**Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement**

**count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number**

a) Count on from zero in steps of 2, 3, 4, 5, 8, 50, 100; b) Give me the number 100 less than 756

recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

For each of these numbers: 428, 205, 130, 25, 7, 909.

Tell me:

How many hundreds? How many tens it has? How many ones?

**recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**

**compare and order numbers up to 100/1000**

Sort these numbers into ascending order: 95, 16, 98, 74, 2, 0, 100

**identify, represent and estimate numbers using different representations**

a) Show me 642 on a number line, with Dienes apparatus, with place value cards, on a Gattegno grid; b) What number is halfway between 65 and 95? How do you know?

**read and write numbers up to 1000 in numerals and words**

Read these numbers 428, 205, 130, 25, 7, 909

**solve number problems and practical problems involving these ideas**

a) Jack walks 645 metres to school. Suzy walks 100 metres less. How far does Suzy walk?; b) What is 1 more than 485? Than 569? Than 299?; c) What number needs to go into each triangle? Explain why?

642 = 600 + Δ + 2 967 = Δ + 60 + 7

## Non-Statutory Guidance

Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.

They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16).

Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.