

# Year 4 Maths Learning Sequence

## 1: Place Value – Order and Compare Numbers beyond 1000

(4 lessons) Rachel Ratibb 2020

07.09.2021

LO: To understand 10 hundreds are equal to 1 thousand (10 tens are equal to 1 hundred and 10 ones are equal to 1 ten)

Vocabulary:

ones

tens

hundreds

thousands

equal



What can you see?



One One



One ten

Ten ones

# Regrouping

64

39

15

40

88

tens and  ones

$$\square + \square = \square$$

136

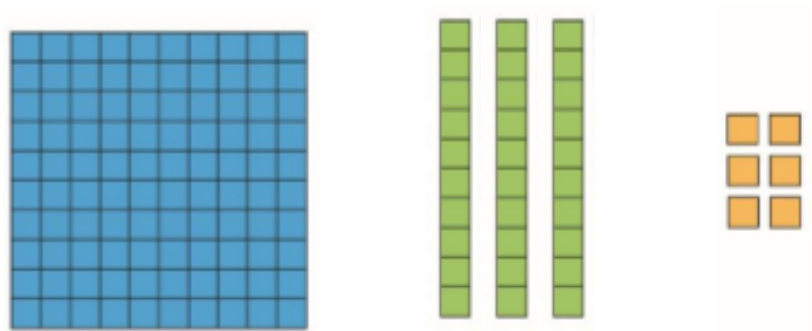
How many ones are there in this number?

How many tens are in this number?

What is the third column called?

How many hundreds are there in this number?

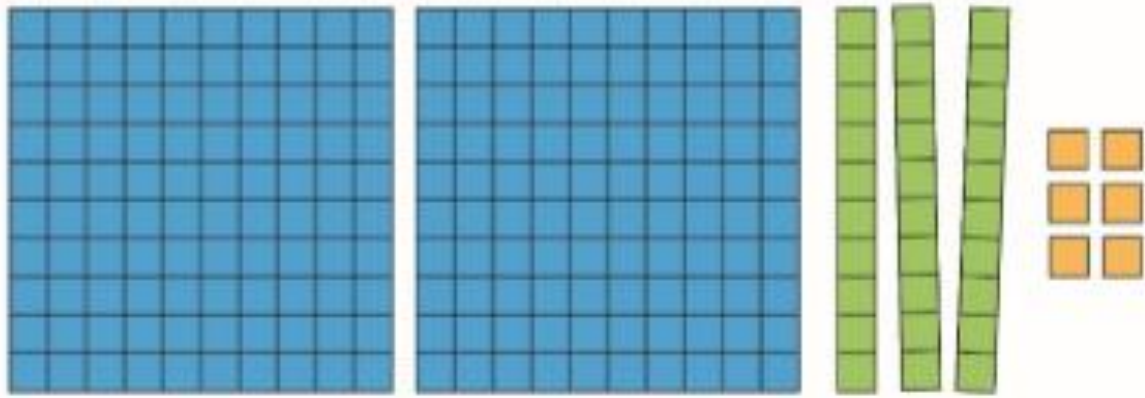
136



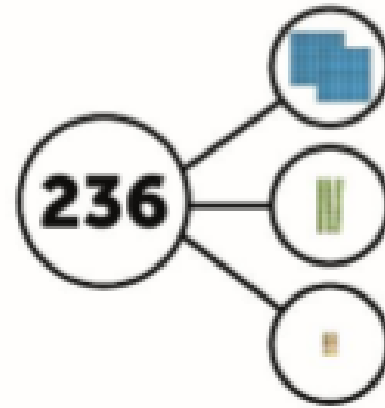
How do we say this number?

True or false - there are 13 tens in this number

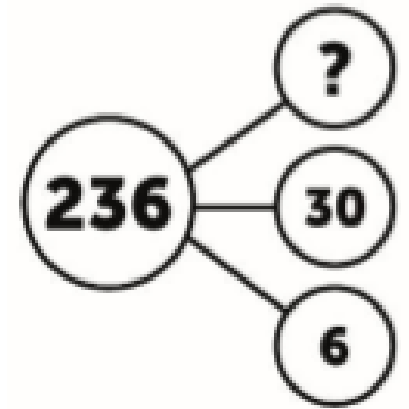
True or false - there are 136 ones in this number



*What can you see?*



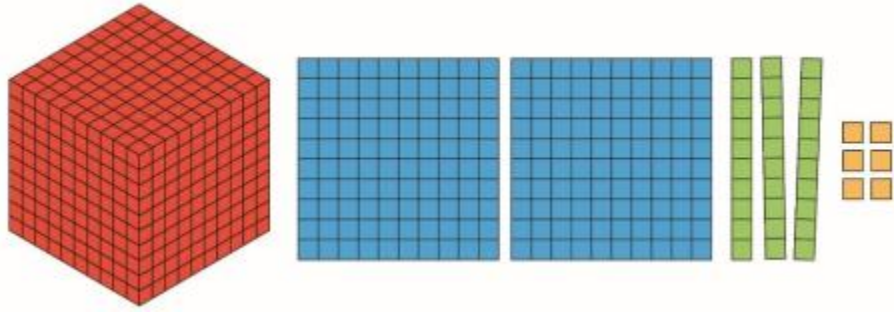
*Represent this*



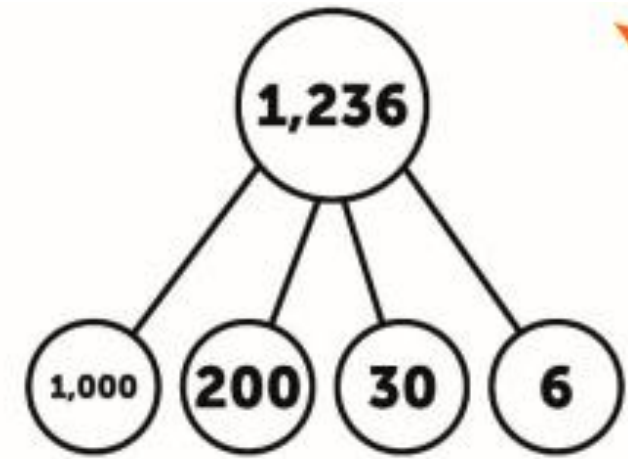
I can see 2 hundreds, 3 tens and 6 ones.

$$200 + 30 + 6$$

Two hundred and thirty-six is also six more than 230.



*What can you see?*



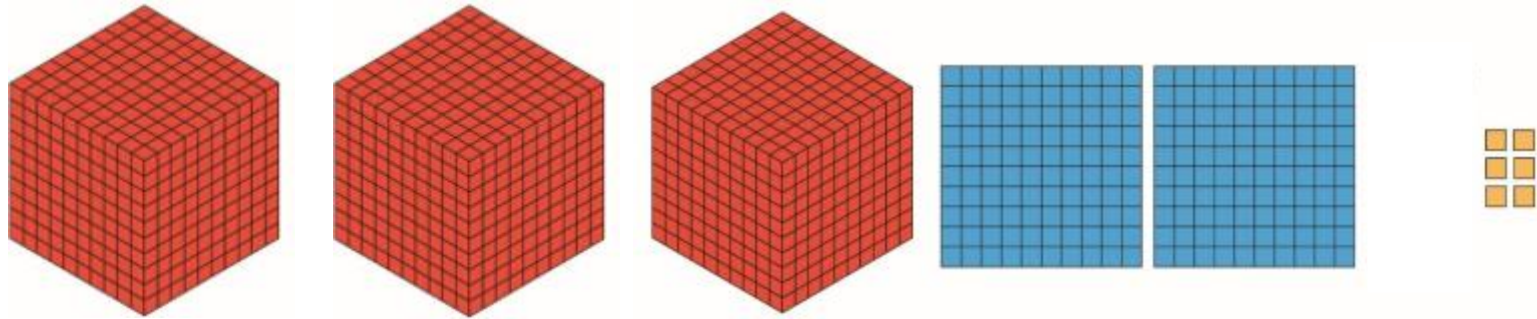
*Represent this*

**I can see 1 thousand, 2 hundreds, 3 tens and 6 ones.**

$$1000 + 200 + 30 + 6$$

**It is thirty six more than one thousand, two hundred.**





What can you see?

Represent this

thousands,  hundreds,  tens and  ones.

$$\square\square\square\square + \square\square\square + \square\square + \square = \square\square\square\square$$

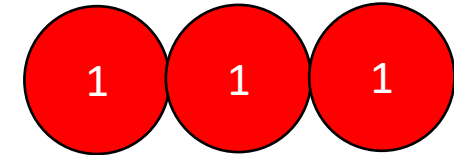
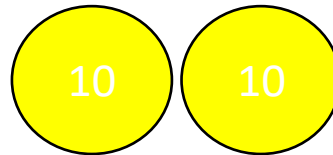
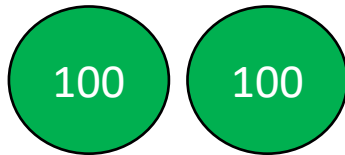
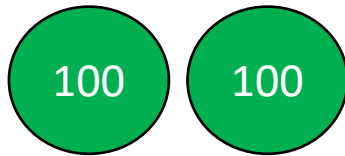
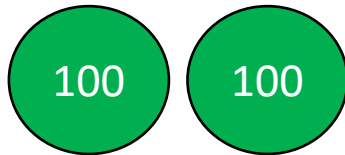
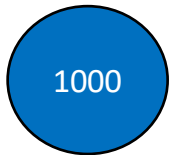
Place Value/Subtraction Frame

Thousands

Hundreds

Tens

Ones



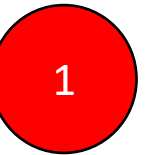
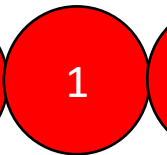
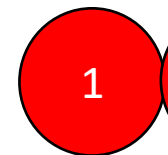
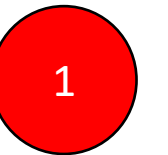
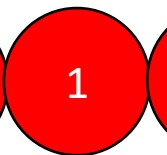
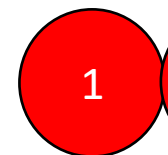
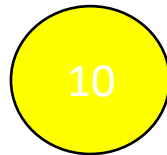
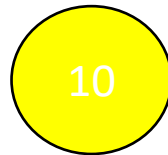
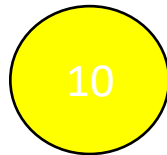
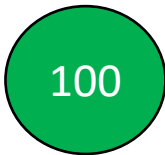
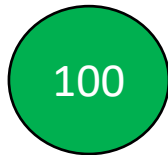
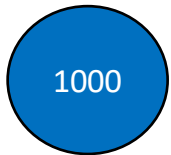
Place Value/Subtraction Frame

Thousands

Hundreds

Tens

Ones



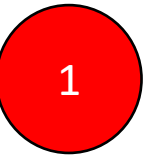
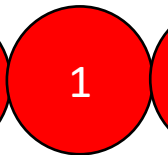
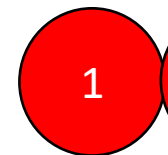
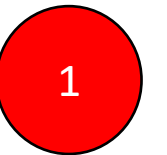
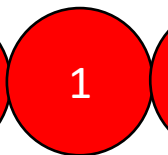
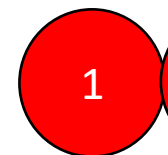
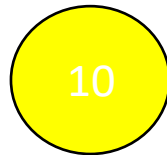
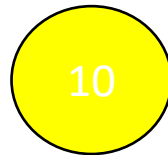
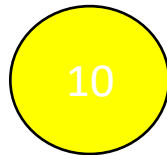
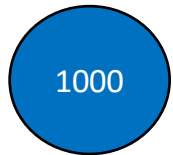
Place Value/Subtraction Frame

Thousands

Hundreds

Tens

Ones



Learning Task 1: Represent these numbers using dienes representations

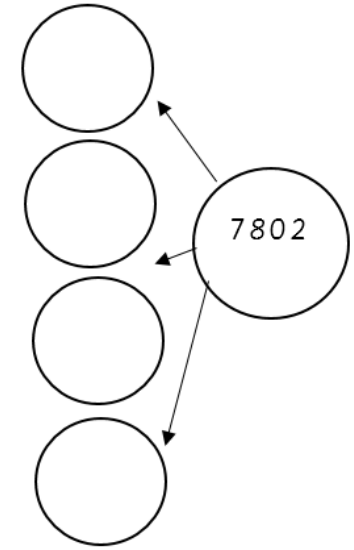
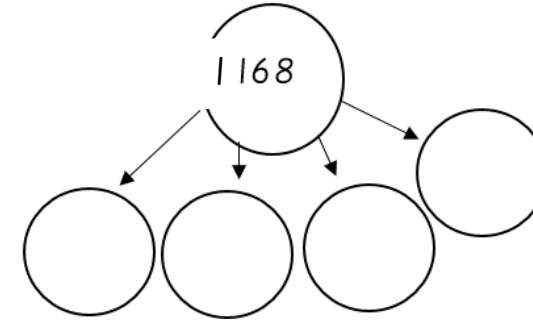
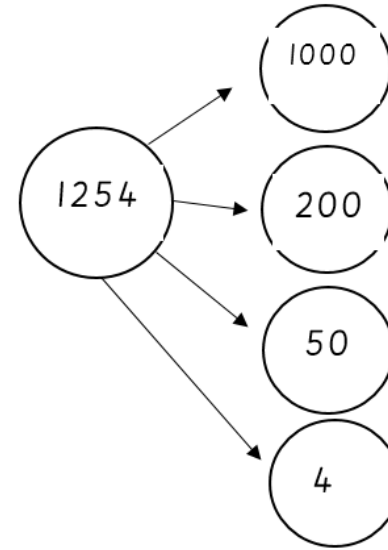
$234 =$  

$368 =$

$182 =$

$505 =$

Learning Task 2: Complete these cherry models



Learning Task 3: Complete the below

5772 is 5 thousands, 7 hundreds, 7 tens and 2 ones

5000 + 700 + 70 + 2 = 5772

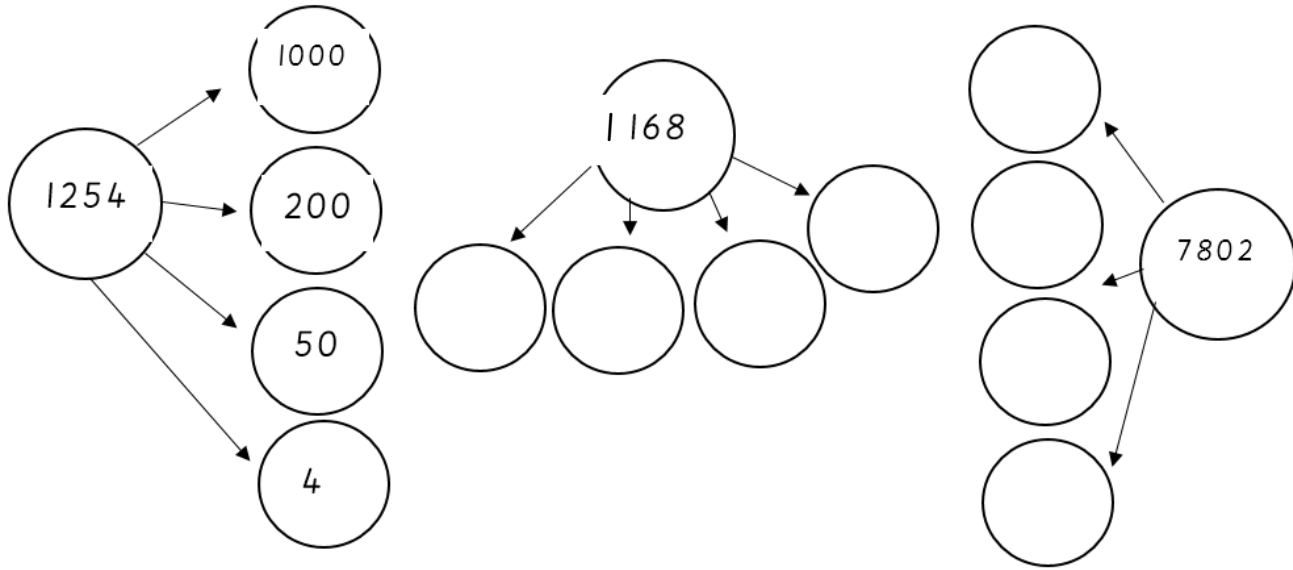
3594 is \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens and \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 3594

1928 is \_\_\_\_\_ hundreds, \_\_\_\_\_ ones and \_\_\_\_\_ tens

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 1928

Learning Task 2: Complete these cherry models



Learning Task 3: Complete the below

5772 is 5 thousands, 7 hundreds, 7 tens and 2 ones

$$\underline{5000} + \underline{700} + \underline{70} + \underline{2} = 5772$$

3594 is \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens and \_\_\_\_\_ ones

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 3594$$

1928 is \_\_\_\_\_ hundreds, \_\_\_\_\_ ones and \_\_\_\_\_ tens

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 1928$$

Learning Task 4: Complete the below

\_\_\_\_\_ is 0 thousands, 2 hundreds, 4 tens and 0 ones  
 $200 + 40 + 0 = \underline{\hspace{2cm}}$

\_\_\_\_\_ is 2 ones, 0 tens, 6 thousands and 6 hundreds  
 $6000 + 600 + 0 + 2 = \underline{\hspace{2cm}}$

\_\_\_\_\_ is \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens and \_\_\_\_\_ ones  
 $2000 + 400 + 90 + 7 = \underline{\hspace{2cm}}$

\_\_\_\_\_ is \_\_\_\_\_ hundreds, \_\_\_\_\_ tens and \_\_\_\_\_ ones  
 $30 + 800 + 6 + 7000 = \underline{\hspace{2cm}}$

\_\_\_\_\_ is 8 thousand, 1 hundred, 5 tens and 8 ones  
 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

\_\_\_\_\_ is 7 tens, 1 one, 3 hundreds and 4 thousands  
 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

08.09.2021

LO: To find 1000 more or less than a given number

Vocabulary:

ones

tens

hundreds

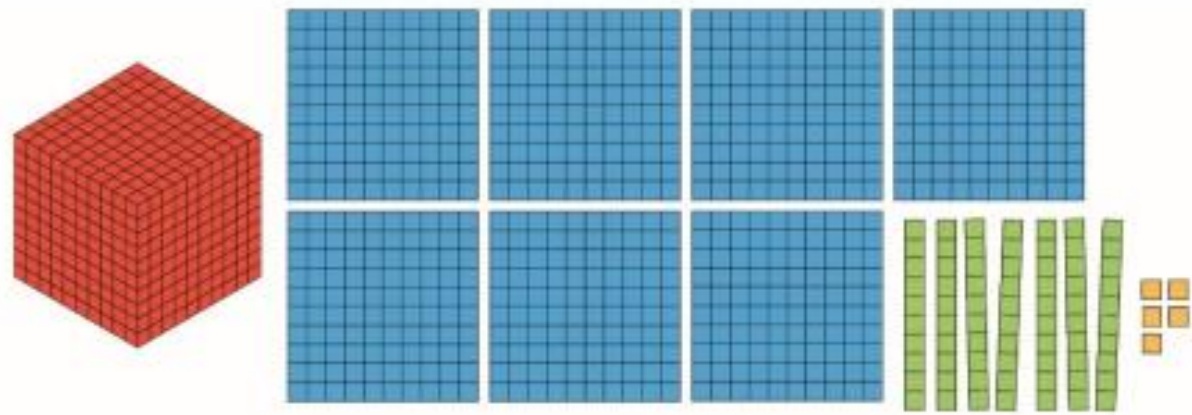
thousands

equal

more

less





thousands,  hundreds,  tens and  ones.

$$\square\square\square\square + \square\square\square + \square\square + \square = \square\square\square\square$$

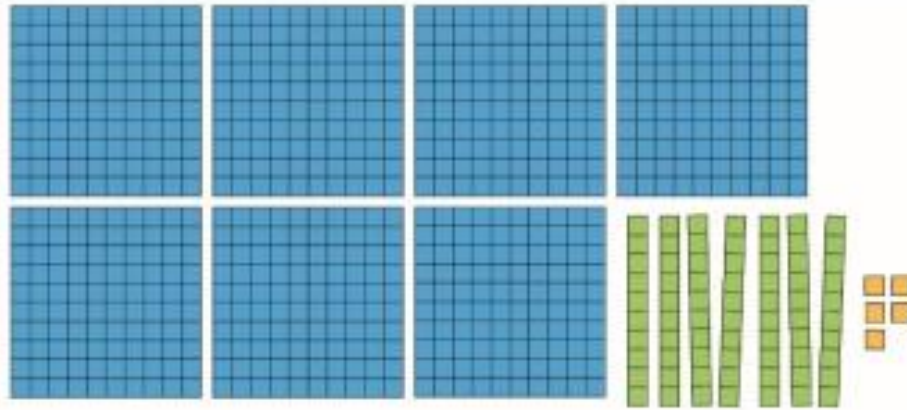
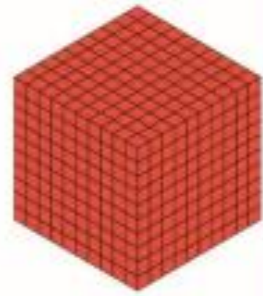
What are all the digits worth?

What is the number represented?

Which digits are changing?  
Which digits are staying the same?

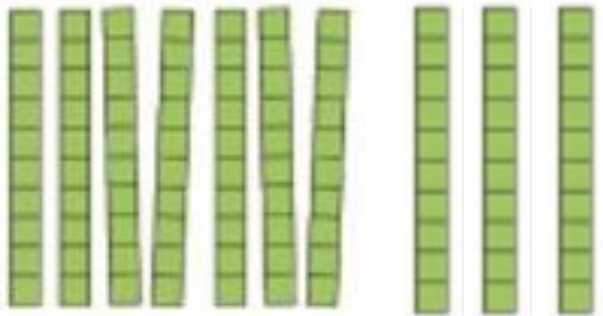
What will the number be if we add another ten?





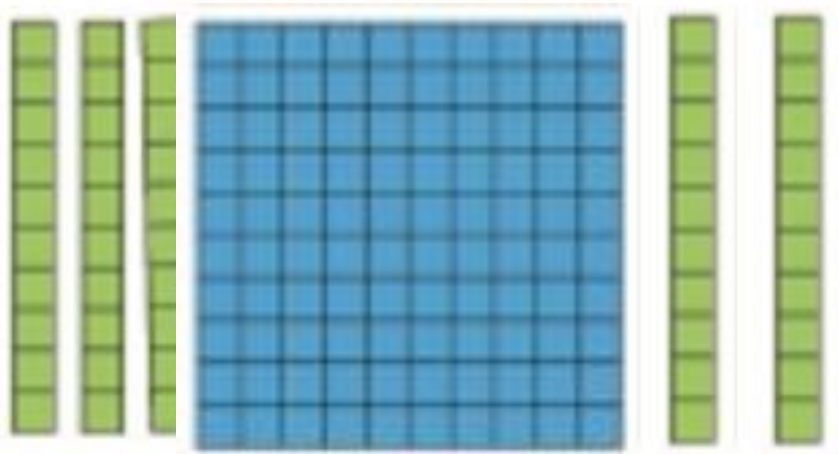
Which digits are changing?  
Which digits are staying the same?

thousands,  hundreds,  tens and  ones.  
 +  +  +  =



What will the number be if we add another ten?

What will the number be if we add another ten? Keep going...

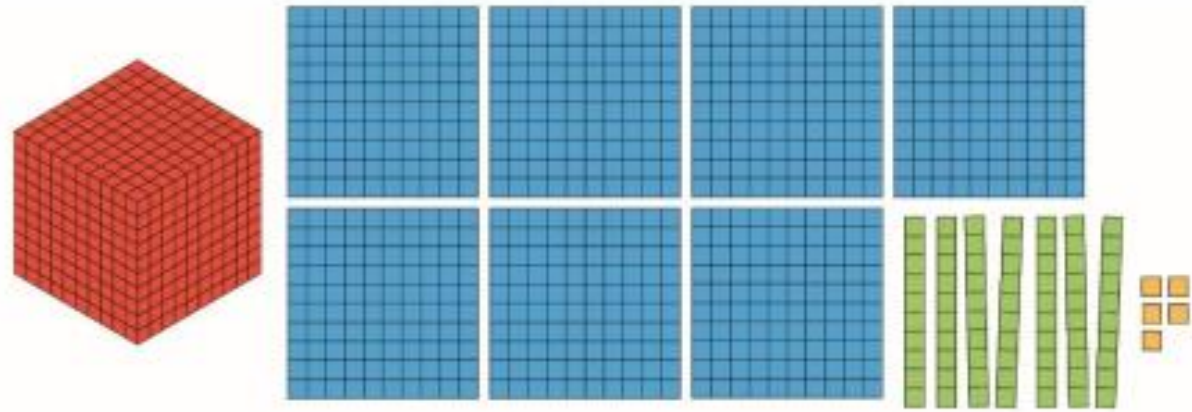


OH NO! There are 10 tens - what do I do?

I can't put 10 in the tens column because it's 2 digits!

Oh yes 10 tens is 100

I feel better now



□ thousands, □ hundreds, □ tens and □ ones.

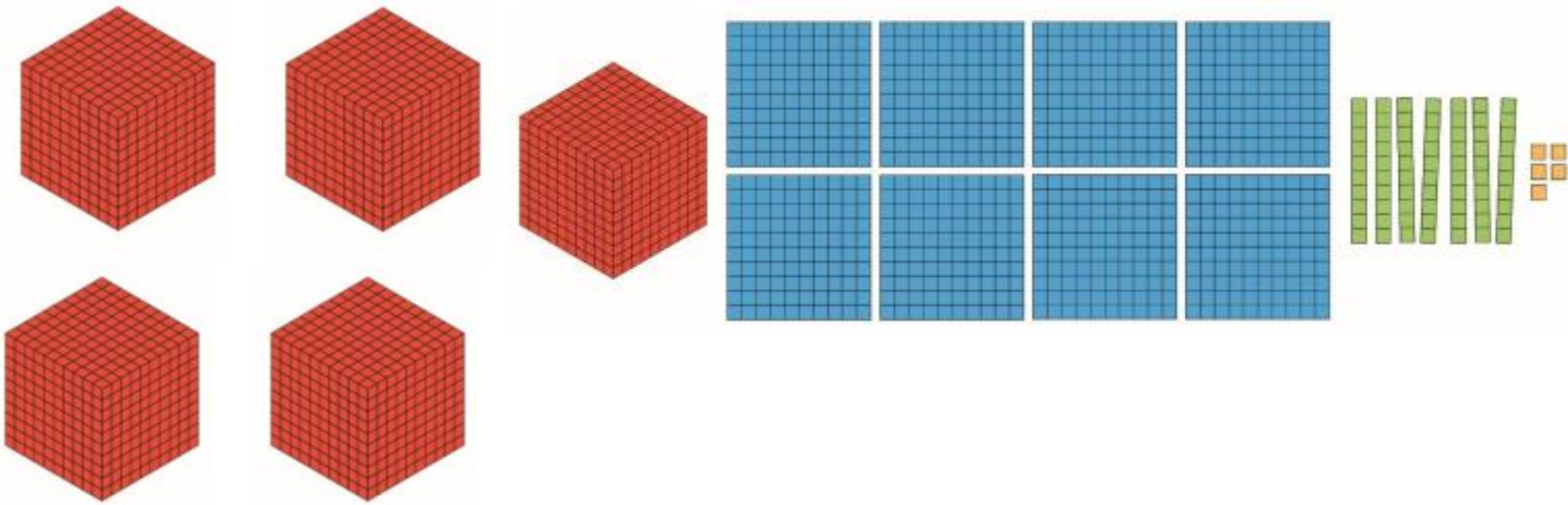
$$\square\square\square\square + \square\square\square + \square\square + \square = \square\square\square\square$$

What would it be if you added another 100?

What would it be if you added another 100?

What would it be if you added another 100?

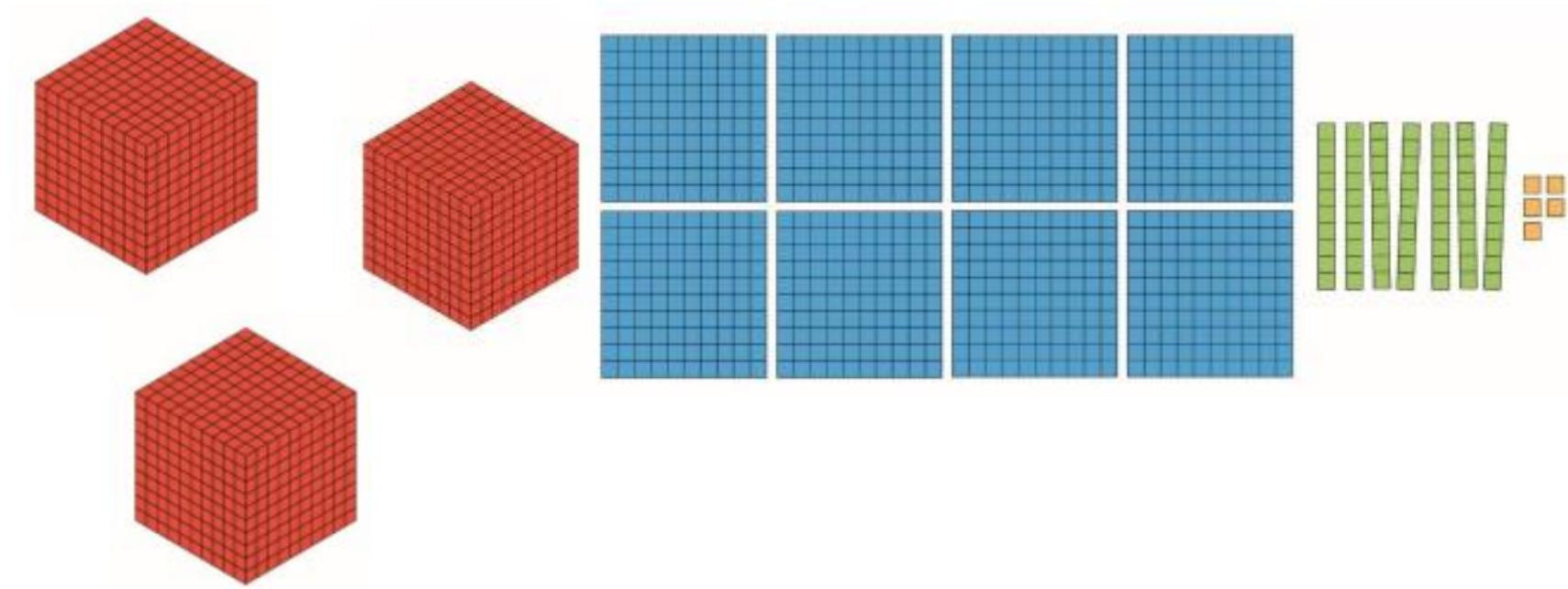
What would it be if you added another 100?



*What is the number represented?*

*What would it be if we added 1000 more?*

*What would it be if we added 1000 more?*



*What is the number represented?*

*What would it be if we took 1000 away/had 1000 fewer?*

*What would it be if we took 1000 away/had 1000 fewer?*

Learning Task 1 - Add 1000 to each of these numbers.

$$536 + 1000 =$$

$$2035 + 1000 =$$

$$1677 + 1000 =$$

$$1000 + 8379 =$$

Learning Task 2 - Subtract 1000 from each of these numbers.

$$5936 - 1000 =$$

$$2035 - 1000 =$$

$$9677 - 1000 =$$

$$1000 - 1000 =$$

Learning Task 3 - Copy and complete the sequences.

- 6580, 6680, , ,
- , 6800, 6900, ,
- 3990, , , 6990,
- 6880, 7890, , ,

## Learning Task 2 - Subtract 1000 from each of these numbers.

$$5936 - 1000 =$$

$$2035 - 1000 =$$

$$9677 - 1000 =$$

$$1000 - 1000 =$$

## Learning Task 3 - Complete the sequences

- 6580, 6680, , ,
- , 6800, 6900, ,
- 3990, , , 6990,
- 6880, 7890, , ,

## Challenge

$$6234 + 1000 = \square$$

$$\square - 100 = 7900$$

09.09.2021

LO: To compare and order 4 digit numbers

Vocabulary:

ones

tens

hundreds

thousands

equal

compare

order

greater than

less than

fewer



Think about the  
learning we  
have done this  
week...





**What's the same and what's different about these numbers?**

**How do you know which number is greater?**



**I can see that 2223 is greater than 1223 because it has a greater number of thousands.  
I can see that 1223 is smaller than 2223 because it has a smaller number of thousands.**



What's the same and what's different about these numbers?

How do you know which number is greater?



2323 is greater than 2123 because there are an equal number of thousands but a greater number of hundreds.

Compare 2136 and 2099

## Speaking Frame

is **greater than/smaller than**  because there are  
an **equal/greater/smaller** number of thousands.  
an **equal/greater/smaller** number of hundreds.  
an **equal/greater/smaller** number of hundreds and  
an **equal/greater/smaller** number of ones.

Compare 2149 and 2182

## Speaking Frame

is **greater than/smaller than**  because there are  
an **equal/greater/smaller** number of thousands.  
an **equal/greater/smaller** number of hundreds.  
an **equal/greater/smaller** number of hundreds and  
an **equal/greater/smaller** number of ones.

## 'I am the greatest!'

A game for 2 players that requires digit cards, whiteboards and books.

- Each player picks 4 random digit cards (from their pack face down). They arrange their cards to make the greatest possible number.
- Pupils write their numbers and their partner's in their books and then compare using the 'greater than' symbol or less than symbol.
- Pupil with the greatest number wins a point (keep on whiteboards).
- Continue playing until one player reaches 5 points.

## Speaking Frame

is **greater than/smaller than**  because there are  
an **equal/greater/smaller** number of thousands.  
an **equal/greater/smaller** number of hundreds.  
an **equal/greater/smaller** number of hundreds and  
an **equal/greater/smaller** number of ones.

10.09.2021

LO: To regroup 4 digit numbers flexibly

Vocabulary:

ones

tens

hundreds

thousands

equal

regroup



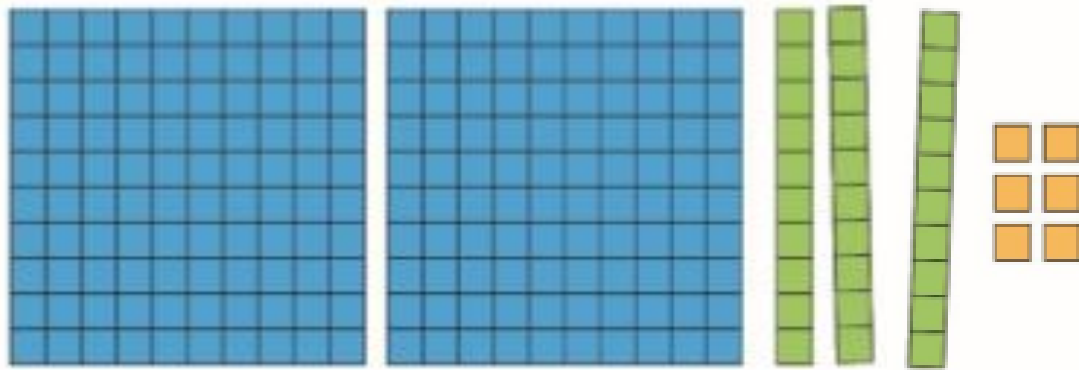
Think about the  
learning we  
have done this  
week...

## Regroup 236

2 hundreds, 3 tens and 6 ones  
 $200 + 30 + 6 = 236$

236 can be regrouped  
into 220 and 16.

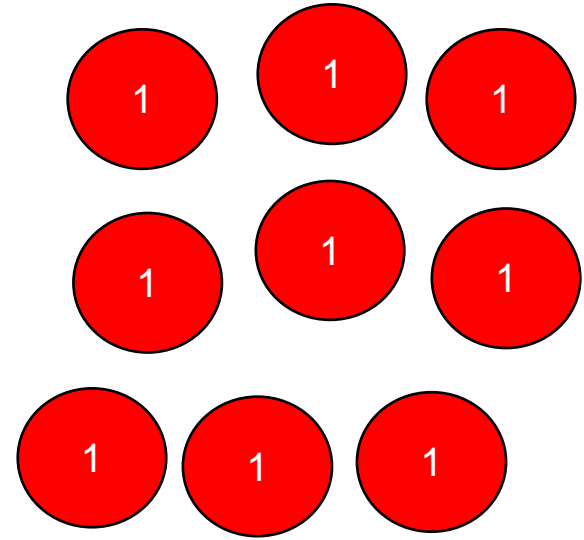
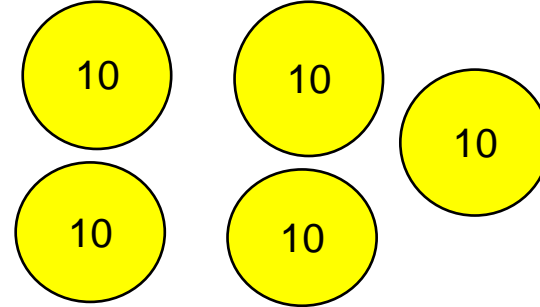
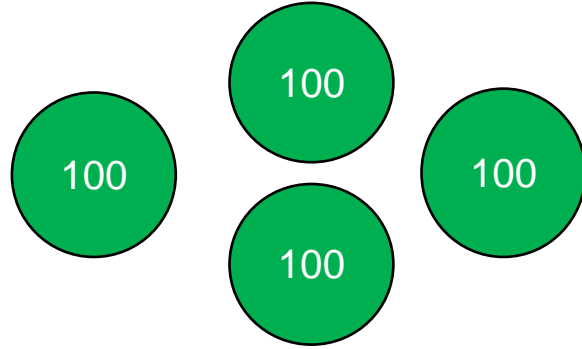
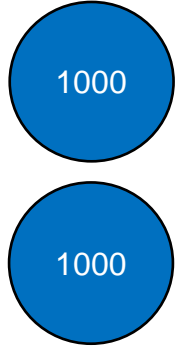
There are 23 tens and  
6 ones in 236.



Is there another way of regrouping 236?

2 hundreds, 2 tens and 16 ones  
 $200 + 20 + 16 = 236$

2459



*Thousands*

*Hundreds*

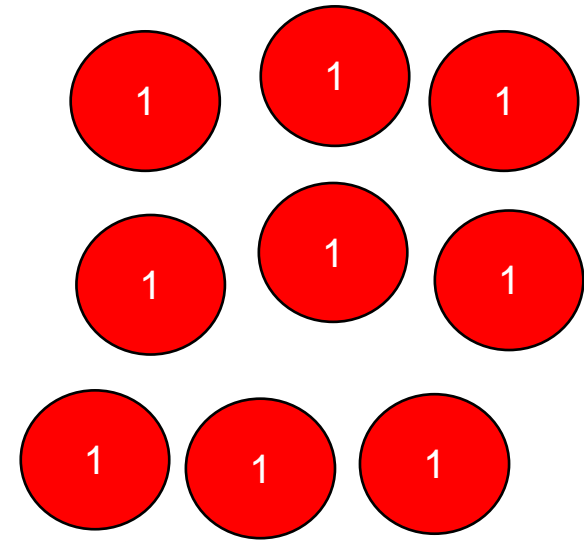
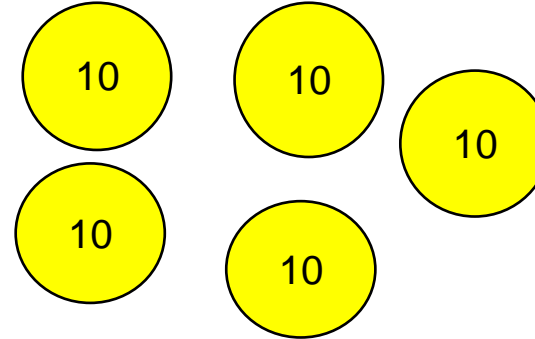
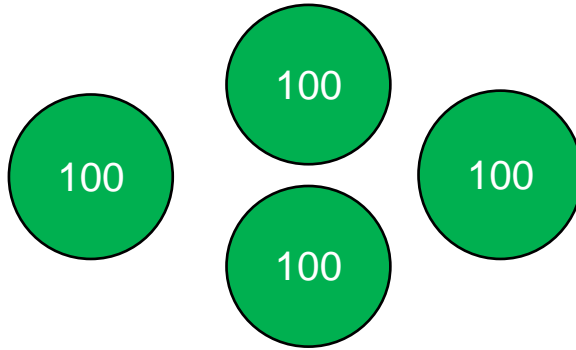
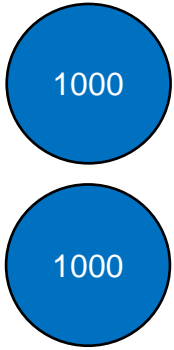
*Tens*

*Ones*

$$2000 + 400 + 50 + 9$$

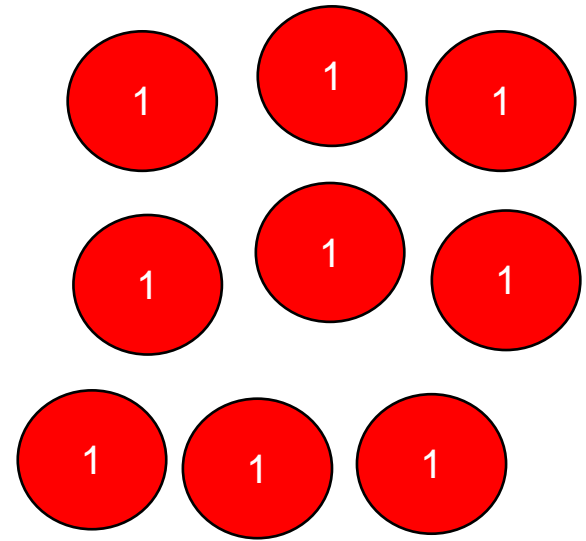
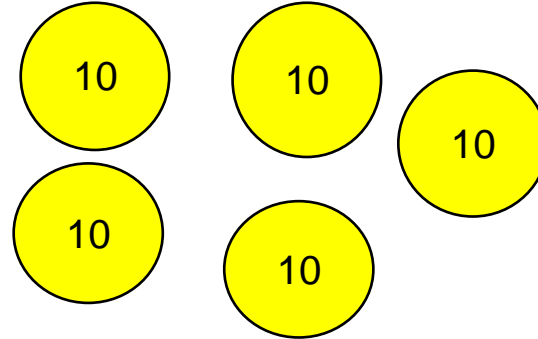
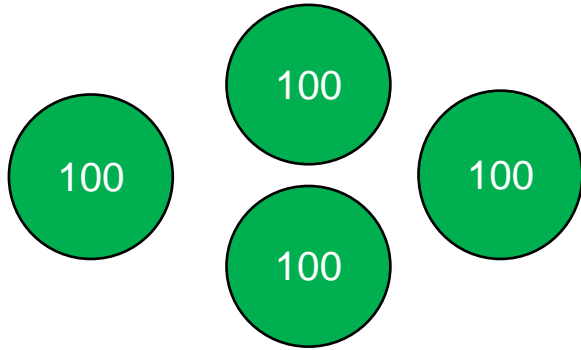
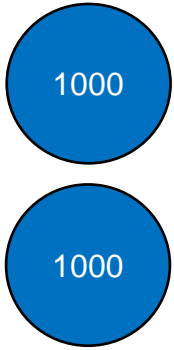


2459



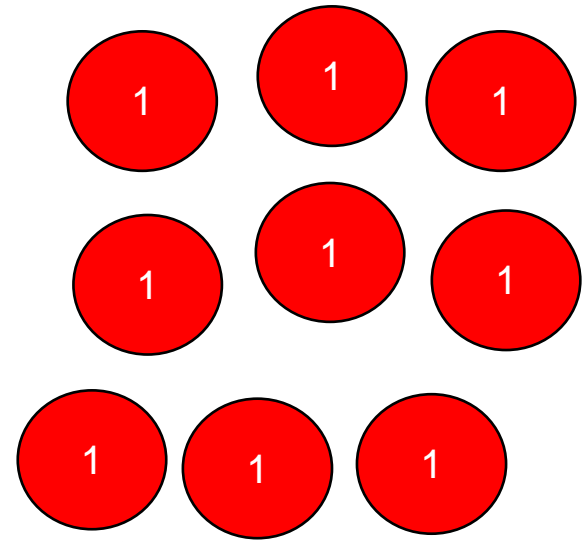
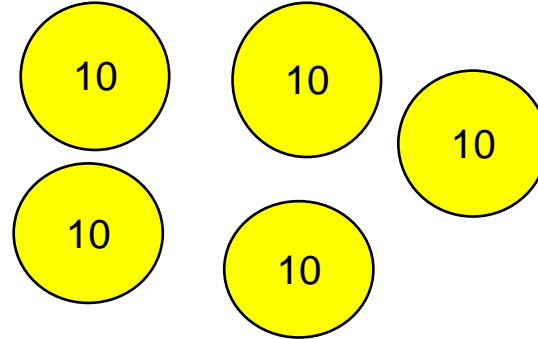
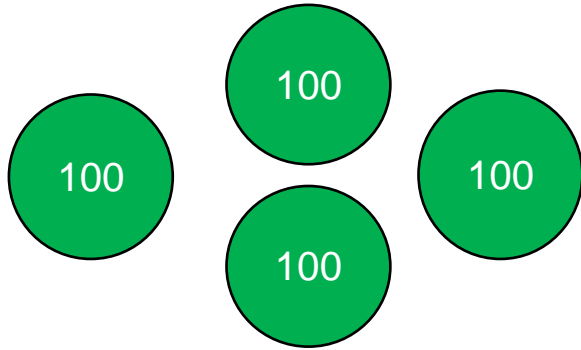
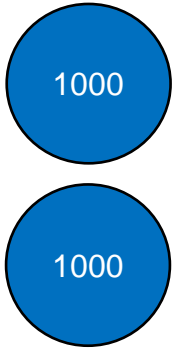
$$2000 + 300 + 150 + 9$$

2459



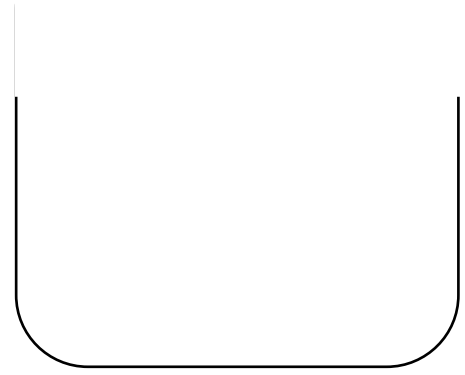
$$2000 + 420 + 30 + 9$$

2459



$$2400 + 30 + 29$$

3135



# Activity

Choose a 4 digit number (each digit must be different).

On A4 paper (stick this in) use felt tips to make a poster showing at least 10 different ways you can regroup the number.