



**THIRD SPACE  
LEARNING**

Specialist 1-to-1 maths interventions  
and curriculum resources

# Sentence Stems

## Place Value

**Years 1-6**

## 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.

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.



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## Sentence Stems

### Place Value General

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 a number is one less.

The number after a number is one more.

One more than (number) is (number).

**OR** (number) is one more than (number).

- *One more than 5 is 6. 5 is one more than 5.*

One less than (number) is (number).

**OR** (number) is one less than (number).

- *One less than 5 is 4. 4 is one less than 5.*

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

### 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.*

(number) is smaller than (number).

Also 'less than' can be used.

- *5 is smaller than 7.*

(number) is greater than (number) but less than (number).

- *38 is greater than 27 but less than 40.*

### Vocabulary

Numeral	Greater than
Numbers	Fewer (than)/
Number from 1 to 100	smaller than
Forwards	Twos (2s)
Backwards	Fives (5s)
Equal or equivalent	Tens (10s)
More/ most	Ordinal numbers
Less/ least	Consecutive

## Sentence Stems continued

To compare two-digit numbers, compare the tens digits first. If the tens are the same, compare the ones.

### Ordinal Numbers

The (ordinal number/ item) is (information).

- *The 1<sup>st</sup> bear is red. The 8<sup>th</sup> car is yellow.*

### 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.*

### 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).

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

### Counting in 2s/ 5s/ 10s

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.*

## Sentence Stems

### Place Value General

Consecutive odd numbers always have a difference of two.

Consecutive even numbers always have a difference of two.

One more than (number) is (number).

**OR** (number) is one more than (number).

- *One more than 21 is 22. 22 is one more than 21.*

One less than (number) is (number).

**OR** (number) is one less than (number).

- *One less than 21 is 20. 20 is one less than 21.*

### Tens and Ones

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*

### 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 2s/ 5s/ 10s

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.*

### Vocabulary

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Hundred (one hundred etc)

Threes (3s)

Exchange

Digit

Greater than

Less than

## Sentence Stems

### Place Value General

There are ten tens in one hundred.

There are one hundred ones in one hundred.

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

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

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. The digit 3 is in the tens column. It has a value of 30. The digit 2 is in the hundreds column. It has a value of 200.*

One/ ten / one hundred more/ less than (number) is (number).

**OR** (number) is one/ ten / one hundred more/ less than (number).

- *Ten more than 15 is 25. **OR** 25 is ten more than 15.*

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

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

*\*These are for positive numbers only.*

### Hundreds, Tens and Ones

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.*

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

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

### Comparison

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.

### Vocabulary

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Fours (4s)

Eights (8s)

Fifties (50s)

Estimate

Approximately or approximate

## Sentence Stems

### Place Value General

When finding one thousand more/ less than a positive number, the ones and tens columns do not change.

There are ten hundreds in one thousand.

There are one hundred tens in one thousand.

There are one thousand 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.

### Negative Numbers

Negative numbers are less than or below zero.

Positive numbers are greater than or above zero.

## Vocabulary

Thousand  
Partition  
Partitioning  
Rounding  
Sixes (6s)  
Sevens (7s)

Nines (9s)  
Twenty-fives (25s)  
Positive (number)  
Negative (number)  
Roman Numeral

Sentence Stems

**Place Value General**

There are ten one thousands in ten thousand.

There are one hundred hundreds in ten thousand.

There are ten ten thousands in one hundred thousand.

There are one hundred one thousands in one hundred thousand.

There are ten hundred thousands in one million.

There are one hundred 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. If the ones digit is five or more, round to the next multiple.

**Negative Numbers**

For positive and negative numbers, the larger the number, the further away from zero it is. (34 is further from zero than 2 and -34 is further from zero than -2).

**Vocabulary**

- Ten thousand (10,000)
- One million (1,000,000)
- Integer



Sentence Stems

Place Value General

There are one thousand thousands in one million.

Vocabulary

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Ten million (10,000,000)