	Year: 4	Subject: Maths
	Title: Place Value	

What key knowledge do I need to have before this unit?

Numbers to 1000
Counting in 100s to 1000
How many hundreds, tens and ones make up a number
Knowledge of Roman numerals from 1 to 12
Know the next multiples of 10 either side of a two-digit number

Key outcomes:

What I need to know by the end of this unit of work:

1) I can represent, partition, and number line to 1000
2) I can explore multiples of 1000 within 10,000
3) I can represent and partition numbers to 10,000
4) I can consider how many thousands, hundreds tens and ones makes up a number
5) I can find 1, 10 or 100, 1000 more or less
6) I can estimate, compare and order numbers to 10,000
7) I can identify Roman numerals to 100
8) I can round to the nearest 10, 100 and 1000

National Curriculum Links:	Key Vocabulary:	Definition:
• Identify, represent and estimate numbers using different representations • Count in multiples of 6, 7, 9, 25 and 1,000 • Read and write numbers up to 1,000 in numerals and words • Compare and order numbers up to 1,000 • Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) • Find 1,000 more or less than a given number • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value • Round any number to the nearest 10, 100 or 1,000	Place value Ones Tens Hundreds Thousands Partition Partition flexibly Estimate Equivalent Placeholder Ascending Descending Accurate Represents Multiples Rounding	The position of a digit in a number. 5234 4 ones 5234 3 tens 5234 2 hundreds 5234 5 thousands 5234 5 thousands, 2 hundreds, 3 tens, 4 ones 5234 4 thousands, 11 hundreds, 13 tens, 4 ones Mathematical guess Equal to/same as The zero is called a placeholder. It's not worth anything on its own, but it changes the value of other digits. Increasing in size Decreasing in size Being correct To show Numbers that we get when we multiply one whole number by another whole number. E.G 20 is a multiple of 10 (2x10=20) Making a number simpler by keeping its value close to what it was.

Place Value

Count

Year 1	Year 2	Year 3	Year 4
• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers

Represent

Year 1	Year 2	Year 3	Year 4
• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words	• read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words	• identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

Use and compare

Year 1	Year 2	Year 3	Year 4
• given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000

Problems/Rounding

Year 2	Year 3	Year 4
• use place value and number facts to solve problems	• solve number problems and practical problems involving these ideas	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers