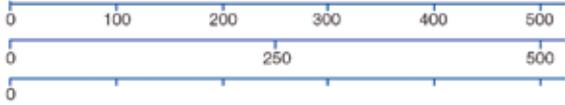
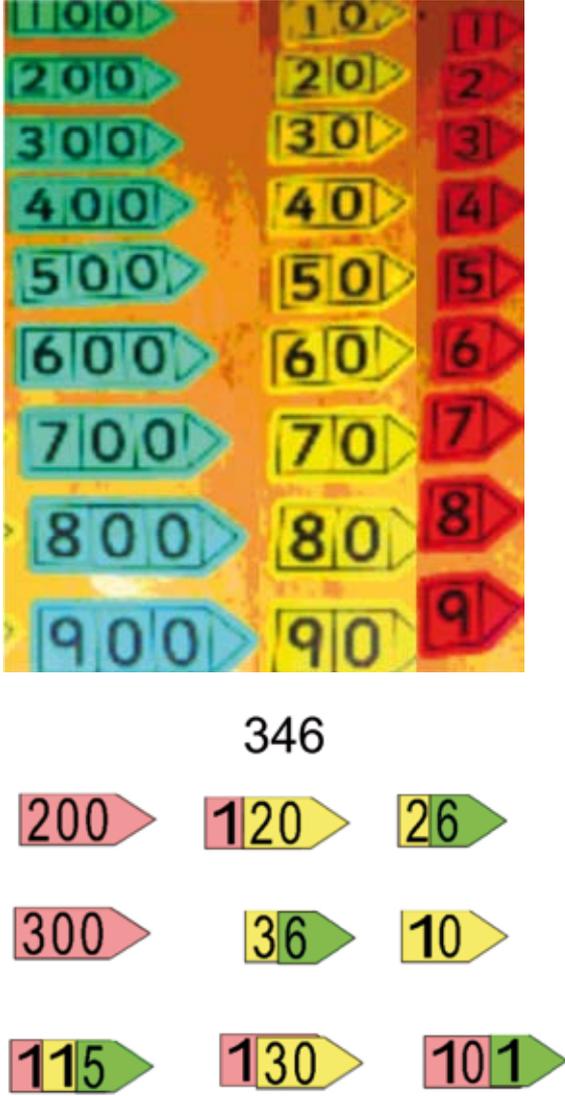
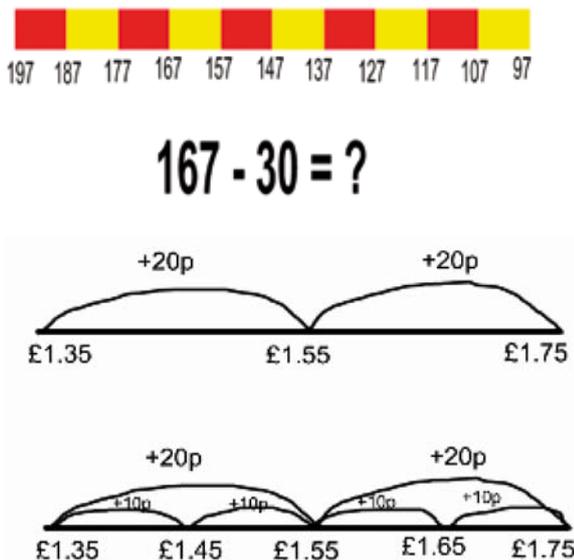
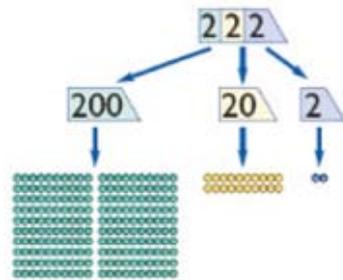
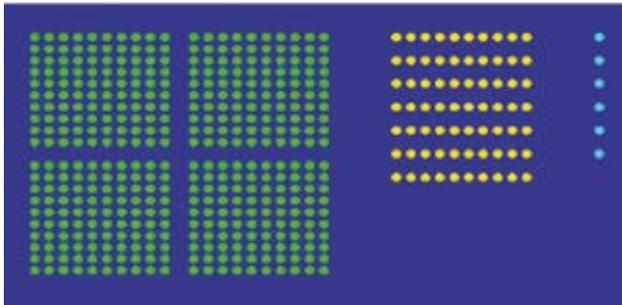


Year 3 – Block A

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the planning tab in the Framework. Select Planning–Year group–Block then click on the Unit tabs.

	<p>Children read and write whole numbers to at least 1 000 in figures and words. They identify the position of these numbers on a number line using their understanding of place value to locate the hundreds and tens numbers and to explain their relationships. They know the ordinal numbers to at least 100 and use them in practical contexts, such as describing the position of a team in a league table or the order of quantities or numbers according to size.</p>
	<p>Children partition two- and three-digit numbers and use their knowledge of place value to compare and order numbers with up to three digits. They use the vocabulary and symbols associated with comparing and ordering of numbers. They compare two 3-digit numbers, such as 456 and 465, and read and record that $456 < 465$ or $465 > 456$. They give reasons for their choice. Children answer questions such as: What multiples of 10 lie between 256 and 283? In order to identify missing numbers, they pose questions of their own such as:</p> <ul style="list-style-type: none"> • Does it lie between 50 and 80? • If I count in threes from zero, will it be in my sequence of numbers?

Place value interactive teaching program



The program illustrated is place value cards interactive teaching program. It should be used alongside practical place value cards and/or individual whiteboards. It can be found in the library section of the Primary Framework.

The program illustrated is Place value dots spreadsheet. It should be used alongside practical place-value cards and/or individual whiteboards. It can be found in the library section of the Primary Framework.

Children use their knowledge and counting strategies to **add or subtract multiples of 10 or 100**. For example, they work out that 167 minus 30 is 137 by counting back in tens from 167 ('157, 147, 137'), keeping track of the count by recording jumps on a number line. They answer **one- and two-step word problems**, such as: If you add two 20p coins to £1.35, how much money is that altogether? They use **notes and diagrams**, including number lines, to support and explain their methods.

Children locate and position **multiples of 10 or 100** on a number line and recognise the relative position of other numbers. They use their knowledge of place value to establish that 374 is closer to 400 than 300 and closer to 370 than 380.

3	7	11	15	19	23
27	31	35	39	43	47
51	55	59	63	67	71
75	79	83	87	91	95
99	103	107	111	115	119
123	127	131	135	139	143

Children **count on and back** in steps of 1, 2, 3, 4, 5, 6 and 10 from zero and then from any given number. They use these sequences to count on or back in steps of 10, 20, 30, 40, 50, 60 or 100. They use their counting skills to answer questions such as:

- If I keep subtracting 6 from 49, what is the smallest number I will get?

460	430	400	370
340	310	280	250
220	190	160	130
100	70	40	10

The grids are taken from the Increasing and decreasing number grid spreadsheets. They can be found in the library section of the Primary Framework.

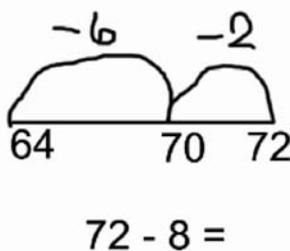
Alternatively, paper grids can be used.

Counting interactive teaching program



Children recognise the relationships between counting in: 2s and 4s; 3s and 6s; 5s and 10s. Children count a large collection of objects by **grouping** them, for example into 5s, 10s or 20s. They recognise how this helps them to find the total number of objects systematically and accurately and gives a method to use to check the result.

The program illustrated is Counting interactive teaching program. It can be found in the library section of the Primary Framework.



Children **add or subtract mentally one-digit numbers to or from two-digit numbers**, bridging through a multiple of 10 where appropriate. For example, they calculate $72 - 8$ by subtracting 2 to give 70 and then subtracting the remaining 6, using a number line to record the steps if necessary. Children use counting on when adding 5 to 36 or counting back when subtracting 5 from 39.

$\square 5 + 8 = \square \square$

$+ 9 =$

They also solve **number puzzles**, such as:

- complete each of these number sentences in as many different ways as possible:

$\square 5 + 8 = \square \square$, $\square 2 - 7 = \square \square$.