



**THIRD SPACE
LEARNING**

Sentence Stems and Vocabulary Lists

Place Value

Year 1 to 6

Sentence Stems in a nutshell

A sentence stem provides pupils with a way to communicate their ideas with mathematical precision and clarity.

A sentence stem is a very structured sentence that often expresses a key conceptual idea or generalisation.

The structure of a sentence stem provides a framework to embed conceptual knowledge and build understanding.

How to use the questions in this resource

To use sentence stems in lessons, first introduce the sentence stem and explain how and when to use it. It is very important that the pupils understand the sentence stem otherwise it will not embed their learning. After this, the teacher should model the sentence stem and the pupils chant it back. Encourage repetition of the sentence stem throughout the lesson or lessons to come.

Sentence stems can be a whole sentence, for example:

- A half is one of two equal parts.

Or with missing parts to be filled, for example:

- A (fraction) is (numerator) out of (denominator) parts.

Where there is a missing part, we have given an example of a completed sentence as shown below. There are (number / items). Half of (whole) is (half).

- There are 8 counters. Half of 8 is 4.

By providing the pupils with a structure to follow, they will have an accurate way to discuss the given topic. By using repetition, the concepts expressed in the sentence stems will become embedded.

Year 1

Place Value General

The number before a number is 1 less.

The number that comes before (number) is (number)

- *The number that comes before 7 is 6.*

The number after a number is 1 more.

1 more than (number) is (number). OR (number) is 1 more than (number).

- *1 more than 5 is 6. 6 is 1 more than 5.*

1 less than (number) is (number). OR (number) is 1 less than (number).

- *1 less than 5 is 4. 4 is 1 less than 5.*

Zero is a place holder. It is used when a place has no value.

There are (number / items). There are (number / items). There are (number / item) altogether.

- *There are 3 blue blocks. There are 2 yellow blocks. There are 5 blocks altogether.*

The number before / after (number) is (number).

- *The number after 63 is 64.*

Sorting Objects

I have grouped my objects by (colour / shape / size, etc).

- *I have grouped my objects by colour.*

I can sort my objects by (colour / shape / size, etc).

- *I can sort my objects by shape.*

Comparison

There are more (item) than (item).

- *There are more sticks than bears.*

There are fewer (item) than (item).

- *There are fewer bears than sticks.*

The greatest number is (number). OR (number) is the greatest number.

- *The greatest number is 10. 10 is the greatest number.*

The smallest number is (number). OR (number) is the smallest number.

- *The smallest number is 4. 4 is the smallest number.*

(Number) is greater than (number). Also 'more than' can be used.

- *7 is greater than 5.*
- *6 is more than 3.*

(number) is smaller than (number). Also 'less than' can be used.

- *5 is smaller than 7.*
- *3 is less than 7.*

(number) is equal to (number).

- *5 is equal to 5.*

Place Value Within 10

One, two (continue counting). There are (number) items.

Consecutive numbers have a difference of one.

Place Value Over 10

Ten ones are equal to one ten.

(number) ones are equal to (number) tens.

- *20 ones are equal to 2 tens.*

Year 1 - Continued

Tens and Ones

There is / are (digit) ten(s), which is (number), and (digit) one(s), which is (number). This makes (number) altogether.

- *There is 1 ten, which is 10, and 5 ones, which is 5. This makes 15 altogether.*

OR There is / are (digit) tens and (digit) ones in (number).

- *There is 1 ten and 5 ones in 15.*

Whole and Part

The whole / number is (number). One part is (number), the other part is (number).

- *The whole is 17. One part is 10, the other part is 7.*

The whole / number is (number). It has (digit) ten(s) and (digit) one(s).

- *The whole is 17. It has 1 ten and 7 ones.*

OR (number) has (number) tens and (number) ones.

- *24 has 2 tens and 4 ones.*

OR (number) is made from (digit) tens and (digit) ones.

- *24 is made from 2 tens and 4 ones.*

Number line

The start point is (number) and the end point is (number).

- *The start point is 0 and the end point is 10.*

There are (number) intervals on the number line.

- *There are 5 intervals on the number line.*

Each interval is worth (number).

- *Each interval is worth 1.*

The number line is counting up in (number).

- *The number line is counting up in 1s.*

Vocabulary

Back	Midpoint
Backwards	More / most
Compare	Multiple
Consecutive	Number(s)
Count back	Numbers from 1 to 100
Divisions	Numeral
Equal or equivalent	Object
Estimate	Ones
Fewer (than)	Partition / partitioning
First	Same
Forwards / count on	Set
Greater than / greatest	Small
Group(s)	Smaller than / small
Halfway	Sort
Intervals	Tens (10s)
Last	Twos (2s)
Less / least	Zero

Year 2

Partitioning

There is / are (digit) ten(s) and (digit) one(s). The number is (number).

- *There are 3 tens and 1 one. The number is 31.*

(digit) ten(s) + (digit) one(s) = (number)

- *3 tens + 1 one = 31*

(number) = (number) + (number)

- *15 = 10 + 5*

Comparison

(number / items) is greater than (number / items).

- *15 is greater than 11.*

(number / items) is less than (number / items).

- *11 is less than 15.*

(number / items) is equal to (number / items).

- *15 is equal to 15.*

Counting in multiples

There are (number/ items) in each group. There are (number) groups.

There are (number/ items) altogether.

- *There are 2 cubes in each group. There are 4 groups. There are 8 cubes altogether.*

When counting in tens, the ones column will not change. *

*This is for positive numbers only.

When counting in (multiple), the number before / after (number) is (number).

- *When counting in 2s, the number after 4 is 6.*

(Multiple) more / less than (number) is (number).

- *2 more than 20 is 22.*

Vocabulary

Inequality

Place value chart

Represent

Year 3

Place Value General

10 ones are equal to one ten.

There are 10 tens in one hundred.

There are 100 ones in one hundred.

(number) ones are equal to (number) tens.

- *10 ones are equal to 1 ten.*

There are (number) tens in 100 and (number) hundreds in (number). This means there are (number) tens in (number).

- *There are 10 tens in 100 and 3 hundreds in 300. This means there are 30 tens in 300.*

More / Less

When finding 10 more / less, the ones column does not change.*

When finding 100 more / less, the ones and tens columns do not change.*

*These are for positive numbers only.

1 / 10 / 100 more / less than (number) is (number). OR (number) is 1 / 10 / 100 more / less than (number).

- *10 more than 15 is 25. OR 25 is 10 more than 15.*

Digit Value

There are (digit) hundred(s), (digit) ten(s) and (digit) one(s). The number is (number).

- *There are 7 hundreds, 2 tens and 8 one. The number is 728.*

(number) is made up of (number) hundreds, (number) tens and (number) ones.

- *728 is made up of 7 hundreds, 2 tens and 8 ones.*

(digit) hundreds + (digit) tens + (digit) ones = (number)

- *7 hundreds + 2 tens + 8 ones = 728*

The digit (digit) is in the (place value) column. It has a value of (number).

- *Given number 236. The digit 6 is in the ones column. It has a value of 6.*

(number) can be made using (number) hundred counters, (number) ten counters and (number) one counters.

- *728 can be made using 7 hundred counters, 2 ten counters and 8 one counters.*

The (item) represents (number). The value of (items) is (number).

- *The green counter represents 10. The value of the 3 green counters is 30.*

Year 3 - Continued

Comparison/ Ordering

When comparing three-digit numbers, start with the hundreds. If the hundreds are the same, compare the tens. If the tens are the same, compare the ones.

Compare digits with the same place value.

The numbers are ordered in ascending/ descending order.

Number line

(Number) is between (number) and (number). It is closest to (number).

- *470 is between 400 and 500. It is closest to 500.*

(Number) is more / less than halfway along the interval, so (number) is closer to (number).

- *470 is more than halfway along the interval, so 470 is closer to 500.*

The number line goes up in intervals of (number).

- *The number line goes up in intervals of 100.*

Counting in Multiples

If (number) lots of (number) is (number), then (number) lots of (number) is (number).

- *If 5 lots of 2 is 10, then 50 lots of 2 is 100.*

Vocabulary

Accurate

Approximately or approximate

Between

Estimate

Expanded form

Flexible / non-standard partitioning

Hundred(s) (100s)

Sequence

Year 4

Place Value General

When finding 1,000 more / less than a positive number, the ones, tens and hundreds columns do not change.

There are 10 hundreds in one thousand.

There are 100 tens in one thousand.

There are 1,000 ones in one thousand.

There are (digit) thousand(s), (digit) hundred(s), (digit) ten(s) and (digit) one(s). The number is (total).

- *There are 2 thousands, 5 hundreds, 3 tens and 9 ones. The number is 2,539.*

Rounding

These can be adapted for rounding to 100 or 1,000.

The previous multiple of ten is (multiple of 10). The next multiple of ten is (multiple of 10). (number) is nearer to (multiple of 10). (number) rounded to the nearest ten is (multiple of 10).

- *Number = 34. The previous multiple of ten is 30. The next multiple of ten is 40. 34 is nearer to 30. 34 rounded to the nearest ten is 30.*

When rounding to a power of ten, the digit to the right of the place value you are rounding determines how you round.

Comparison

To compare two numbers, start with the largest place value digit.

Compare digits with the same place value.

Roman numerals

(Roman numeral) represents (number).

- *X in Roman Numerals represents 10.*

Vocabulary

Nearer / closer to

Round / rounding

Roman Numeral

Thousand(s) (1000s)

Year 5

Place Value General

There are 10 one thousands in ten thousand.

There are 100 hundreds in ten thousand.

There are 10 ten thousands in one hundred thousand.

There are 100 one thousands in one hundred thousand.

There are 10 hundred thousands in one million.

There are 100 tens of thousands in one million.

Rounding

When rounding to the nearest 10, if the ones digit is four or less, round to the previous multiple of 10. If the ones digit is five or more, round up to the next multiple of 10.

Negative Numbers

Negative numbers are less than or below zero.

Positive numbers are greater than or above zero.

For positive and negative numbers, the larger the number, the further away from zero it is.

- *34 is further from zero than 2.*
- *-34 is further from zero than -2.*
- *Negative 2 is closer to zero than negative 34.*

Vocabulary

Hundred thousand(s) (100,000s)

Integer

Million(s) (1,000,000s)

Negative number

Positive number

Ten thousand(s) (10,000s)

Year 6

Place Value General

One million is one thousand thousands.

There are one thousand thousands in one million.

Vocabulary




Ten million(s) (10,000,000s)

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