

# Place value of three-digit numbers

## National curriculum attainment targets

- Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
- Read and write numbers up to 1000 in numerals

## Lesson objectives

- Recognise the place of value of each digit in a three-digit number
- Represent numbers using base 10 material
- Read and write numbers up to 1000 in numerals

### Previous related lessons

None

### Prerequisites for learning

Pupils need to:

- understand that numbers extend beyond 100
- count beyond 100

### Vocabulary

place value, hundreds, tens, ones (units)

### Future related lesson

Unit 5, Week 1, Lesson 1

### Success criteria

Pupils can:

- identify the hundreds digit and its value
- identify the tens digit and its value
- identify the ones digit and its value
- represent three-digit numbers



## Getting Started

- Choose an activity from Number – Number and place value.
- Choose an activity from *Fluency in Number Facts: Y3/Y4* – Number and place value.

**Collins**  
Connect  
Year 3, Unit 1,  
Week 1

## Teach

### Resources

mini whiteboard, pen and eraser (per pupil)

- Count on as a class from different three-digit numbers, e.g. 132, 204, 559.
- Ask: **Are we confident counting in the hundreds?**
- Write four different three-digit numbers on the board, e.g. 247, 329, 603 and 945.
- Say: **These are all three-digit numbers.** Ask: **What can you tell me about three-digit numbers?**
- Establish that three-digit numbers are hundreds numbers, the first digit (on the left) is the hundreds digit, the second (middle) digit is the tens digit and the third digit (on the right) is the ones digit.
- Say: **Let's read these numbers together.** Read the three-digit numbers as a class. As pupils say the number, point to the relevant digit, e.g. for 247 point to 2 as the pupils say "two hundred", 4 as they say "forty" and 7 as they say "seven".
- Say: **When we say a number we can hear the place value of the digit.** Write H (hundreds), T (tens) and O (ones) above the digits. Point to each of the digits in turn saying **hundreds, tens and ones.**
- Write 200, 40 and 7 underneath the relevant digits. Point and say: **Two hundreds means the hundreds digit is worth 200, and four tens means the tens digit is worth 40.**
- Repeat for the remaining three-digit numbers on the board.
- Say: **Say a three-digit number for your partner to write on their whiteboard and then underneath the digits write their value.**
- Say: **Using Base 10 material to represent the numbers can help us to understand the place value of each digit.**



Work on the place value of two-digit numbers.

↑ Ask: **What is one hundred more than my number? Imagine another hundred appearing to help you.**

↓ Say: **Write H, T and O on your whiteboard to help you. Fill them in as I tell you about my number.**



- Display: 346 using Base 10 or the Base 10 tool.
- Ask: **What number is this?**
- Say: **Let's count together to check our answers.**



- Display: 346 using Base 10 or the Base 10 tool, with the hundreds, tens and ones appearing one by one.



- Display: 415 using Base 10 or the Base 10 tool.
- Ask: **What number am I showing you now?**



- Say: **Write the number down on your whiteboards and write the place value under each digit.**
- Repeat for the other three-digit numbers.



- Display: 104; 273, 549, 638 and 417 using Base 10 or the Base 10 tool, with the hundreds, tens and ones appearing one by one.

- Say: **I'm thinking of a number. It has eight hundreds, five tens and one unit. What is my number?**
- Repeat this question several times with different numbers.

## Individualised Learning

Refer to Activity 3 from the Learning Activities on page 000.

**Pupil Book 3A** – Page 6: Three-digit numbers  
**Progress Guide 3** – Support, Year 3, Unit 1, Week 1, Lesson 3:  
 Counting to 200

## Plenary



- Say: **I'm thinking of a number. It has five hundreds, three ones and no tens. Hold that number in your head.**
- Ask: **What number am I thinking of?**
- Display: 503 using Base 10 or the Base 10 tool.
- Say: **Here is the number. Count the hundreds, then the ones as a class.**
- Say: **As there are no tens in this number, we just say "and" to show "five hundred and three".**
- Write 503 on the board and say the number as a class, pointing to the digits.
- Write H, T and O above the digits.



- Ask: **What would the number be if I added 10?** Establish that the tens would change and it would become 513.
- Say: **Think of a three-digit number that has no tens in it.**
- Ask pairs to share their ideas with the class.