Subject: MATHS	White Rose Maths Year 3	*Number – Place Value*
Class: Eagles Maths Group	**Teacher: SW**	**Term: 1**
Key Vocabulary: **Number, Digit, One, Ten, Hundred, Thousand, More, Less, Count on, Count back,**	**Alternative Learning Environments**	**Resources: Pencils, Rulers, Rubbers, White Rose scheme resources, Cubes, Counters.** **Flash Back 4 activities at the beginning of each lesson.**

Learning Intentions.

Current Unit – Year 3 Autumn	Prior Learning – Year 2 objectives
Represent numbers to 100	Counting forwards and backwards within 20
Tens and ones using addition	Tens and ones within 20
Hundreds	Counting forwards and backwards within 50
Represent numbers to 1,000	Tens and ones within 50
100s, 10s and 1s (1)	Compare numbers within 50
100s, 10s and 1s (2)	Count objects to 100 and read and write numbers in numerals and words
Number line to 1,000	Represent numbers to 100
Find 1, 10, 100 more or less than a given number	Tens and ones with a part-whole model
Compare objects to 1,000	Tens and ones using addition
Compare numbers to 1,000	Use a place value chart
Order numbers	Compare objects
Count in 50s	Compare numbers
	Order objects and numbers

Future Learning – Year 4 Objectives.

- Represent numbers to 1,000
- 100s, 10s and 1s
- Number line to 1,000
- Round to the nearest 10
- Round to the nearest 100
- Count in 1,000s
- 1,000s, 100s, 10s and 1s
- Partitioning
- Number line to 10,000
- Find 1, 10, 100 more or less
- 1,000 more or less
- Compare numbers

Week	Session 1	Session 2	Session 3	Session 4
1	**Lesson Objective** **To represent numbers to 100** **Activities** **Flashback 4**	**Lesson Objective** **To recognise 10s and 1s using addition** **Activities** **Flashback 4**	**Lesson Objective** **To represent 100s** **Activities** **Flashback 4** **Lesson 3**	**Lesson Objective** **To represent numbers to 1000** **Activities** **Flashback 4**

	Lesson 1 **Representing numbers to 100 using Base 10 and Tens Frames.** **Recognising efficient ways to represent and recognise numbers.** **White Rose Worksheet.**	**Lesson 2** **Representing 2 digit numbers using Base 10 and part/part whole models.** **Finding missing numbers using addition.** **White Rose worksheet.**	**Looking at representations of 100 and 100s** **Recognising how 100 is made and how to represent these numbers efficiently by using Base 10 and place value cards.** **White Rose worksheet.**	**Lesson 4** **Making numbers to 1000 using Base 10, place value cards and diagrams.** **Understanding what 1000 means and how it is most efficient to represent it.** **White Rose Worksheet.**
2	**Lesson Objective** **To make numbers to 1000 on a place value grid** **Activities** **Flashback 4** **Lesson 5** **Introduce place value counters and investigate their value compared to Base 10.** **Using Base 10 and place value counters to make numbers to 1000 on a place value grid.** **More able extend to pictorial representation of this.**	**Lesson Objective** **To write numbers to 1000 in numbers and words.** **Activities** **Flashback 4** **Lesson 6** **Looking at concrete representations of numbers using Base 10 etc** **Recording these in number and words.** **White Rose Worksheet.**	**Lesson Objective** **To write numbers to 1000 in numbers and words.** **Activities** **Flashback 4** **Lesson 7** **Continue work from yesterday, reinforcing number words and writing numbers in both digits and words.** White Rose worksheet.	**Lesson Objective** **To solve problems involving Place Value** **Activities** **Flashback 4** **Problem Solving Lesson** **Working as a whole class initially to solve and prove the answers to some of the problem solving questions from the unit.** **When children are confident, moving to working in pairs to solve a problem and share their explanation of this.**
3	**Lesson Objective** **To order numbers to 100 on a number line.** **Activities**	**Lesson Objective** **To order numbers to 1000 on a number line.** **Activities**	**Lesson Objective** **To find 1, 10 or 100 more or less.** **Activities**	**Lesson Objective** **To compare objects using < > and =**

	Flashback 4 **Lesson 8** **Ordering number to 100 on number lines. Working out missing number problems.** **Counting on and back using a number line.** **White Rose worksheet.**	**Flashback 4** **Lesson 9** **Revise and extend work from yesterday to include numbers to 1000.** **White Rose worksheet.**	**Flashback 4** **Lesson 10** Recognising and calculating 1, 10 or 100 more or less than a given number. Doing this using concrete materials or for more able – pictorial representation. White Rose worksheet.	**Activities** **Flashback 4** **Lesson 11** Looking a representations of numbers using a variety of objects and comparing using symbols. Understanding that an inefficient way of representing a number can make it look like more than an efficient representation. White Rose worksheet
4	**INSET**	**Lesson Objective** **To compare numbers using < > =.** **Activities** **Flashback 4** **Lesson 12** **Comparing numbers using symbols. Recognising numbers using partitioning and comparing these.** **White Rose worksheet**	**Lesson Objective** **To order numbers to 1000** **Activities** **Flashback 4** **Lesson 13** Ordering numbers on a number line or place value grid. Working out missing numbers and possible numbers that could fit between two others. White Rose worksheet	**Lesson Objective** **To count in 50s** **Activities** **Flashback 4** **Lesson 14** **Using knowledge of 5x table to count in 50s. Recognise patterns of numbers when counting in 50s.** **Solving missing number problems.** **White rose worksheet**
	Lesson Objective	**Lesson Objective**	**Lesson Objective**	End of Unit Assessment

5	**To consolidate and revise learning from this unit** **Activities** **Flashback 4** **Children working in pairs/groups to discuss learning from this unit. Looking back at work we have done and discussing any misunderstanding or misconceptions.** **Finishing off of any incomplete work.**	**To solve problems involving Place Value** **Activities** **Flashback 4** **Problem Solving Lesson** **Working as a whole class initially to solve and prove the answers to some of the problem solving questions from the unit.** **When children are confident, moving to working in pairs to solve a problem and share their explanation of this.**	**To solve problems involving Place Value** **Activities** **Flashback 4** **Problem Solving Lesson** **Working as a whole class initially to solve and prove the answers to some of the problem solving questions from the unit.** **When children are confident, moving to working in pairs to solve a problem and share their explanation of this.**	