



# Maths

## Primary Progression – Place Value



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Place Value : Use PV and Compare</b>	<ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> </ul> <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul> <p>Autumn 1</p>	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> </ul> <p>Autumn 1</p>	<ul style="list-style-type: none"> <li>find 1000 more or less than a given number</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> </ul> <p>Autumn 1</p>	<ul style="list-style-type: none"> <li>(read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit</li> </ul> <p>Autumn 1</p>	<ul style="list-style-type: none"> <li>(read, write), order and compare numbers up to 10 000 000 and determine the value of each digit</li> </ul> <p>Autumn 1</p>

## Curriculum Progression

# Strand: to be able to compare and order numbers (place value)

# Foundation stage:

*Children can understand when comparing numbers one quantity is more than the other.*

Reception – Spring Phase 4 – Alive in 5!



## Comparing Numbers to 5

### Guidance

Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts as they play.

### Other Resources

A Squash and a Squeeze – Julia Donaldson

Room on the Broom – Julia Donaldson



One Elephant Came Out to Play

5 Little Monkeys Swinging in a Tree

### Prompts for Learning

Show the children 3 fingers – ask them how many fingers?

Can they hold up 3?

Can they hold up more than 3 fingers?

Is there more than one way to do this?

Can they hold up fewer than 3 fingers?

How many do they have?



Working with a small group, provide each child with a plate and give them each a handful of snack such as grapes or crackers. Does everyone have the same? Is it fair?

Encourage them to notice that some children have more snack and some have less and to share out the snack fairly.

Can they check that everyone now has the same?



Provide opportunities to compare smaller quantities of large items with larger quantities of small items to help children make the distinction between size and quantity.

E.g. 2 large balls take up more space than 3 small balls but there are more small balls.



Key Vocabulary  
*more, fewer*

## y1:

Children can compare and order numbers to 10 using  $<$   $>$   $=$

**Compare numbers**

1 Write the missing phrase.  
less than    greater than    equal to

a) 4 is less than 5  
b) 5 is less than 9  
c) 7 is equal to seven.

2 Write  $<$ ,  $>$  or  $=$  to compare the numbers.

a) 4  $<$  5    e) 8  $>$  2  
b) 5  $<$  9    f) 3  $<$  8  
c) 7  $=$  7    g) 6  $>$  0  
d) 1  $<$  2    h) 4  $<$  9

3 One of these statements is false.  
3 < 6    7 > 10    5 < 8  
Use cubes to show which one is false.

4 Write the missing numbers.

a) 4 > 3    d) 7 < 10  
b) 1 < 2    e) 9 = 9  
c) 8 > 7    f) 1 > 0

5 Write numbers to complete the statements.

10 > 1  
0 < 1  
0 = 0

6 Dora has 5 pencils.  
Ron has 2 pencils.  
Annie has more pencils than Ron but less than Dora.  
How many pencils could Annie have?

Key Vocabulary  
*digit, less than, more than, equal to*


## y2:

# Children can compare and order from 0 up to 100 using $<$ $>$ $=$

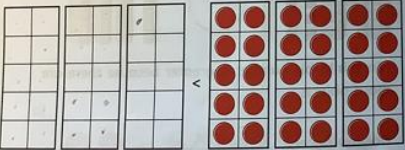
**Compare numbers**

1 Draw counters to represent the sentences.

a) 15 is greater than 14



b) 21 is less than 30



2 Write the missing phrase.

greater than    less than    equal to

a) 31 is less than 34

b) 18 is greater than 8

c) seventy is greater than seventeen

d)  $40 + 5$  is equal to 45

e) 9 tens is greater than 9 ones

f) 23 ones is less than  $30 + 7$

3 Write  $>$ ,  $<$  or  $=$  to compare the numbers.

a)  $47 < 74$     d)  $71 > 70$

b)  $19 < 90$     e) 8 tens  $>$  9 ones

c) 15 ones  $<$  2 tens    f) 30 ones  $=$  3 tens

4 Complete the sentences.

a) Forty-eight is greater than 44

b)  $10 < 15$

c) 6 tens =  $60$

d)  $30 + 9 < 39$

e)  $18 > 11$

Is there more than one answer for each?  
Talk about it with a partner.

5 Write  $>$ ,  $<$  or  $=$  to compare the numbers.

a)  $50 < 50 + 7$     d)  $50 = 40 + 10$

b)  $10 + 20 > 10 + 16$     e) 30 ones  $>$  10 + 19

6 Rosie is thinking of a number.

It is more than 32 but less than 35

What number could Rosie be thinking of?

33 because it's less than 35 and more than 32

7 Complete the number sentence.

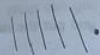
$21 < 26 < 30$

Are there any other answers?  
How do you know you have found them all?

8 2 tens and 13 ones is less than 3 tens.

Is the statement true or false? no

Use base 10 to represent your answer.



## Key Vocabulary place value, digit

Y3:

*Children can compare and order up to 1,000.*

Question 8

How many tens counters do you need to add to make a number greater than 610 but smaller than 688?

Answer

100s	10s	1s

Question 9

Which representation shows the greatest number?

Answer

A. 3 hundreds, 4 tens and 2 ones

B. 340

C. 3 hundreds, five tens and 4 ones

D.  $300 + 40 + 5$

Question 26

What number could fit in the gap?

Answer

two hundred and sixty-five  $>$  ?  $>$  1 hundred, 12 tens and 14 ones

Key Vocabulary  
*place value, digit, descending*

y4:

Children can compare and order numbers beyond 1,000.

Question 9

Sort the numbers starting with the largest number first.

1 7,706

2 7,821

3 8,753

Answer

thousands	hundreds	tens	ones
7 ,	7	0	6
7 ,	8	2	1
8 ,	7	5	3

Question 10

Which is the largest number?

423

1,250

3,041

Answer


thousands	hundreds	tens	ones
	4	2	3
1 ,	2	5	0
3 ,	0	4	1

Question 26

Harry has four digit cards. What is the closest number to 5,000 that he can make?

6 5

9 4



Key Vocabulary  
place value, ten-thousands, digit,  
descending

y5:

*Children can compare and order numbers up to 1,000,000.*

Question 9: Sort the numbers in ascending order (smallest first).  
30,270  
29,650  
30,560  
31,080

TTh	Th,	H	T	O

Question 10: What is the largest amount of money in this list?  
£77,950  
£705,900  
£17,500  
£175,095

HTh	TTh	Th,	H	T	O

Question 11: Which two houses cost less than £120,000?  
house A  
house B  
house C  
house D  
house E

A FOR SALE £251,000  
B FOR SALE £76,500  
C FOR SALE £198,000  
D FOR SALE £125,000  
E FOR SALE £102,500

Key Vocabulary  
*place value, hundred-thousands, ten-thousands, digit, descending*

y6:

*Children can compare and order numbers up to 10,000,000.*

Question 8

Sort the numbers from smallest to largest.

1 731,765

2 941,416

3 699,271

4 914,617

Answer

HTh	TTh	Th,	H	T	O
7	3	1,	7	6	5
9	4	1,	4	1	6
6	9	8,	2	7	1
9	1	4,	6	1	7

Question 9

Which of these numbers is the largest?

4,821,961

4,829,658

4,825,999

Answer

M,	HTh	TTh	Th,	H	T	O
4,	8	2	1,	9	6	1
4,	8	2	9,	6	5	8
4,	8	2	5,	9	9	9

Question 19

What is the second number in this sequence?

1,250,000

1,000,000

750,000

500,000

250,000

Answer

250,000

?

750,000

1,250,000

## Key Vocabulary

*place value, millions, hundred-thousands, ten-thousands, digit, descending*

## Mastery:

*Children can solve multi-step problems using place value.*



← Question 2 →

Tom is thinking of a 7-digit whole number. Use the following clues to find the **largest possible number** that Tom could be thinking of:

- The number rounds to 4,600,000 to the nearest hundred-thousand.
- All of the digits in the number are different, and they are all between 0 and 6.
- The number is odd.

Answer →

← Question 6 →

Lady Hammerton buys a house that costs between £978,000 and £1,050,000. The number of bedrooms is a prime number. The area of the land is a power of 10. Which house does she buy?

Grantham House  
Bowland Place  
Shortham Manor  
Duchess Hall  
Shandy Castle

Answer →

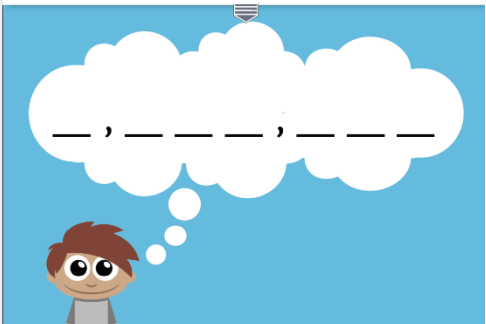
← Question 7 →

Bobby has written down four 5-digit numbers containing only the digits 2, 4, 6 and 8. He has represented each digit as a letter:

- **DDDBAC** is the largest number.
- The total of the digits in **BCBCCC** is 28.
- The sum of the digits in **CCCCC** is 24.

What number is represented by **DAABCA**?

Answer →



132,900 m<sup>2</sup> bedrooms: 13  
Grantham House  
£982,466

582,000 m<sup>2</sup> bedrooms: 19  
Bowland Place  
£1,400,000

100,000 m<sup>2</sup> bedrooms: 23  
Shortham Manor  
£1,000,999

1,000,000 m<sup>2</sup> bedrooms: 25  
Duchess Hall  
£1,500,000

92,480 m<sup>2</sup> bedrooms: 21  
Shandy Castle  
£980,000

Name: Bobby

DDDBAC

BCBCCC

CCCCC

DAABCA

## Key Vocabulary

*place value, millions, hundred-thousands, ten-thousands, digit, descending, ascending*