

# Rounding and Ordering Numbers: Maths : Year 4 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to count in multiples of 6, 7, 9, 25 and 1000.	Children will look at sequences of numbers where the value increases/decreases by a fixed amount, then complete missing number sequences.	<ul style="list-style-type: none"> <li>• Can children identify place value in four-digit numbers?</li> <li>• Can children order numbers?</li> <li>• Can children continue a sequence of numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D</li> <li>• Number Cards (FSD? activity only)</li> <li>• Sequence Cards (FSD? activity only)</li> <li>• Multiples Cards (Plenary only)</li> </ul>
<b>Lesson 2</b>	To round any number to the nearest 10, 100 or 1000.	Children will round two-, three- and four-digit numbers to the nearest ten, hundred and thousand.	<ul style="list-style-type: none"> <li>• Can children round numbers to the nearest ten?</li> <li>• Can children round numbers to the nearest hundred?</li> <li>• Can children round numbers to the nearest thousand?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Board Game Sheet (FSD? activity only)</li> <li>• Number Cards 10/100/1000 (FSD? activity only)</li> <li>• Whiteboards, counters, timers, dice (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To identify and represent numbers.	Children will consider the various ways in which two-, three- and four digit numbers can be represented, e.g. using symbols and pictures, or money.	<ul style="list-style-type: none"> <li>• Can the children use objects to represent numbers?</li> <li>• Can the children use symbols to represent numbers?</li> <li>• Can the children use objects or symbols to represent number sentences?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards A/B/C/D/E/F</li> <li>• Objects</li> <li>• Number Cards A/B (FSD? activity only)</li> <li>• Whiteboards or paper (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To identify, represent and estimate numbers using different representations	Children will consider why being able to order and estimate is useful when working with different measures such as those used to measure weight or volume. They will use a variety of measuring equipment to practise these skills.	<ul style="list-style-type: none"> <li>• Can the children estimate the mass of an object?</li> <li>• Can the children estimate the volume of a liquid?</li> <li>• Can the children check their measurements accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Challenge Cards A/B (FSD? activity only)</li> <li>• A variety of analogue and digital weighing scales (FSD? activity only)</li> <li>• A variety of measuring jugs (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To solve problems involving counting in multiples, identifying, representing, estimating and rounding numbers.	Children will use their developing skills for ordering, rounding and estimating numbers — including ordering multiples of numbers — by solving problems.	<ul style="list-style-type: none"> <li>• Can the children solve problems involving multiples?</li> <li>• Can the children solve problems involving estimating?</li> <li>• Can the children solve problems involving rounding numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Product Cards</li> <li>• Stock Cards (FSD? activity only)</li> </ul>