

# Master The Number Line to 1,000

## Rationale

In this step, pupils will build on their understanding of the number line from Year 2. They will initially use the number line to label and identify numbers on an empty number line from 0 - 1,000 and they will build on prior knowledge to work out the value of the intervals on empty number lines.

Pupils' learning will be extended through estimating numbers on a blank number line from 0 - 1,000 and progress to identifying and labelling numbers on number lines with different start and end points in multiples of 100



## Key Stem Sentences

- The value of each major / minor interval is \_\_\_\_
- \_\_\_\_ is here on the number line.
- \_\_\_\_ is the mid-point.
- \_\_\_\_ is near to \_\_\_\_ / between \_\_\_\_ and \_\_\_\_



## Key Vocabulary

- number line
- major / minor interval
- mid-point
- estimate / near to / between



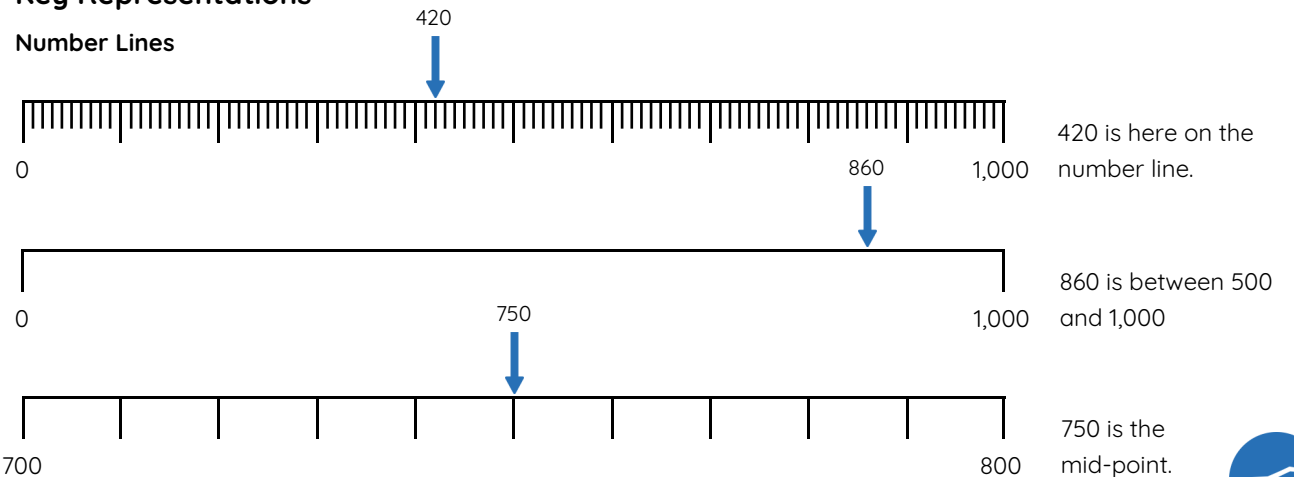
## Common Errors or Misconceptions

- Pupils may have difficulty understanding the size of numbers in relation to each other and place them the incorrect distance from the start or between intervals.
- Pupils may miscount the intervals.



## Key Representations

### Number Lines



## Pupils will FLOURISH if they can...

- calculate the value of intervals on marked number lines.
- estimate, identify and label numbers on blank and empty number lines from 0 - 1,000
- identify and label numbers on number lines with different start and end points in multiples of 100
- begin to explain their understanding using 'Decide, Assess, Back up', given stems and representations.

