

Number line to 1,000

Notes and guidance

In this small step, children revisit the number line to 1,000, which they were first introduced to in Year 3

Children label, identify and find missing values on blank or partially completed number lines. Using real-life scales, such as rulers and measuring jugs, can be helpful here.

When looking at partially completed number lines, it is important that children become confident in finding the difference between the start and end points and dividing to find the value of each interval. Explicit examples should be used that have a varying number of intervals and unmarked values in different positions.

Children also learn how to work out the value at the midpoint of an interval.

Things to look out for

- Children may count the number of divisions, rather than the intervals.
- Support may be needed to work out the midpoint of an interval.
- Children may assume the increments on the number line are each worth one unit, focusing solely on the starting number.

Key questions

- What are the values at the start and end points of the number line?
- What is the difference in value between the start and end points?
- How many intervals are there?
- How can you work out what each interval is worth?
- How can you work out the halfway point of an interval?
- What other numbers can you mark on the number line?
- Why are the start and end values of a number line important?

Possible sentence stems

- The difference in value between the start and end of the number line is _____
- There are _____ intervals. Each interval is worth _____

National Curriculum links

- Identify, represent and estimate numbers using different representations