

Number sense 4.5		Length of unit: 3 weeks	Week beg:	Year:4	Teacher:
Success criteria	Prior Learning:	Resources			
Pupils can make appropriate decisions about when to use their understanding of counting (including counting below zero), place value and rounding for solving problems including adding and subtracting. Pupils can explain the representation of two-digit positive numbers as Roman numerals.	<p>Check that children can already</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{2} = \frac{6}{7}$] compare and order unit fractions and fractions with the same denominator solve problems that involve all of the above (fractions) tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, [for example, to calculate the time taken by particular events or tasks] 	<p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y4 and Y5</p> <p>Mind the Gap (L3 to L4)</p> <p>Overcoming Barriers to Learning – L3 to 4 and L4 to 5 (available online)</p> <p>Securing Level 3 and Securing Level 4 documents</p>			
Guidance					
<p>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.</p> <p>Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.</p>					

Learning objectives

Pupils should be taught to:

Number and place value

- count in multiples of 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- 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
- 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.

Pupil outcomes:

I can explain and represent how I know that 97 is greater than -97 and explain why it is easier to subtract 7 from 97 than -97 .

I can explain how to represent 97 in Roman numerals and why this is not possible for -97 .