





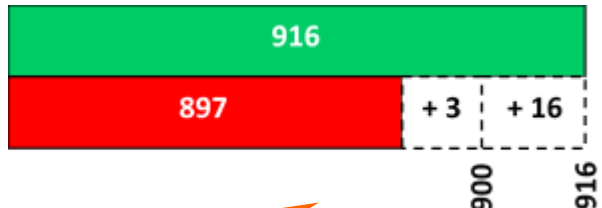




Number and Place Value	Addition and Subtraction	Multiplication and Division
<p>Core concept: COUNTING and PLACE VALUE</p> <p>Core skill: COUNTING ON and BACK</p> <p>Counting on and back in tens and hundreds from any number allowing children to notice in the pattern what changes as a result (and what doesn't change).</p> <div>       </div> <div> <p>236 2 hundreds, 3 tens and 6 ones</p> <p>226 2 hundreds, 2 tens and 6 ones</p> <p>216 2 hundreds, 1 ten and 6 ones</p> <p>206 2 hundreds, 0 tens and 6 ones</p> <p>196 1 hundred, 9 tens and 6 ones</p> <p>186 1 hundred, 8 tens and 6 ones</p> </div>	<p>Core concept: COMPARISON</p> <p>Core skill: COUNTING ON and BACK</p> <p>Count on to find the difference drawing out the use of complements to benchmark numbers e.g. $916 - 897$.</p> <div>  <p>There is 3 more to 900 and 16 more to 916. $3 + 16 = 19$</p> </div>	<p>Core concept: UNITISING and SCALING</p> <p>Core skill: COUNTING ON and BACK</p> <div>  <p>Where on the stick will we place 32? Explain how you know.</p>  </div> <p>If I know $\times 1$, $\times 2$, $\times 5$, $\times 10$, what else can I work out?</p> <div> <p>1 more, 1 less</p> <p>$\swarrow \searrow \swarrow \searrow$</p> <p>$\times 4 \quad \times 6 \quad \times 9 \quad \times 3$</p> <p>2 more, 2 less</p> <p>$\swarrow \searrow \swarrow \searrow$</p> <p>$\times 7 \quad \times 8 \quad \times 4 \quad \times 3$</p> </div>

Year 3
Numbers to 1000