

Place Value and Ordering : Maths : Year 4 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to recognise the place value of each digit in a four-digit number.	Children will identify the value of each number in a four-digit number, after recapping the value of digits in two- and three-digit numbers. They will practise writing four-digit numbers in numerals and words, and start to order numbers.	<ul style="list-style-type: none"> • Can children identify place value in four-digit numbers? • Can children write numbers in digits? • Can children write numbers in words? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A /1B • Number Cards • Question Cards • Digit Cards (FSD? activity only)
Lesson 2	To be able to order and compare numbers beyond 1,000.	Children will recap how to express four-digit numbers in numerals and words. They will then order three- and four-digit numbers, using partitioning to help identify whether a number is larger or smaller than another.	<ul style="list-style-type: none"> • Can children identify place value in four-digit numbers? • Can children order four-digit numbers? • Can children compare four-digit numbers? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Number Cards (FSD? activity only) • Question Cards (FSD? activity only) • paper (FSD? activity only)
Lesson 3	To be able to find 1,000 more or less than a given number.	Children will start by identifying a number, saying it aloud and identifying the place value of each digit. They will then practically add and subtract 1000 from given numbers, some of which are expressed in numerals and some in words.	<ul style="list-style-type: none"> • Can children identify place value in four-digit numbers? • Can children add 1,000 to a four-digit numbers? • Can children subtract 1,000 from a four-digit number? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Number Cards (FSD? activity only) • Partitioning Grid (FSD? activity only)
Lesson 4	To be able to count in multiples of 6, 7, 9, 25 and 1000.	Children will order numbers and work out how much they are increasing by in number sequences. The number sequences will increase in multiples of 6, 7, 9, 25 and 100. To challenge the children some of the sequences will start at a random number.	<ul style="list-style-type: none"> • Can children identify place value in four-digit numbers? • Can children order numbers? • Can children continue a sequence of numbers? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C/4D • Number Cards (FSD? activity only) • Sequence Cards (FSD? activity only) • Multiples Cards 6/7/9/25/1000 (Plenary)
Lesson 5	To be able to read Roman numerals to 100.	Children will recap the Roman numerals 1-12 (in the context of a clock face). They will then be taught how to read and write Roman numerals to 100. They will explore how the Roman numeral system is different to the modern number system in terms of place value.	<ul style="list-style-type: none"> • Can children read Roman numerals to 100? • Can children write Roman numerals to 100? • Are children aware that Roman numerals do not use place value? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Help Sheet • Code Cards (FSD? activity only)