

# Ordering and place value

## 2.9

### Objective

- Consolidate knowledge of place value to 1000

### Resources

- Y3 SVR 2.9 (Point-it-out chart)
- Whiteboards and pens

### Activities

- Display the Visual resource sheet.
- Discuss the rows of numbers and their organisation into ones (units), multiples of ten and multiples of 100.
- Begin by pointing to a number.
- Pupils say the number you point to.
- Point to numbers in more than one row, e.g. 600 and 50.
- Pupils tell you the whole number it makes: *Six hundred and fifty*.
- Continue pointing out different numbers.
- Increase to three rows, e.g. 400, 30 and 8.
- Pupils say the whole number: *Four hundred and thirty eight*.

Variation:

- Ask pupils to record the whole number on their whiteboards.
- Ask pupils out to point out given numbers, e.g. write 372 and invite a pupil to point to 300, 70 and 2.
- Include more difficult examples, e.g. 103, 310 and 712.

**Language and vocabulary**

Hundreds, tens, units, ones, whole number, multiples of one / ten / hundred

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9