



Introduction

This series of four photocopiable books will provide an indispensable resource for use with those pupils who find it difficult to keep up with the learning objectives for the majority of pupils in their class or group. Using material written for a lower year group with these pupils can make it difficult to integrate their learning with that of the majority of the class. The material in this book enables you to give work at a lower level of difficulty in daily maths lessons.

You can use this book to provide alternative, and less demanding, tasks for less able pupils during the groupwork phase of the daily maths lesson. The work in each lesson is designed to support whole-class lesson objectives but to address them at a lower level. For the four books, the level of demand is as follows:

Book	Support for children in:	Level of work equivalent to:
1	Year 2–3	Year 1 or Year 2
2	Year 3–4	Year 2
3	Year 4–5	Year 3
4	Year 5–6	Year 4

It is assumed that all the pupils will take part, with support if necessary, in the whole-class introduction to the lesson before tackling the task from this book.

The teacher's notes will guide you in introducing the tasks to the pupils and in effective ways of working. These notes will help you, or a teaching assistant, to support pupils appropriately as they work.

Each task is supported by photocopiable pupil material in the form of activity sheets and, where appropriate, resource sheets that illustrate the steps to follow in completing a task. These are intended to provide additional support for the pupil, or, in some cases are to be used by a learning-support assistant where this is more appropriate. It is likely that pupils will need help in reading the instructions on the sheets. You may wish to cut the pupil sheets up or to add further examples of a particular type of task to meet the needs of individual pupils.

In addition to the photocopiable material, pupils will need ready access to aids such as number lines, hundred squares and counters.

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Place value

Learning objectives

- Read and write whole numbers to 1000 in figures and in words.
- Know what each digit represents and partition numbers into multiples of hundreds, tens and units (ones).

Resources

'Place value'
place-value cards

Activity

'Place value'

Teacher's notes

For this activity pupils will need a set of place value cards, which will enable them to see how numbers are built up. Show the pupils, before they start, how to choose a multiple of 100, a multiple of 10 and a multiple of 1 to create a three-digit number. By limiting the cards given, less confident pupils may work with numbers up to 500 or, if necessary, they can be limited to two-digit numbers.

Pupils should work through resource 'Place value'. Once they have chosen a number from the cards, they are required to write a number sentence from the partitioned number. Children should complete activity 'Place value', using the resource to refer to for support. You could provide calculators for pupils to check that their number sentences are correct. The pupils are also required to write the number in words, but spellings are given to assist them in this. When pupils become more confident, they could choose a three-digit number and find the place value cards to match it, eventually moving on to partitioning the numbers without the use of support materials.

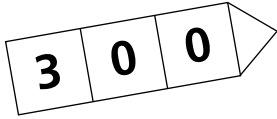
Follow-up activities

- Pupils could practise reading and writing numbers up to 999 by using three dice or by selecting three number cards. Encourage pupils to make a variety of numbers using the three digits and put them in order. 'What is the biggest number you can make?' 'What is the smallest number?' Pupils will only be able to do this accurately when they have a strong understanding of partitioning.
- Ask pupils to represent three-digit numbers with base-10 materials, or using an abacus. Look at numbers that are close to boundaries, for example 489. 'What would happen if you added one more?'
- Using a number line 0–1000 marked to the nearest multiple of 10 or the nearest multiple of 100, ask pupils to estimate where certain numbers would be.
- Ask pupils to count up in ones starting from a three-digit number; for example, starting from 347, count up 10. This is especially useful for practising crossing number boundaries.

Place value

Resource

Step 1 Make a three-digit number using place value cards.



Step 2 Write a number sentence from your partitioned number on the activity sheet.

number =	multiple of 100	+ multiple of 10	+ multiple of 1
321 =	300	+ 20	+ 1

Step 3 Read the number you have written. Write it down in words.

The hundred number goes here.

_____ hundred and
_____ three

The tens and units number goes here.

_____ hundred and
_____ twenty-one

Use these spellings to help you:

- | | | | |
|---------|-------------|--------------|------------|
| 1 one | 8 eight | 15 fifteen | 30 thirty |
| 2 two | 9 nine | 16 sixteen | 40 forty |
| 3 three | 10 ten | 17 seventeen | 50 fifty |
| 4 four | 11 eleven | 18 eighteen | 60 sixty |
| 5 five | 12 twelve | 19 nineteen | 70 seventy |
| 6 six | 13 thirteen | 20 twenty | 80 eighty |
| 7 seven | 14 fourteen | | 90 ninety |