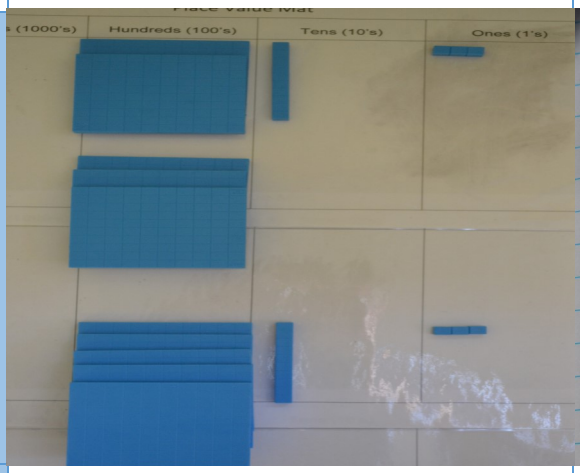
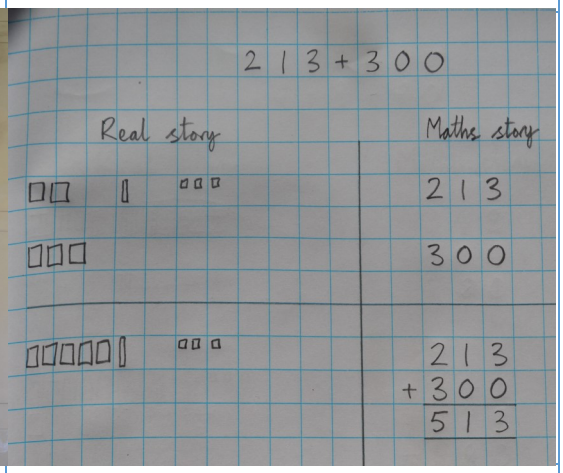
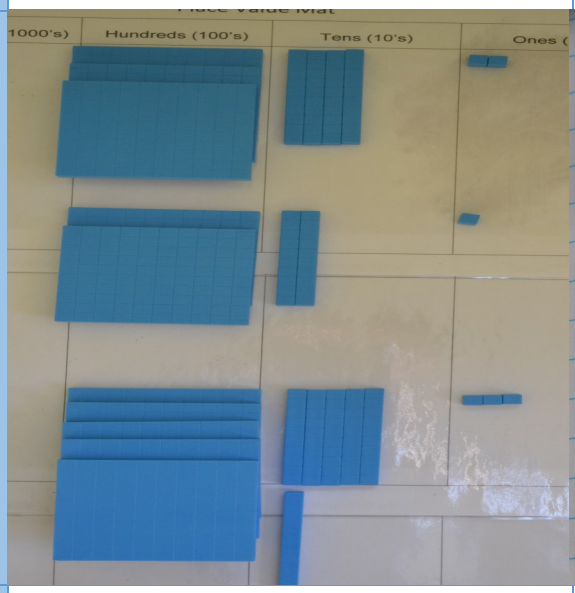
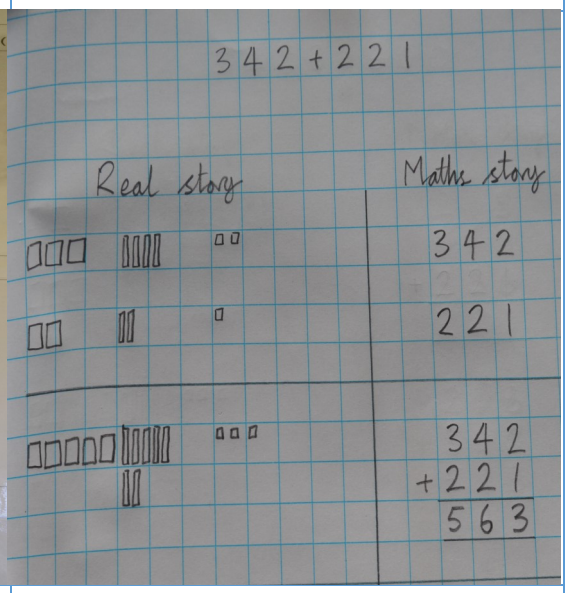
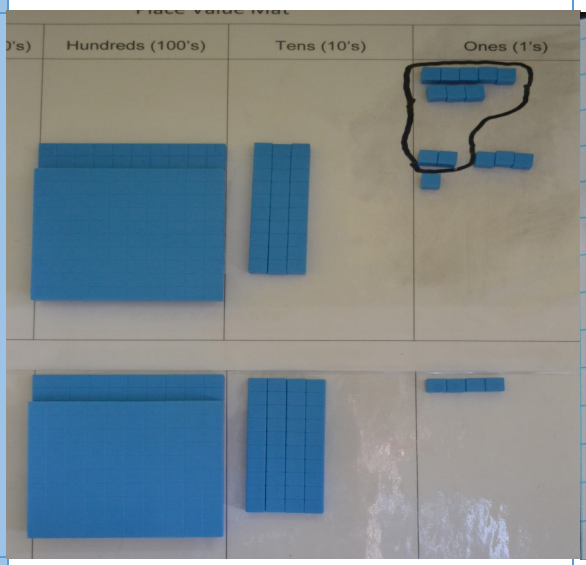
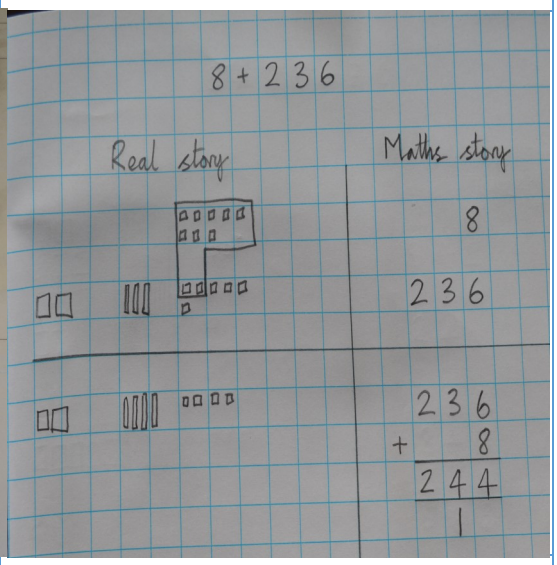
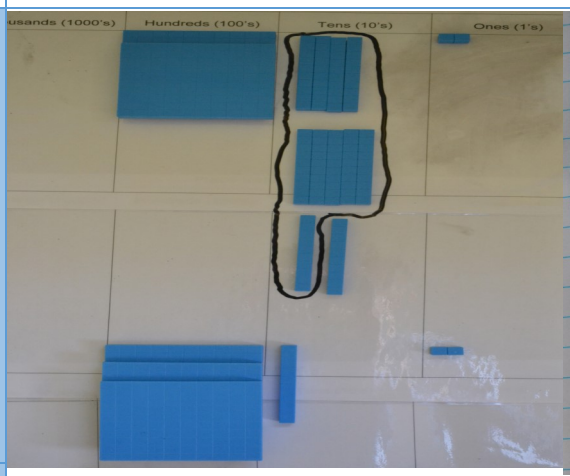
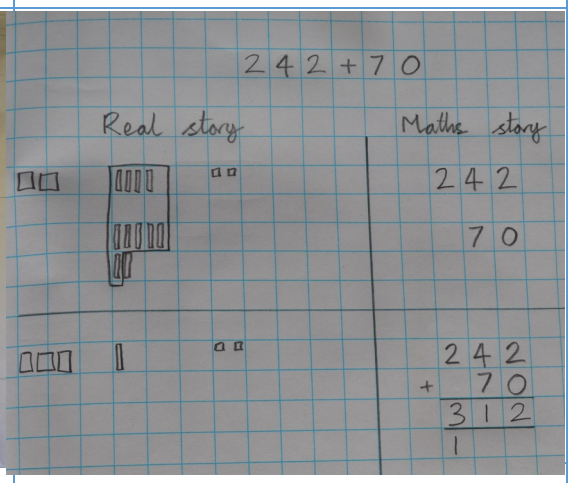
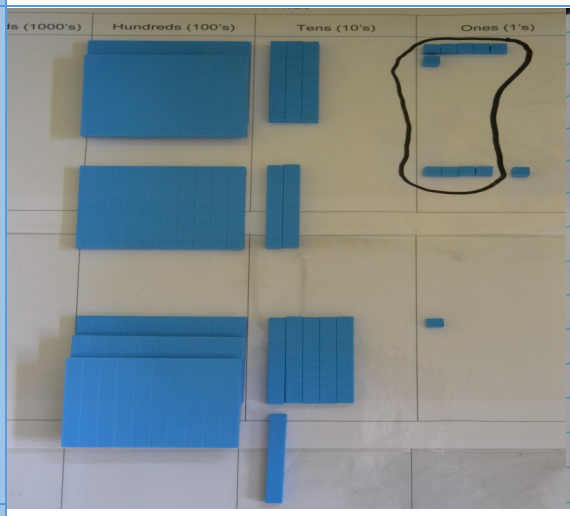
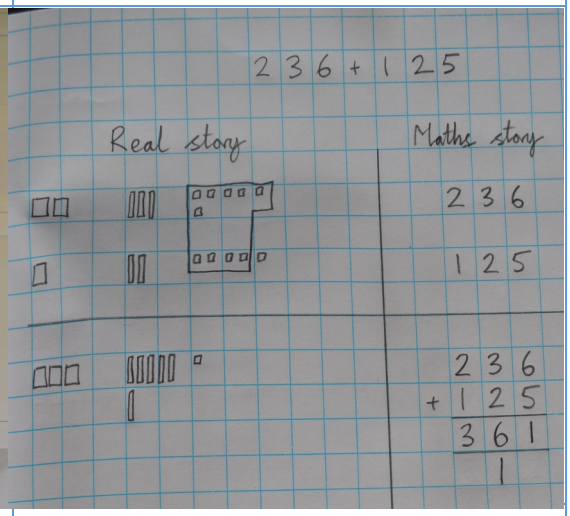
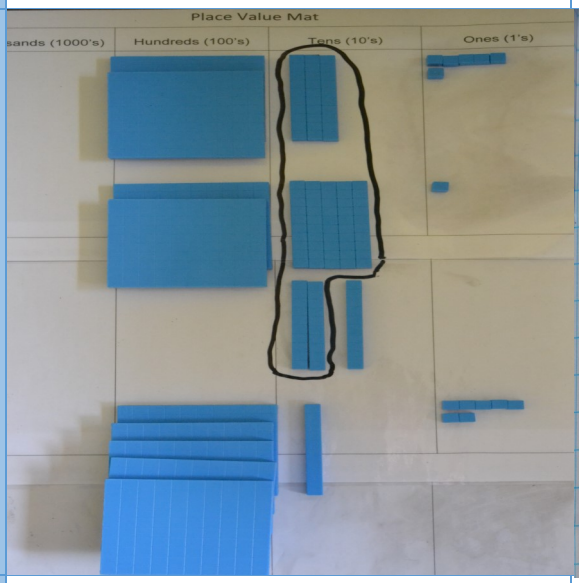
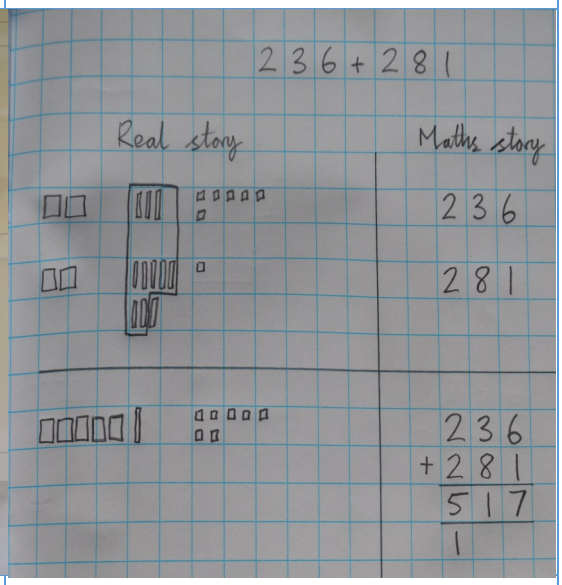
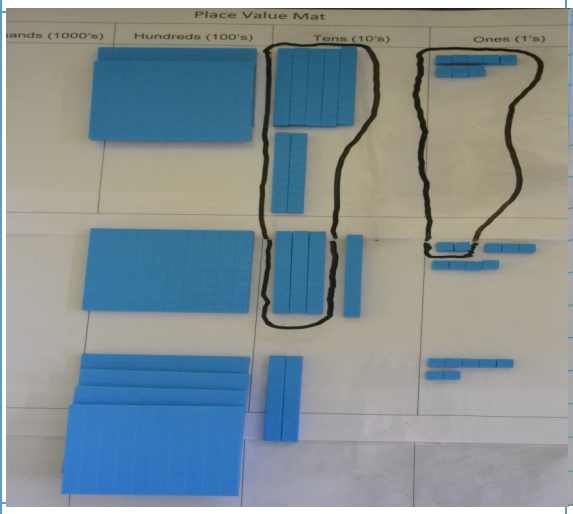
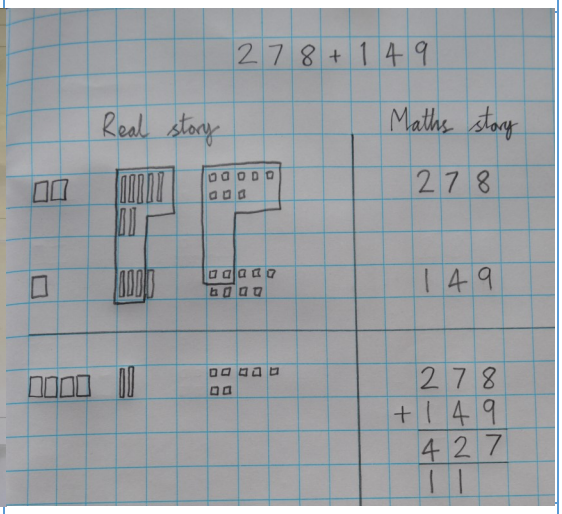
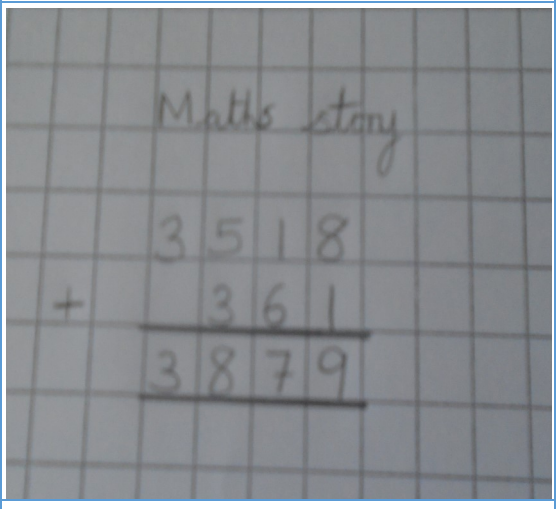
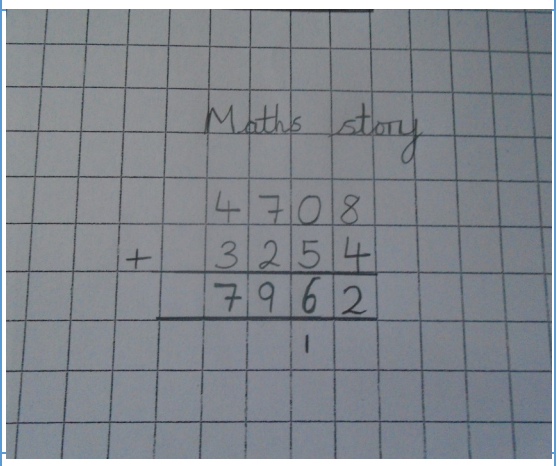
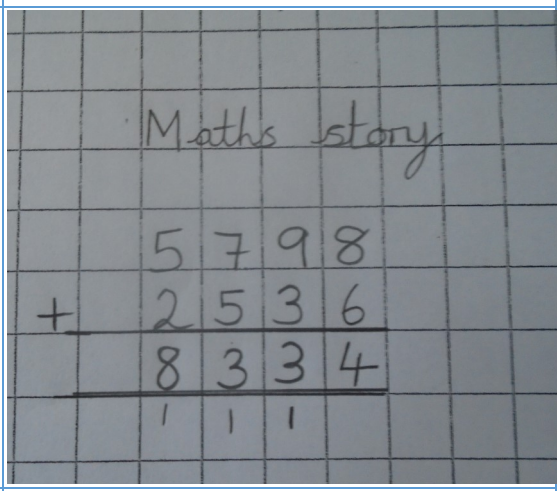
OBJECTIVE	*CONCRETE*	PICTORIAL and ABSTRACT
HTO+H **HUNDREDS, TENS and ONES + HUNDREDS** **(213+300)**		
HTO+HTO **HUNDREDS, TENS and ONES + HUNDREDS, TENS and ONES** **(No renaming)** **(342+221)**		
HTO+O **HUNDREDS, TENS and ONES + ONES** **(Renaming ones)** **(8 + 236)**		

OBJECTIVE	*CONCRETE*	PICTORIAL and ABSTRACT
HTO + T **HUNDREDS, TENS and ONES + TENS** **(Rename tens)** **(242 + 70)**		
HTO + HTO **HUNDREDS, TENS and ONES + HUNDREDS, TENS and ONES** **(Rename ones)** **(236+125)**		
HTO + HTO **HUNDREDS, TENS and ONES + HUN-DREDS, TENS and ONES** (Renaming tens) (236 +281)		

OBJECTIVE	*CONCRETE*	PICTORIAL and ABSTRACT
HTO + HTO **HUNDREDS, TENS and ONES + HUNDREDS, TENS and ONES** (Renaming tens and ones) (278 + 149)		
ThHTO + HTO (no renaming) **Year 4 suggested start**	At this point teachers should go back to the CPA approach for HTO + HTO renaming tens then hundreds before moving onto thousands which could be done with place value counters or abstract depending on the understanding of the class.	
ThHTO + ThHTO (no renaming)		
ThHTO + ThHTO renaming ones		
THHTO + ThHTO renaming tens		

OBJECTIVE	*CONCRETE*	PICTORIAL and ABSTRACT
THHTO — THHTO renaming tens		
ThHTO + ThHTO **Renaming hundreds**		
THHTO + THHTO **Renaming HTandO**		
Year 5 suggested start **Numbers up to** **Hundreds of thousands and numbers of different sizes**	In year 5 the concepts of renaming should be revised using base ten to add HTO + HTO renaming both tens and ones. Once the class are definitely secure work should be done in maths story only. CPA can be used to support children who are still struggling.	
Year 6—to include bigger numbers up to 1 million, and include numbers of different sizes.