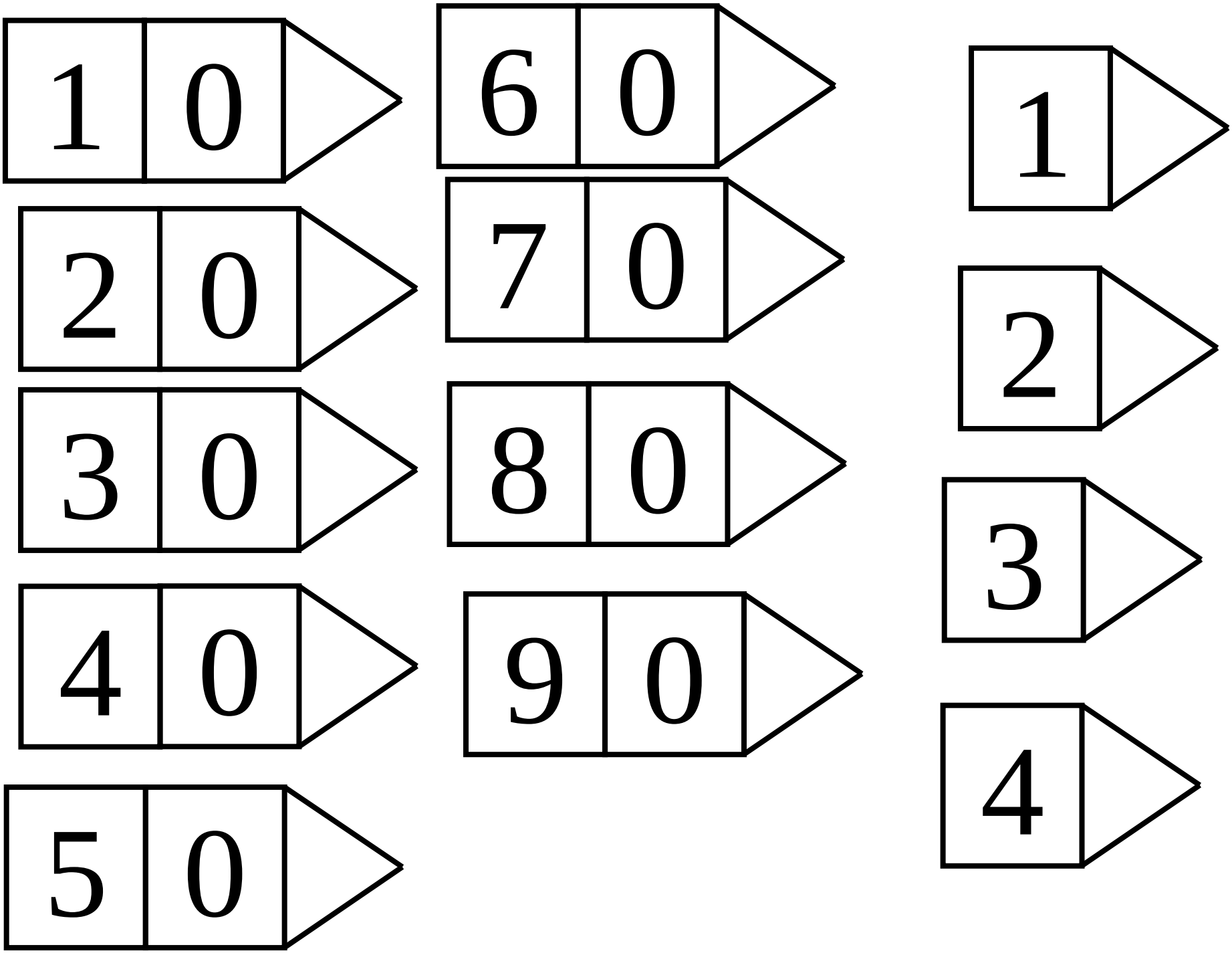
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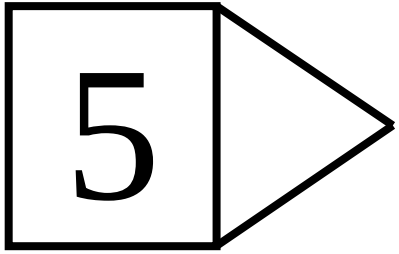
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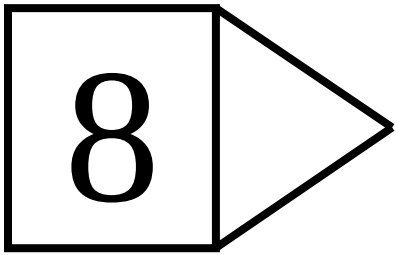
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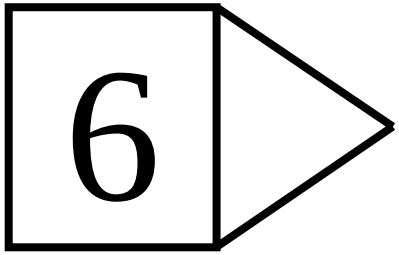
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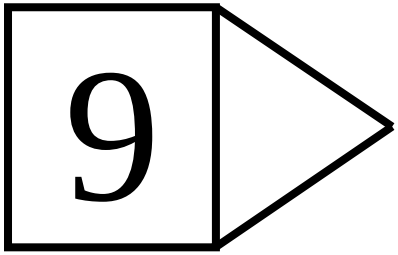
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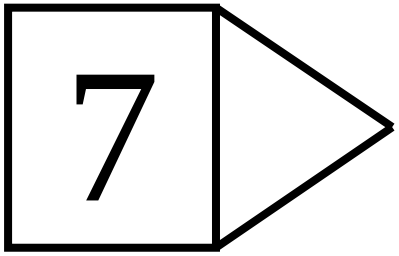
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Place Value Cards

TH	H	T	U

Place Value Cards

TH	H	T	U

345	607	750	230	519
999	359	801	798	654
239	460	612	550	168
604	900	850	120	579
1 less than 1000	10 more than 349	5 less than 350	2 less than 800	19 more than 500
Double 60	190 plus 40	300 more than 600	450 plus 300	10 less than 617
2 more than 799	50 more than 604	230 plus 9	420 plus 40	Double 300 plus 12
350 plus 200	60 more than 108	Double 300 plus 4	Double 400 plus 50	Half of 1000 plus 79

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

368	913	824	962	104	796	645
427	576	269	149	908	866	345
554	728	482	224	782	598	801
three hundred and sixty eight	nine hundred and thirteen	eight hundred and twenty four	nine hundred and sixty two	one hundred and four	seven hundred and ninety six	six hundred and forty five
four hundred and twenty seven	five hundred and seventy six	two hundred and sixty nine	One hundred and forty nine	nine hundred and eight	eight hundred and sixty six	three hundred and forty five
five hundred and fifty four	seven hundred and twenty eight	four hundred and eighty two	two hundred and twenty four	seven hundred and eighty two	five hundred and ninety eight	eight hundred and one