



# Mathematics Improvement Plan



## Place Value



Placing the children at the centre of everything we do, to support them to thrive and prosper.

**Goal** – Students develop a strong understanding of place value to work effectively with numbers.

**Challenge of Practice** – If we explicitly teach the 6 aspects of place value, we will see students applying foundational mathematical knowledge.

| Areas of Impact  |   |
|--|---|
|  <p><b>Learner Agency</b></p> <p>Learners can demonstrate what they know, understand and can do in different ways.</p> <p>Learners take responsibility for their role in improvement.</p> <p>Learners give feedback to peers.</p> |  <p><b>Wellbeing</b></p> <p>Learners are supported to have a go and persevere with new complex learning.</p> <p>Learners understand that growth happens when they are stretched and challenged.</p> <p>Learners have a positive sense of self and know their strengths and areas of development.</p> |

| Success Criteria |  |  |
|------------------|--|--|
| Year level       | Reference: DfE Mathematics Scope & Sequence v.9  | Tracking and monitoring<br>Evidence of learning                            |
| R                | Name, represent and order numbers including zero to at least 20.   | DfE Mathematics units evidence of learning                                 |
|                  | Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts.   |  |
| 1                | Recognise, represent and order numbers to at least 120.  | Documented teacher observations of students responding to questions.       |
|                  | Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones.                    |  |
| 2                | Recognise, represent and order numbers to at least 1000.   | Classroom walkthroughs observing students engaged in place value learning. |
|                  | Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation. |  |
| 3                | Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000.  | PAT M<br><br>Pre PVAT and PVAT   |
| 4                | Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals.                     |  |
| 5                | Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line. |  |
| 6                | Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane.             |  |