

Maths Unit Planning



Year: 4	Unit: Place Value A	Approx. length: 8
<p>Prior Learning:</p> <p>Counting</p> <ul style="list-style-type: none">• One hundred ones make 100• It is possible to count in 100s up to 1000• It is possible to count in 50's up to 1000 or forwards and backwards from a multiple of 50• Multiples of 3 are numbers in the 3 times table• Multiples of 4 are numbers in the 4 times table• Multiples of 8 are numbers in the 8 times table <p>Represent</p> <ul style="list-style-type: none">• Base 10 shows that hundreds are bigger than ones• A zero in place value columns represents no value in that column• Place value counters can represent how a number is made• Number lines can be shown with or without start and end• Intervals on a number line help place numbers accurately on a number line• Intervals and given numbers support estimation of where a number should be placed on the number line• Three-digit numbers have place value of hundreds, tens and ones <p>Use PV and Compare</p> <ul style="list-style-type: none">• Ten 10s make 100• Numbers can be compared and ordered using concrete resources, pictures and symbols• Numbers (up to 1000) can be compared as numerals• Finding 10 more or 10 less involves a change in the tens digit• Finding 100 more or 100 less involves a change in the hundreds digit		
<p>Main Learning (taken from long term progression doc): Learners will know:</p> <ul style="list-style-type: none">• Multiples of 6 are numbers in the 6 times table• 1000 is made up of ten hundreds• 4-digit numbers are made up of 1000s, 100s, 10s, 1s• It is possible to find ten more or less or a hundred more or less or 1000 more or less, than a given number <p>Counting</p> <ul style="list-style-type: none">• 3-digit numbers fall between two multiples of 100, 4-numbers fall between two multiples of 1000 <p>Represent</p> <ul style="list-style-type: none">• Numbers can be represented in different ways – base 10, numerals, on a place value grid etc. <p>Use Place Value and Compare</p> <ul style="list-style-type: none">• Numbers can be partitioned in more than one way to make the same total• It is possible to count forwards and backwards in equal steps from both sides of a number line (up to 10,000)		

	Key Learning:	Resources (Inc. Pages of PM books):	Scaffolding:
1	Representing and partition numbers to 1000	6,7,8	Use base-10 blocks to visually represent numbers.
2	Number line to 1000	9,10,11	Use physical number line and whiteboards to support children where needed.
3	Multiples of 1000	12,13,14	Children can use numicon to support counting. A timeline can be used as further support.
4	4-digit numbers	15,16,17	Physical place value disks can be used to support where necessary.
5	Partition 4-digit numbers	18,19,20	Use place value charts to map out numbers.
6	Partition 4-digit numbers flexibly	21,22,23	Model multiple ways to partition using visual aids.
7	1,10,100,1000 more or less	24,25,26	Use place value discs to show the physical exchange between the columns.
8	1000s, 100s, 10s, 1s	27,28,29	Support with counting if needed. Place value disks may assist with counting.