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| UNIT | Maths topic | Learning objectives/expected outcomes | Assessment for Learning activities |
| 1 | **Number and place value (1)** | * Count from and back to zero in single-digit steps or multiples of 10 * Partition two-digit numbers into multiples of 10 and 1 in different ways * Recognise the place value of each digit in a three-digit number * Read, write and order whole numbers to 1000 and position them on a number line   I can count on and back in tens from any number to 1000  I can split a 2-digit number into tens and ones in different ways  I can explain how the digits in a number change when I count in 10s or 100s  I can read and write numbers to 1000 and put them in order on a number line | *Count on in 20s from zero. Now count back to zero. This time, count on in 50s from zero.*  *Start at 93 and count back in tens. What will be the smallest number that you reach on a 100-square?*  *Read the number 472 to me. Write another three-digit number and read it to me. Is it bigger than or smaller than 472?*  *Draw an empty number line and mark the numbers 456, 465 and 516 on it.*  *Tell me where to put these numbers on the number line: 581, 418, 560, 509 and 495. How do you find the smallest number/the largest number? What clues do you use?*  *Here are some ways of partitioning 58.*  *58 = 50+8 58 = 40+18 58 = 30+28 58 = 20+38*  *Write four ways of partitioning 67.*  *A number is partitioned like this: 50 + 13. What is the number? Show me how to partition it in other ways.*  *There are enough pencils in this box for each child in the class to have one each. Approximately how many pencils is that? How many would you estimate are needed for 10 classes?* |