



Place Value Home Information Sheet



First Level (c)

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. MNU 1-02a

I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a

Over the next few weeks we are going to be learning to use numbers within 1000 to:

- Know that our number system is built around the digits 0-9 and be able to use the digits in different combinations to make numbers
- Read, write and order a range of whole numbers
- Appreciate that the value of a digit depends on where it is placed
- Understand the importance of zero as a “place holder” and recognise when it is necessary to use it
- Use our knowledge of place value to identify “mystery numbers”, e.g. 60 more than 210 is ?, etc
- Know and understand vocabulary such as – ones, tens, hundreds, thousands, more/greater than, less than, difference
- Partition whole numbers into standard and non-standard parts, appreciating that multiple partitioning is possible, e.g. $43 = 40 + 3$ or $30 + 13$ or $20 + 23$ etc.
- Understand the purpose and usefulness of estimation
- Be able to decide whether it is necessary to round up or down in a given situation
- Use related vocabulary in context e.g. guess, estimate, round up, round down, roughly, approximately

Here are some ideas of how you can help me at home!

Digit shuffle Ask children to write the last three digits of a phone number (their own or a friend's). The three digits must be different. They work out and write the six different 3-digit numbers that can be made with the digits. Then for each number, they partition the digits and give their values, e.g. $249 = 2$ hundreds, 4 tens and 9 units = $200 + 40 + 9$.

The digit 6 Ask children to investigate how many numbers between 550 and 600 have the digit 6. They list all the numbers and say whether the digit 6 is a hundreds digit, a tens digit or a units digit or a combination of these.

Here are some websites that you may find useful to use with me!

<http://nrich.maths.org/6605> - Some Games That May Be Nice or Nasty!

Challenge me!

Digit shuffle Ask children to choose four different digits and the digit zero, e.g. 4, 8, 2, 6 and 0. They write at least 10 different 4- or 5-digit numbers using the digits. For each number, they partition the digits and give their values, like this: 8046 = 8 thousands, 0 hundreds, 4 tens and 6 units = $8000 + 40 + 6$.

House prices Ask children to find different house prices from adverts in the local paper or the internet. Children list up to 10 prices in their learning logs and identify, by underlining, which digit represents the thousands (or ten thousands) in each house price, e.g. £98 000 or £375 000.