Maths

Primary Progression – Place Value

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value : Use PV and Compare	• given a number, identify one more and one less Autumn 1 Autumn 4 Spring 2 Summer 4	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs Autumn 1	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 Autumn 1	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 Autumn 1	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit Autumn 1	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit Autumn 1

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.

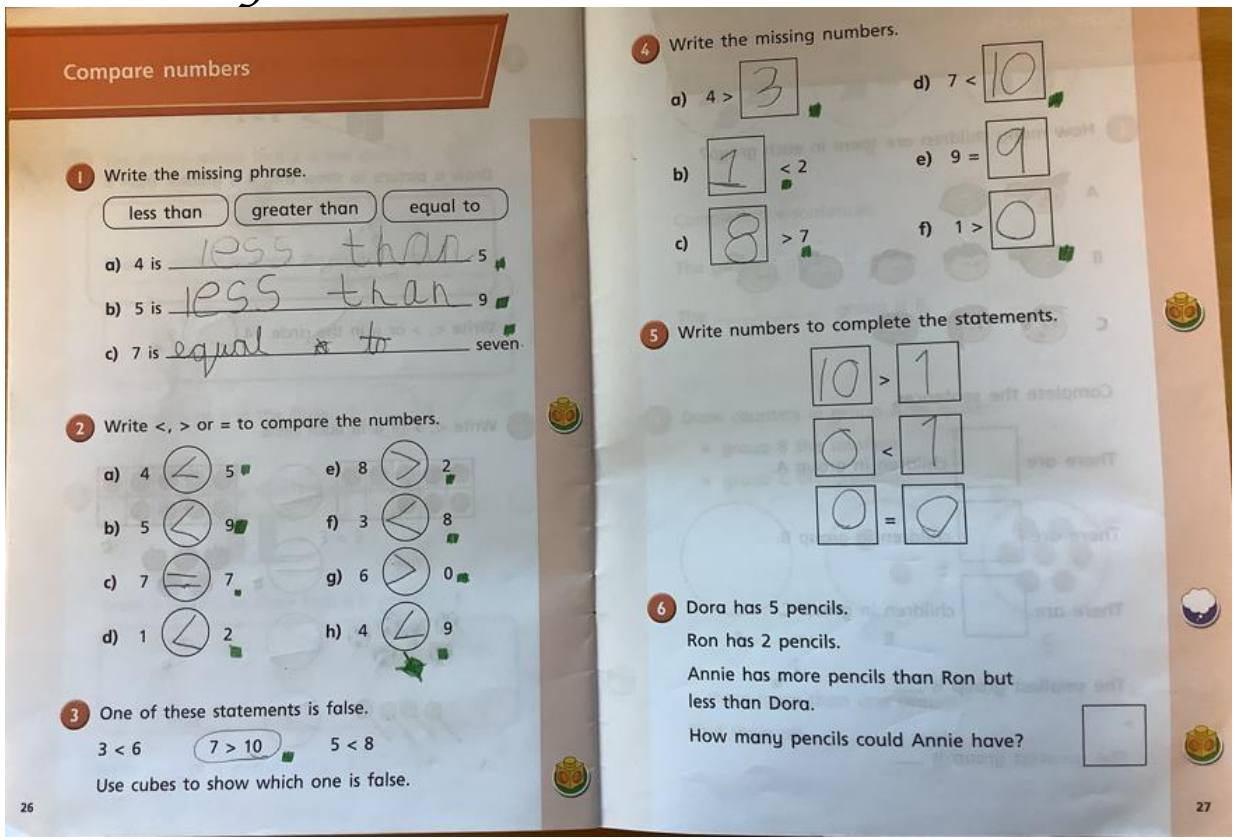
8

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

b) 5 < 9

c) 7 = 7

d) 1 < 2

e) 8 > 2

f) 3 < 8

g) 6 > 0

h) 4 < 9

3 One of these statements is false.

3 < 6 | 7 > 10 | 5 < 8

Use cubes to show which one is false.

26

4 Write the missing numbers.

a) 4 > 3

b) 1 < 2

c) 8 > 7

d) 7 < 10

e) 9 = 9

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?

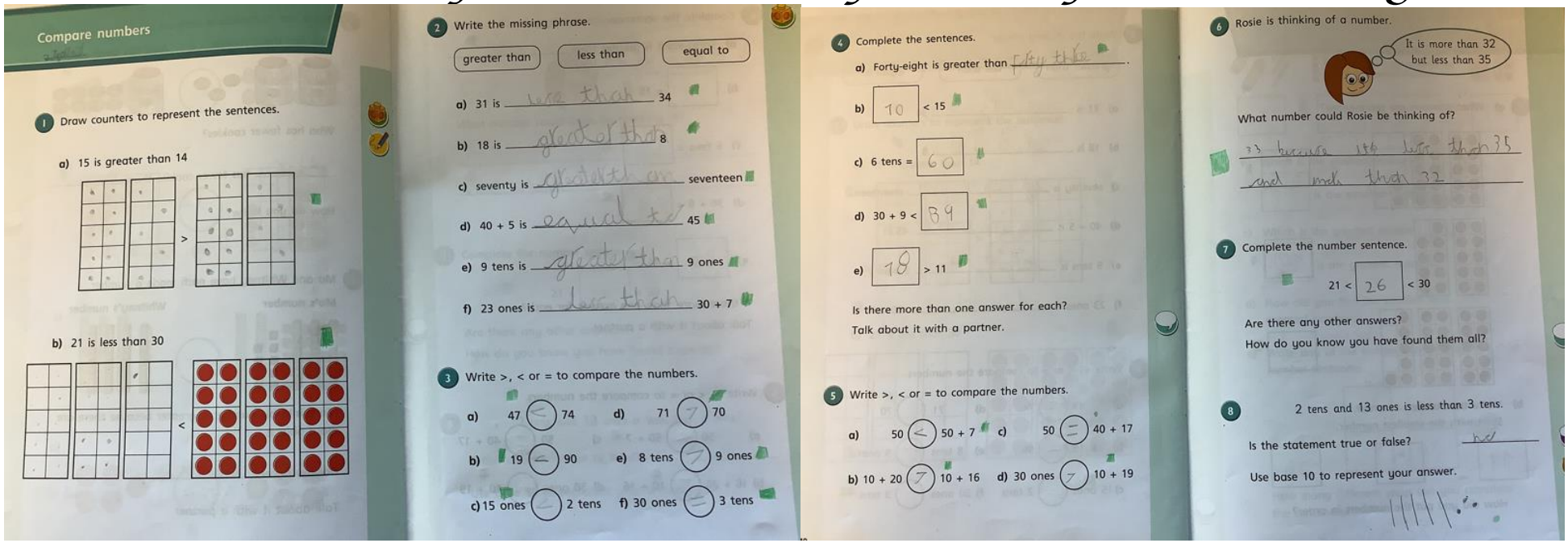
27

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 Fifty three.

b) 10 < 15

c) 6 tens = 60

d) 30 + 9 < 89

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 c) 50 = 40 + 17

b) 10 + 20 > 10 + 16 d) 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? true

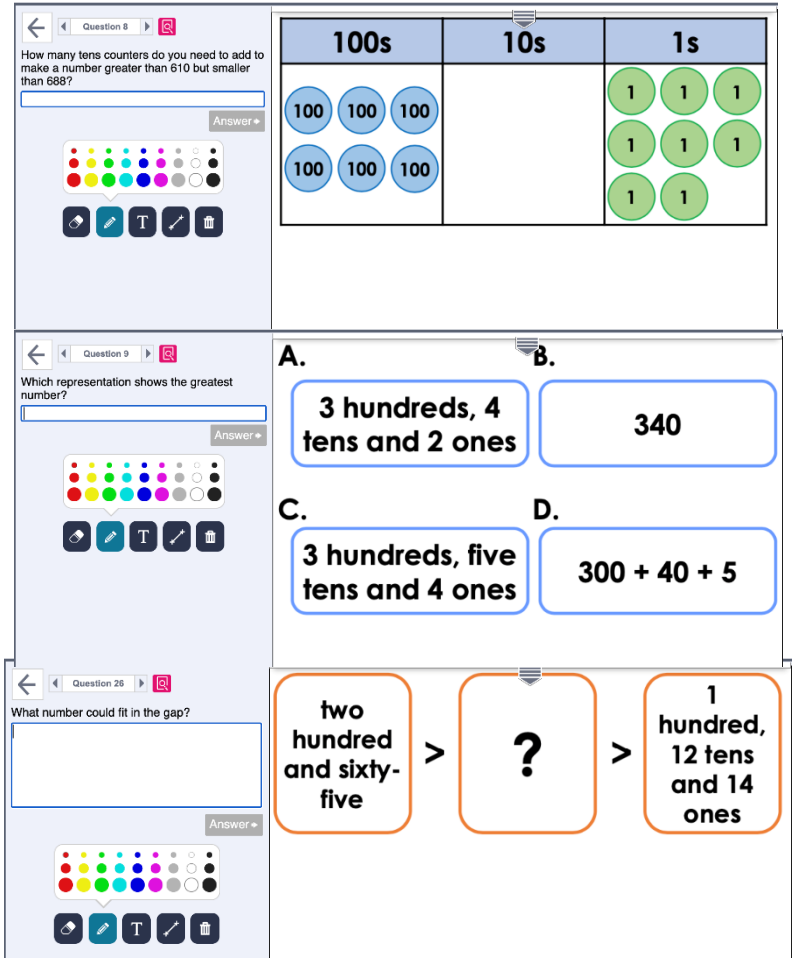
Use base 10 to represent your answer.

Key Vocabulary

place value, digit

Y3:

Children can compare and order up to 1,000.

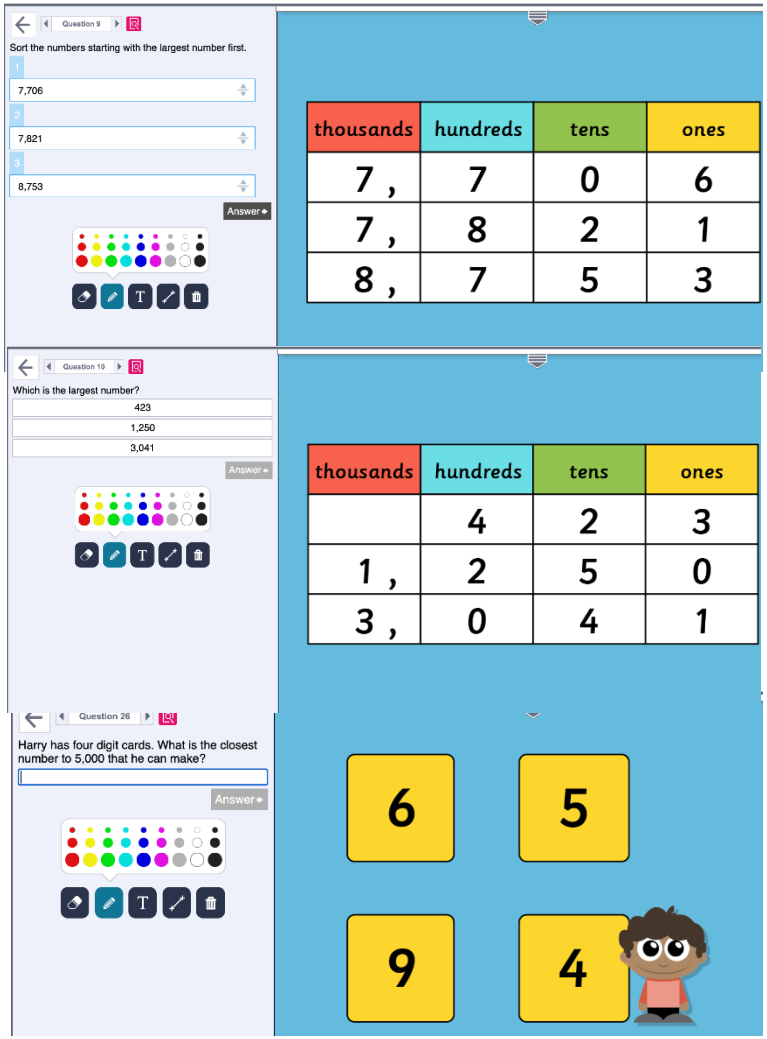


Key Vocabulary

place value, digit, descending

Y4:

Children can compare and order numbers beyond 1,000.

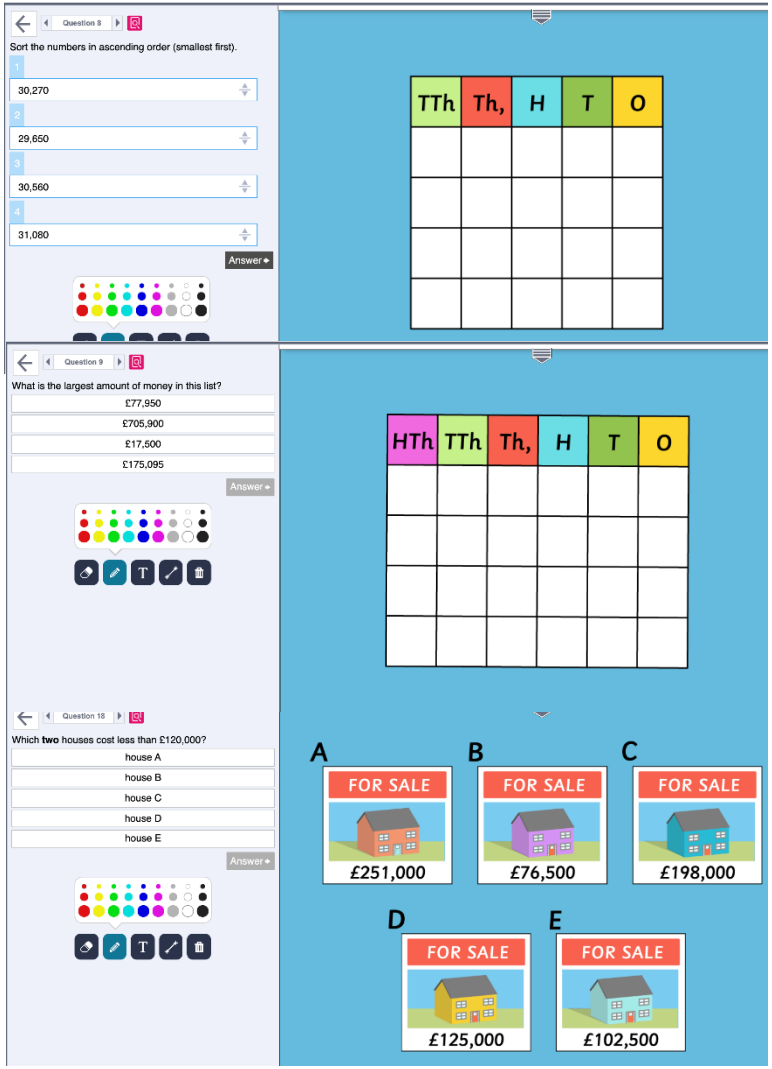


Key Vocabulary

place value, ten-thousands, digit, descending

Y5:

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

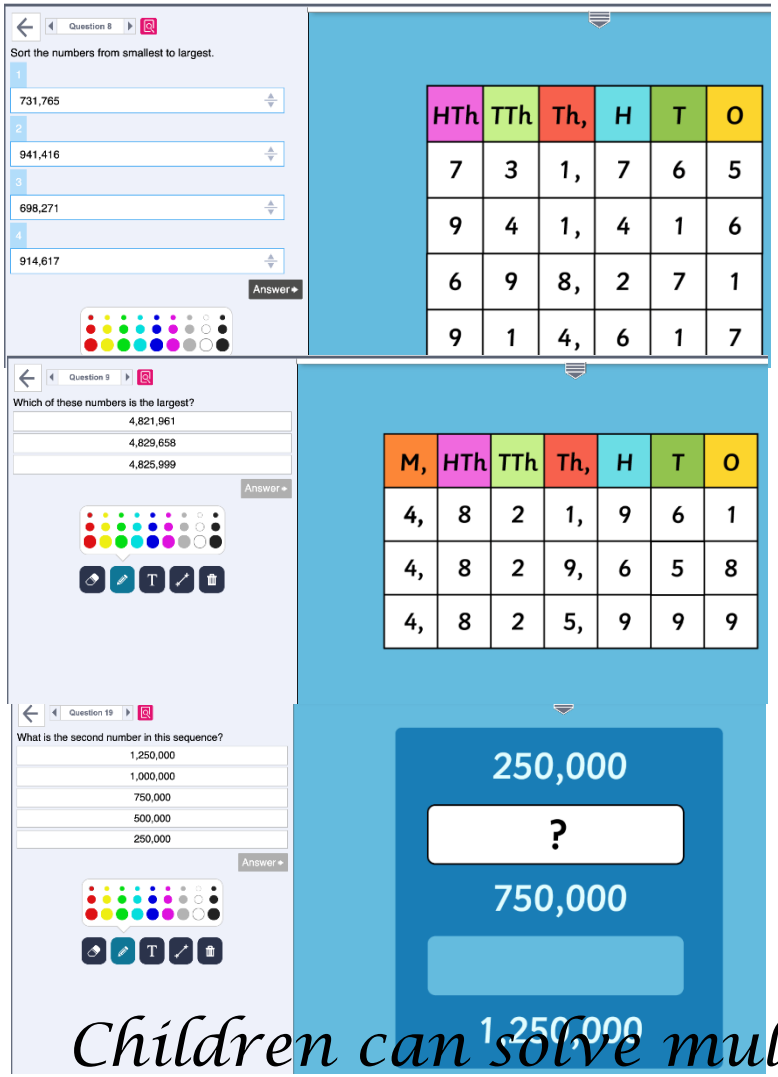


Key Vocabulary

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

Y6:

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

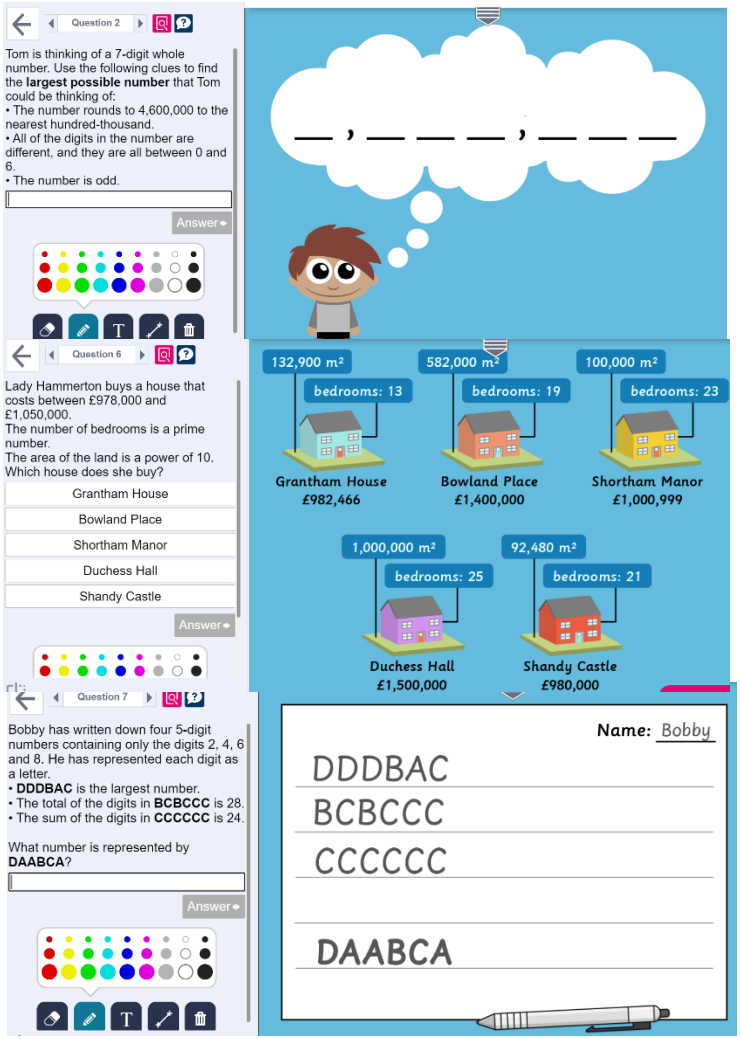


Key Vocabulary

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

Mastery:

Children can solve multi-step problems using place value.



Key Vocabulary

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