MATHS- 14.9.20

Mental & Oral Starter
On your whiteboards:
Complete the number sequences…

0, 25, 50, ____, ____,125, ____, ____

700, 650, ____, ____, ____, 450, ____

MATHS- 14.9.20

Let's begin to explore a four-digit number!

MATHS- 14.9.20

A four-digit number has Thousands, hundreds, tens and ones.

TH	H	T	Os
1	0	0	0

MATHS- 14.9.20

- Let's explore…
- How is counting in thousands similar to counting in 1s?
- When counting in thousands, which is the only digit to change?

MATHS- 14.9.20

WALT: Count in thousands

S2S:

*I understand that 1,000 is made up of ten hundreds

*I can count in multiples of 1,000s using pictorial representations

*I can count in multiplies of 1,000s using numerals and words

MATHS- 14.9.20

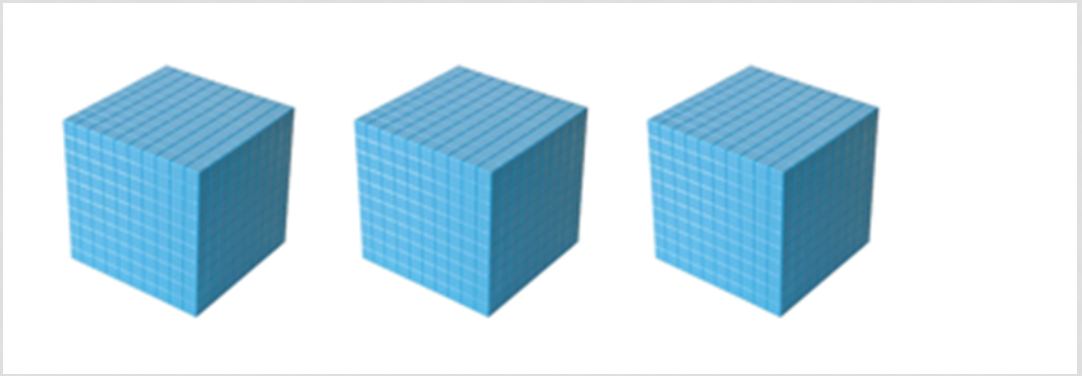
Let's learn

What number is represented below?

How is it represented in numerals and words?

MATHS

What number is represented below?



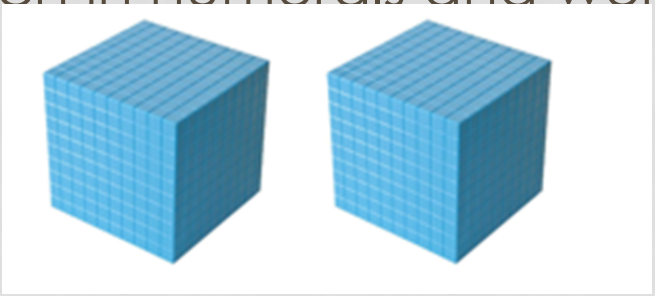
How is it represented in numerals and words?

MATHS

Independent Practice (1):

- Which numbers are represented below?
- Represent each in numerals and words.

- a)



- b)

MATHS

Independent Practice (2):

- How many jelly beans are there in total?

- There are four jars of _____ jelly beans.
- There are _____ jelly beans in total.

MATHS

Independent Practice (3):

Complete the number track:

a)	3,000		5,000	6,000		8,000
b)			3,000	4,000		6,000
c)		5,000	4,000			1,000
d)				6,000	5,000	

MATHS

Independent Practice (4):
Sort the following statements into sometimes true, always true and never true.

1. When counting in hundreds, the ones digit changes;

2. The thousands column changes every time you count in thousands;

3. To count in thousands, we use four-digit numbers.

MATHS

Challenge….
Agra says, “If I count up in thousands from zero, each number I count will be an odd number.”

Do you agree? Why?

Answer. Prove. Explain.

MATHS- 15.9.20

Mental & Oral Starter
On your whiteboards:

Complete the 3, 4 and 7 times table.

MATHS- 15.9.20

WALT: Use times tables

S2S:

*I know my times tables

*I can use my times tables

*I can apply my times table knowledge

MATHS

- Complete the speed tables.
- When you have finished you can use the I pads to play Rock stars TT.

MATHS- 16.9.20

Mental & Oral Starter
On your whiteboards:
Complete the number tracks…

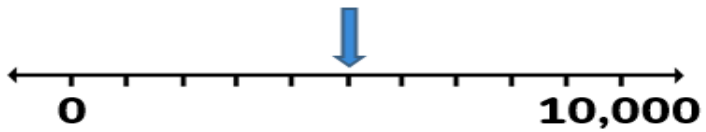
400	425				
		725			
					275
975	1,000			1,075	

MATHS

In focus…

Which is the odd one out? Answer. Prove. Explain?

3,000	4,000	5,000	6,000



MATHS

WALT: Recognise the place value of 4-digit numbers

S2S:

*I understand that a 4-digit number is made up of 1s, 10s, 100s and 1,000s

*I can represent 4-digit numbers using concrete and pictorial resources

*I can partition and re-combine 4-digit numbers

MATHS

Let's Learn:

Using our place value coins, let's represent the number:

1,231

How many thousands are there?
How many hundreds are there?
How many tens are there?
How many ones are there?

MATHS

Guided Practice:

Using your place value coins, represent the number:

3,150

How many thousands are there?
How many hundreds are there?
How many tens are there?
How many ones are there?

MATHS

Guided Practice:

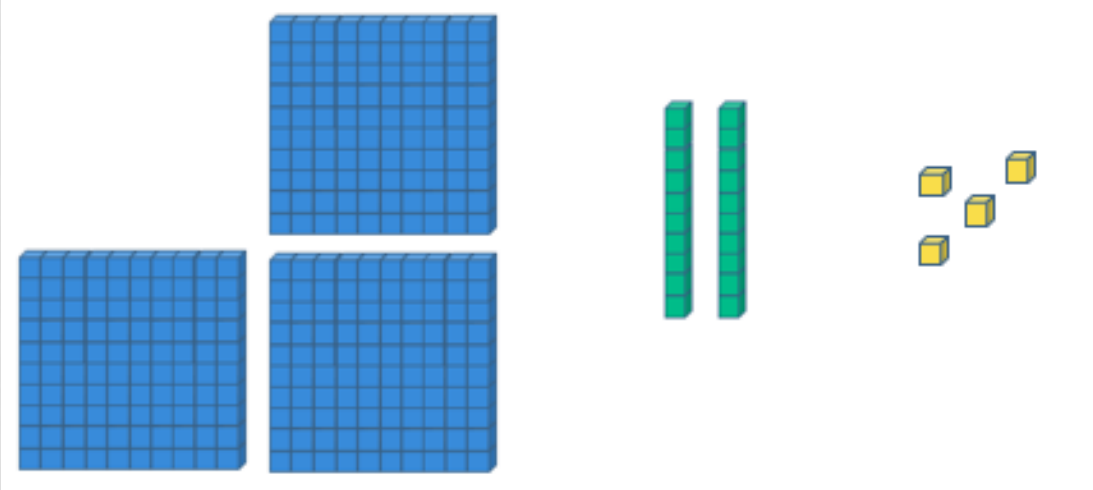
Using your place value coins, represent a 4-digit number of your choice.

Can your partner answer the following questions about your representation?

How many thousands are there?
How many hundreds are there?
How many tens are there?
How many ones are there?

MATHS

Let's Learn



Complete the sentences

There is _____hundreds, _____tens and _____ones.

The number is _____.

_____ + _____ + _____= _____

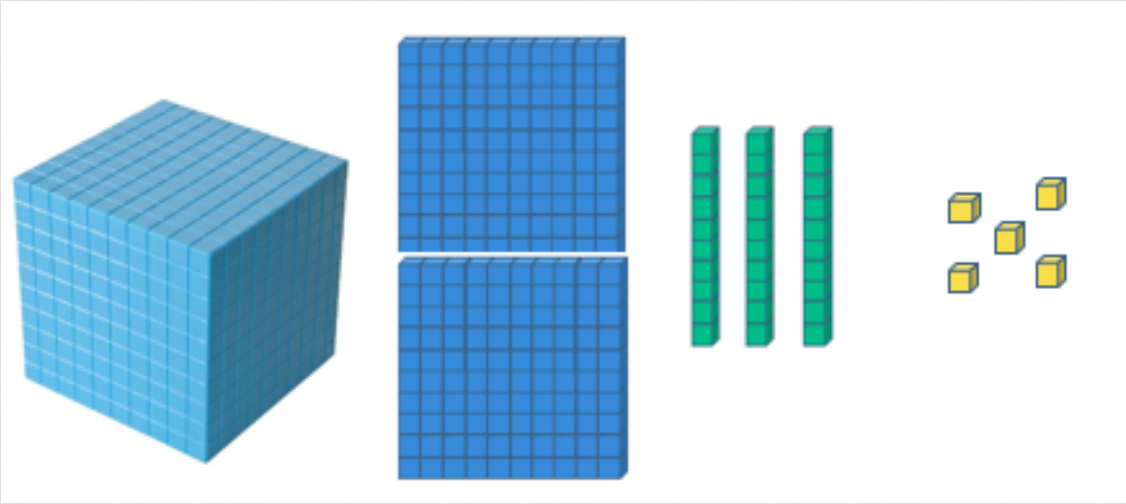
MATHS

Guided Practice…
Complete the sentences

There is ___ thousand, ___ hundreds, _____ tens and ____ ones.

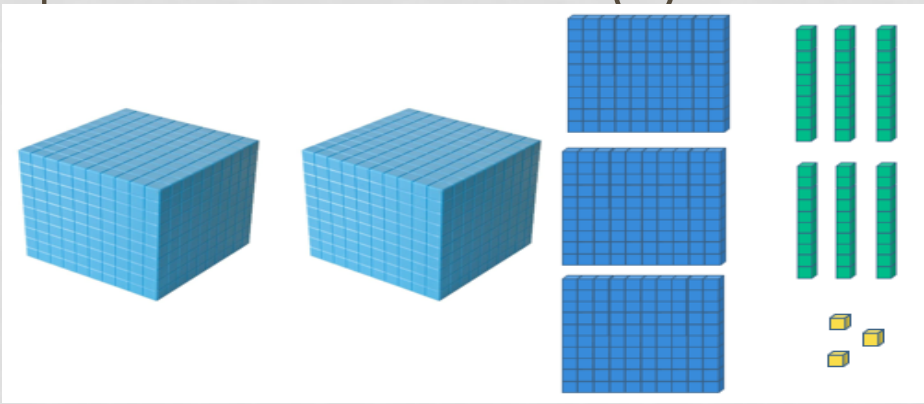
The number is _____.

_____ + ___ + __ + _ = _____



MATHS

Independent Practice (1):



Complete the sentences

There are ___ thousands, _____ hundreds, ___ tens and _____ ones.

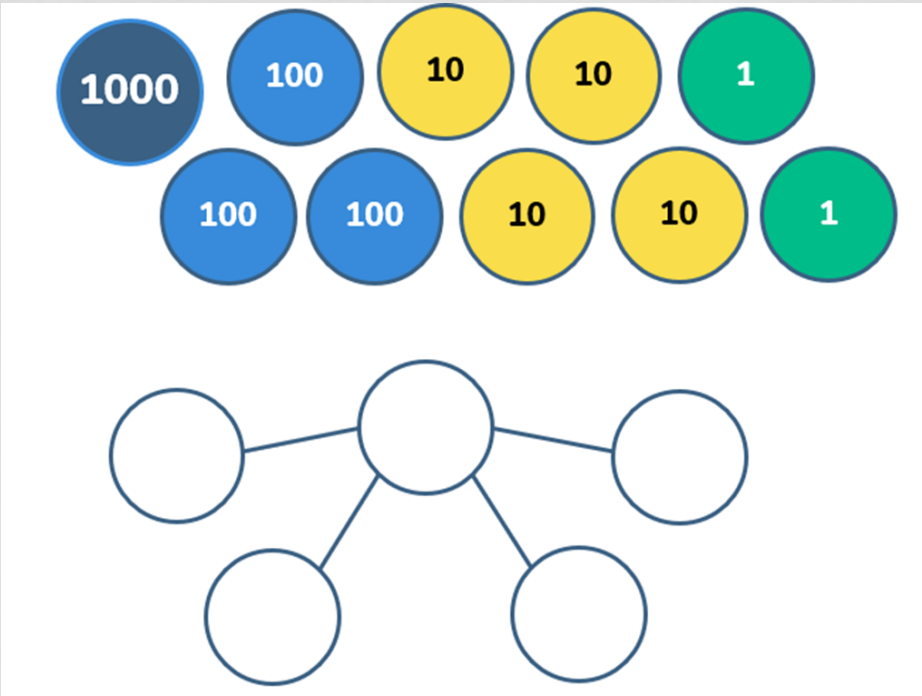
The number is _____.

_____ + ___ + __ + _ = _____

MATHS

Let's learn…

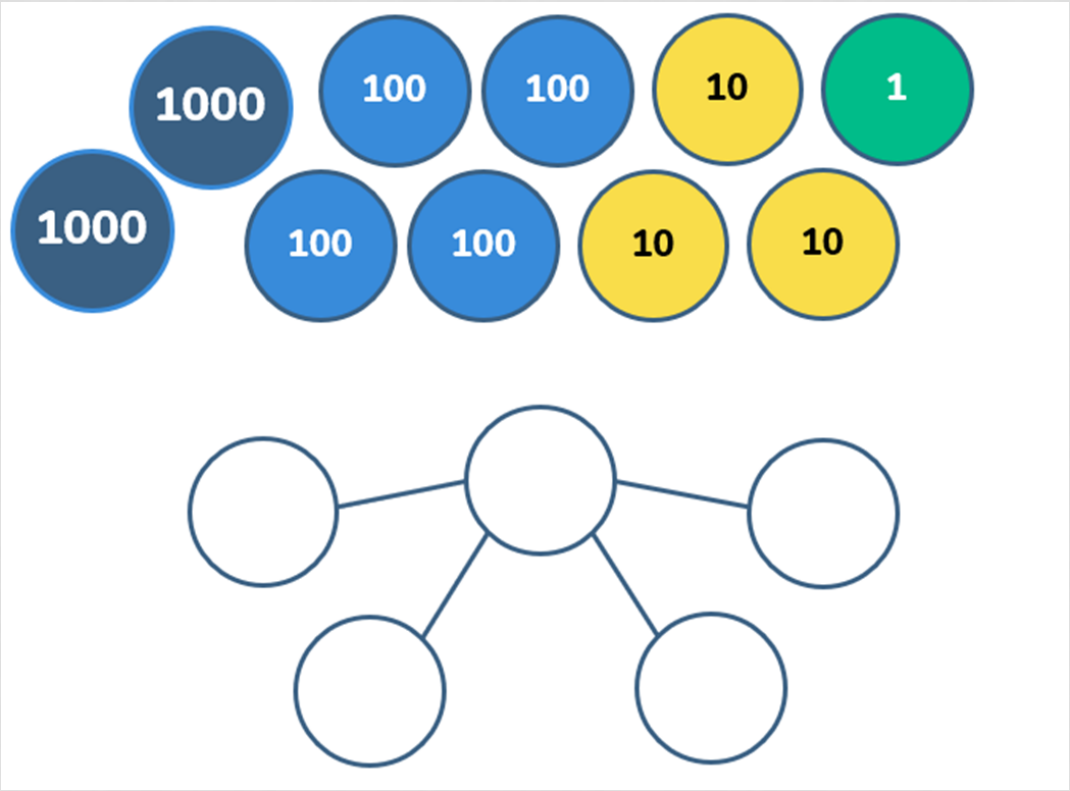
Complete the part-whole model for the number represented.



MATHS

Guided Practice…

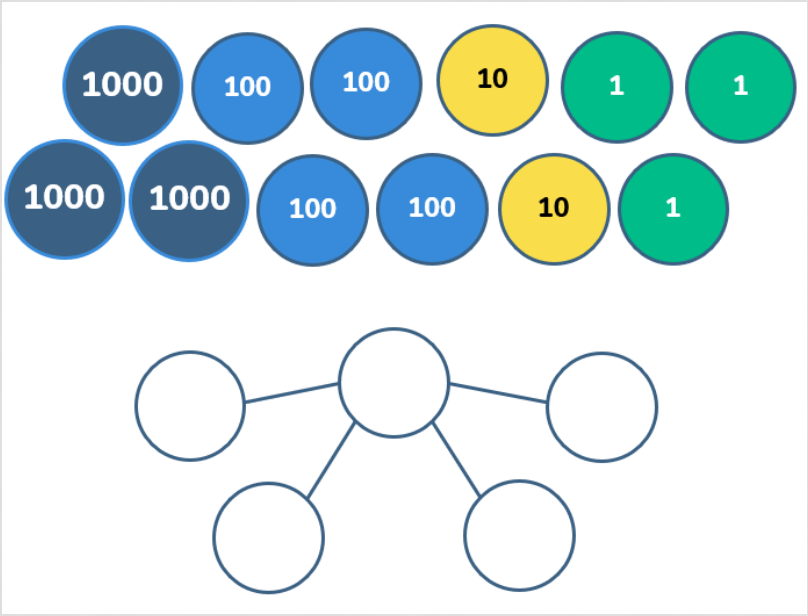
Complete the part-whole model for the number represented.



MATHS

Independent Practice (2):

Complete the part-whole model for the number represented.



MATHS

Let's learn….

What is the value of the bold digit in each number?

7,8**3**5

MATHS

Guided Practice

What is the value of the bold digit in each number?

9,137

864

6,13**2**

MATHS

Independent practice (3)

What is the value of the bold digit in each number?

6,7**8**9

937

7,254

9,24**0**

MATHS

Independent Activity (4)

Create 5 four-digit numbers where the hundreds column is 4 and the digits add up to 16. For example.

4,444

MATHS

Challenge….

Use the clues to find the missing digits.

The thousands and ones digits multiply together and have the product 12.

The ones digit and tens digit add together to make 6.

The hundreds digit is worth half as much as the thousands digit.

The total when the four digits are added together is 15.

MATHS 17.9.20

Mental & Oral Starter
On your whiteboards:

Find the missing digits…

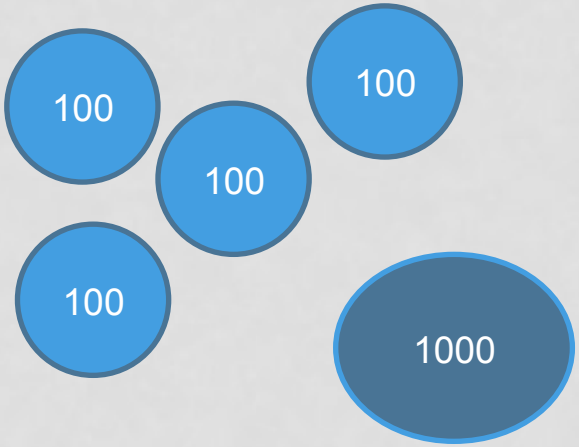
1024 2024 __024 4__24 50__4 602__

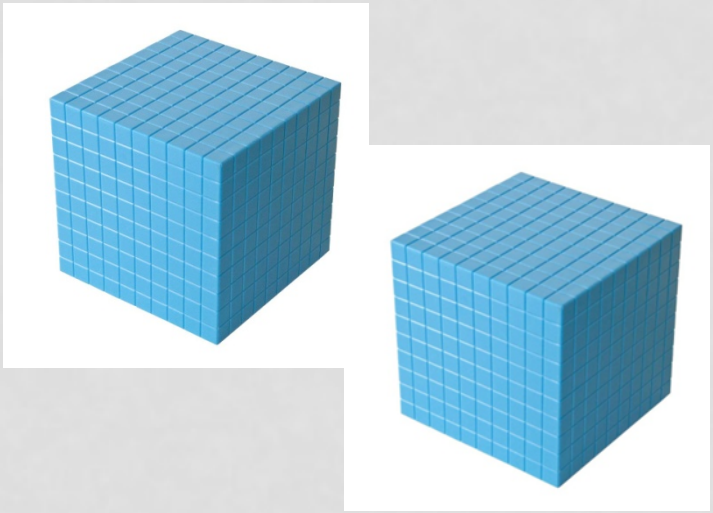
MATHS

In focus…

Ruby says, “There are more place value counters, so they are worth more than the Base 10 cubes (Dienes blocks).”

Do you agree? Why? Answer. Prove. Explain.





MATHS

WALT: Partition 4-digit numbers in multiple ways

S2S:

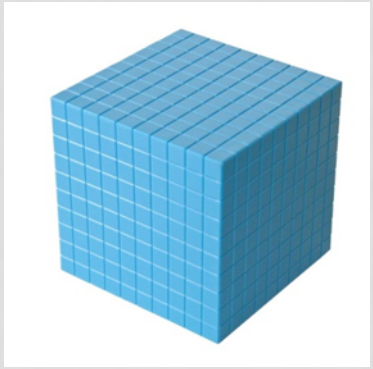
*I understand that numbers can be partitioned in a variety of ways

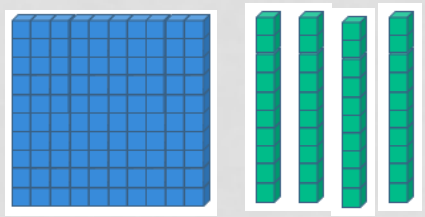
*I can make exchanges to partition in multiple ways

*I can use different representations to partition

MATHS

Let's learn…
Let's look at what this number is made up of.



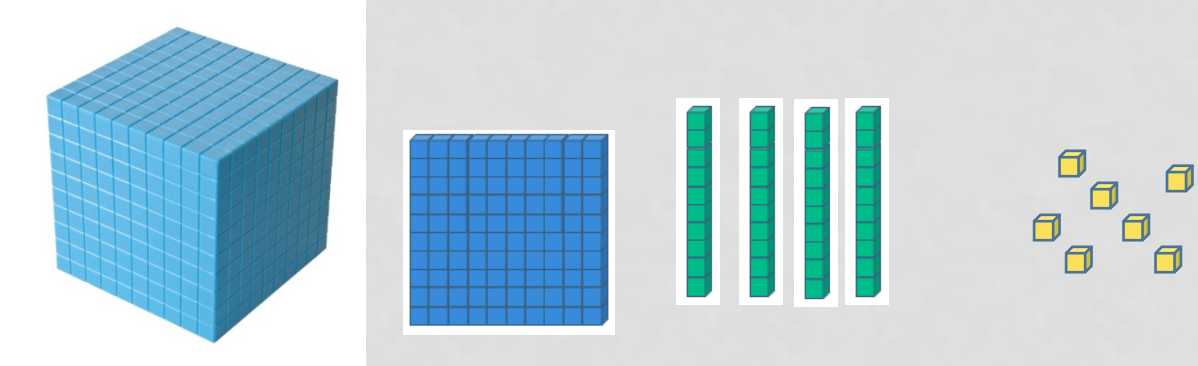


1000 + 100 + 40 + 7

MATHS

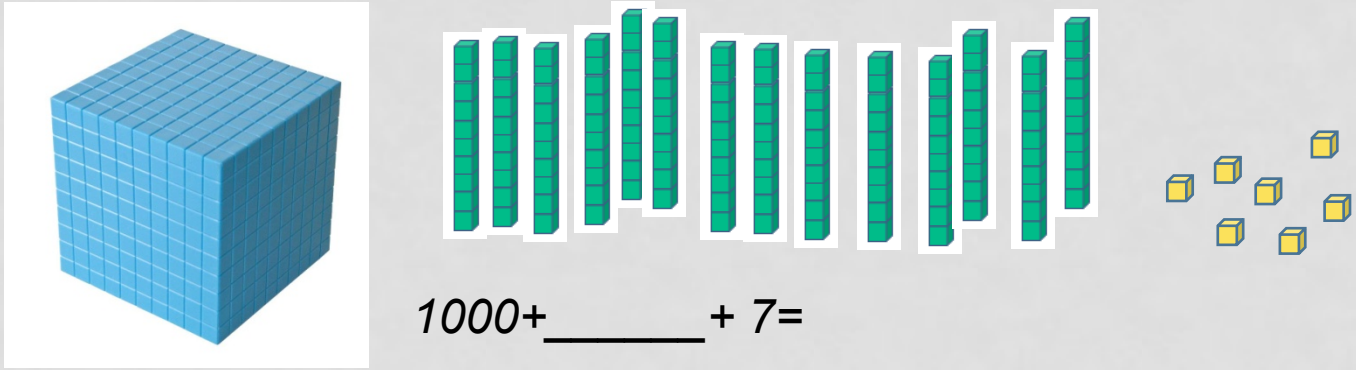
Let's learn…

Move the Base 10 (Dienes blocks) or the place value coins around to make exchanges to represent the number in many ways.



1000 + _____ + _____ + *7* =

0r

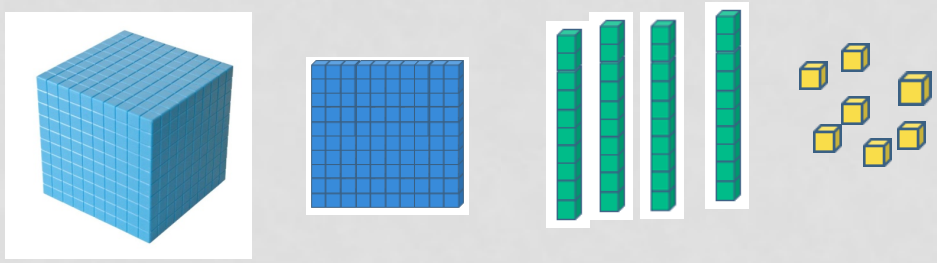


1000+_____+ *7*=

MATHS

Let's learn…

Move the Base 10 (Dienes blocks) around to make exchanges to represent the number in many ways.



1000 + 100 + __

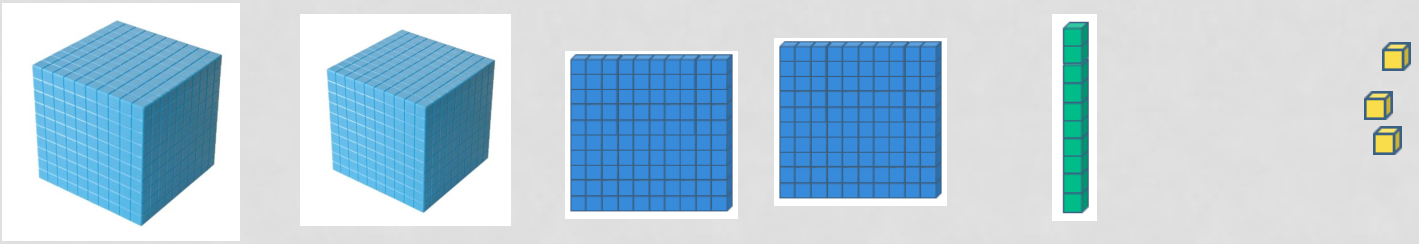
Or…

1000+100+____

MATHS

Independent activity(1)

Move the Base 10 (Dienes blocks) around to make exchanges to represent the number in many ways.



2,000 + 200 + 10 + 3

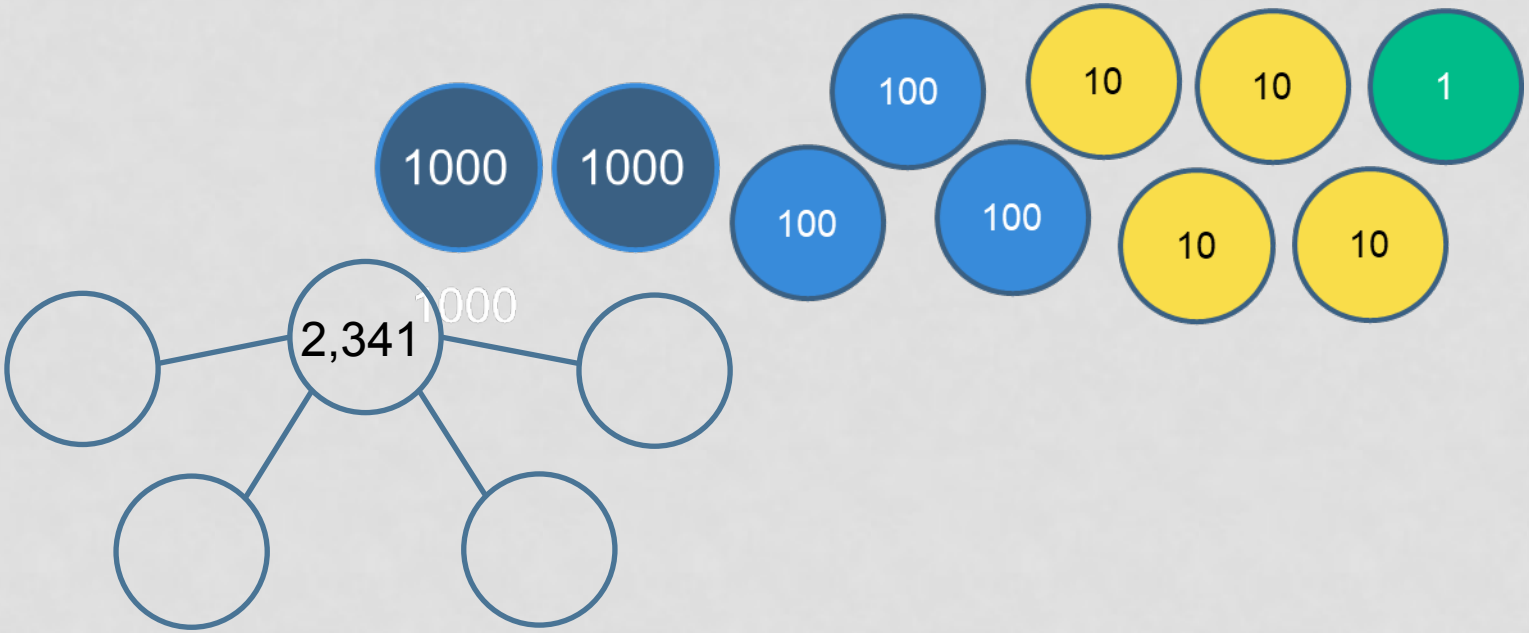
2,000 + ___ +3

2,000 + 200 + ___

MATHS

Guided Practice

Complete the part-whole model for the number represented.



MATHS

Let's learn…

Sarah is describing a number.

She says, "My number has 3 thousands and 402 ones."

What is Sarah's number?

How else could you describe the number?

?,???

MATHS

Independent practice(2)

Jane is describing a number.

She says, “My number has 24 hundred and 57 ones.”

What is Jane’s number?
How else could you describe the number?

MATHS

Challenge…

Sam says, “My number has four thousands, twenty-five tens and seven ones.”

Tim says, “My number has forty-two hundreds and thirty-two ones.”

Who has the largest number?

Answer. Prove. Explain.

MATHS 18.9.20

Mental & Oral Starter
On your whiteboards:

Can you find the missing numbers or digits…

3,000, 5,000 _____, 9,000

0, 500, _____, 1,500, 2,000, _____, _____

1,025, 1,050, 1,__75, 1,100, 1,1__5, _____

MATHS

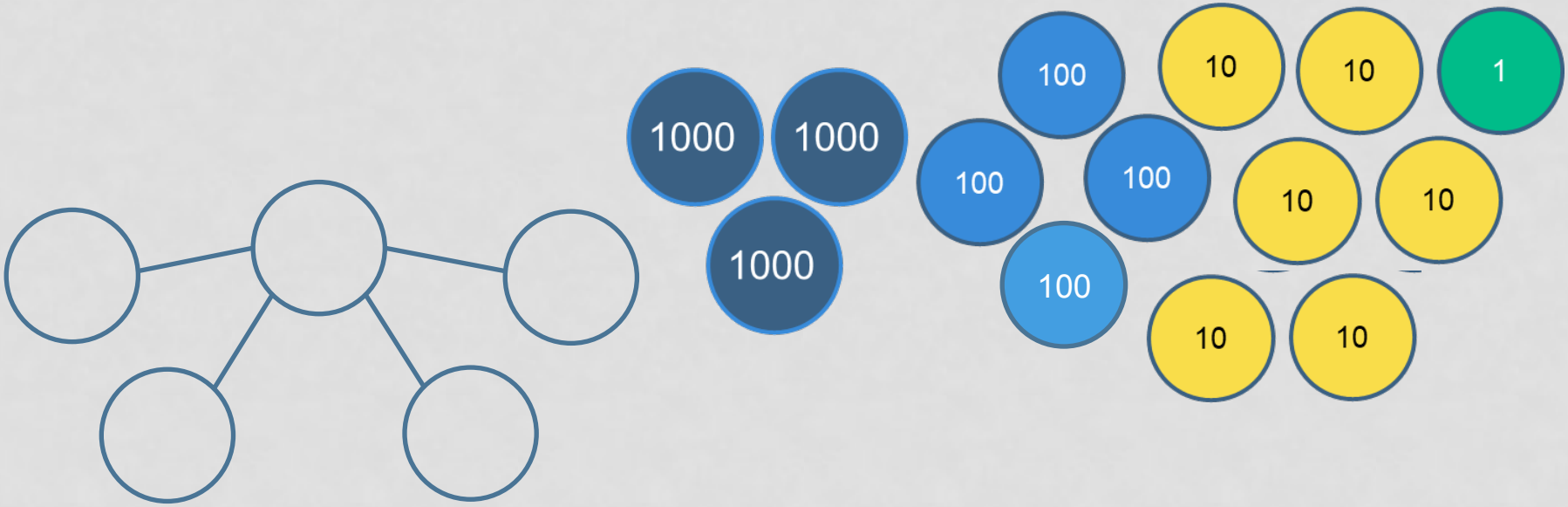
Let's recap…

What have we been learning about this week?

MATHS

Let's recap…

Complete the part-whole model for the number represented.



Can you write this as a number sentence?

_____ = _____ + _____ + _____ + _____

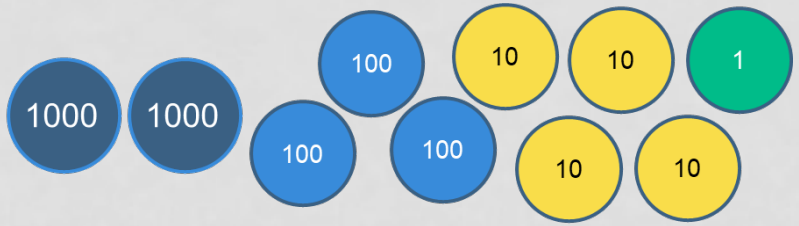
MATHS 18.9.20

Can you write the numbers for A, B, C, D…

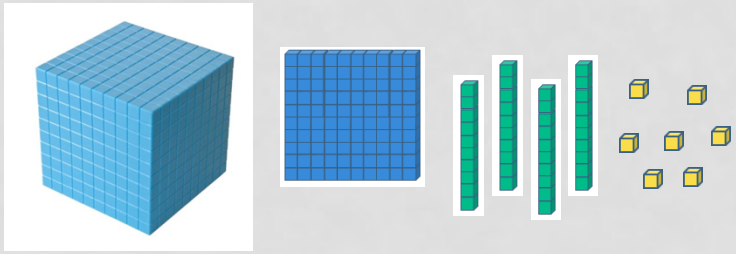
Can you put the letters in order from smallest to biggest…

A 1000 + 400 + 20 + 3

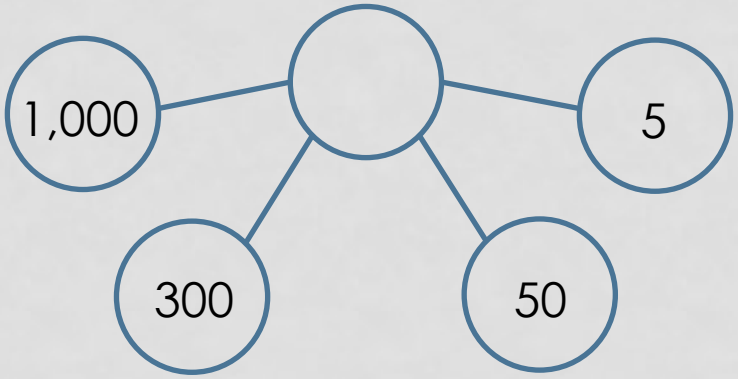
B



C



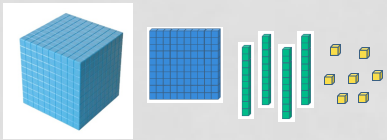
D

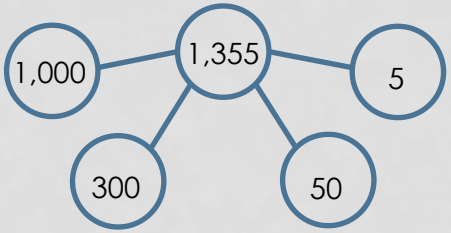


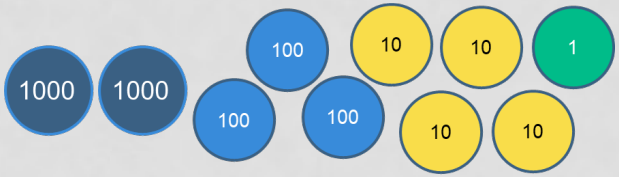
MATHS 18.9.20

In focus…

We have looked at lots of different ways to represent a number.







Can you think of any more?

Tell your partner…

MATHS 18.9.20

WALT: Use a number line up to 10,000

S2S:

*I can locate a 4-digit number on a number line

*I can estimate the location of a 4-digit number on a number line

MATHS 18.9.20

Let's learn…

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Guided practice …

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Guided practice …

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Guided practice …

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Independent Practice…

Can you write the numbers in the correct place on your number line? Use arrows to show where they go.

A – 9,000

B – 4,000

C – 7,000

MATHS 18.9.20

Guided practice …

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Guided practice …

- Which number is the arrow pointing to?

- How do you know? Explain.

MATHS 18.9.20

Independent Practice…

Can you write the numbers in the correct place on your number line? Use arrows to show where they go.

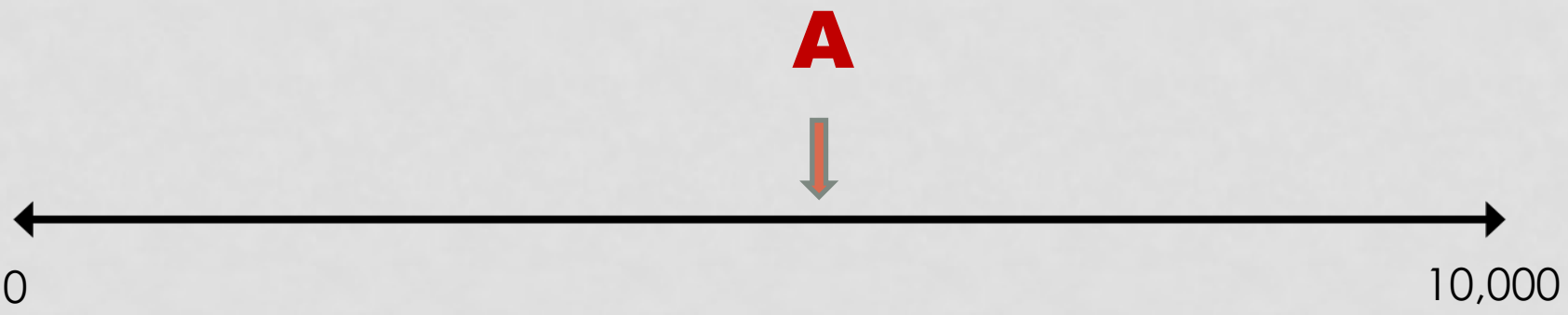
D – 7,500

E – 2,800

F – 6,400

MATHS 18.9.20

Let's learn…
Can you estimate the value of A?



Answer. Prove. Explain

MATHS 18.9.20

Guided practice …
Can you estimate the value of B?

Answer. Prove. Explain

MATHS 18.9.20

Guided practice …
Can you estimate the value of C?

Answer. Prove. Explain

MATHS 18.9.20

Independent practice…

Can you write the numbers in the correct place on your new number line? Use arrows to show where they go.

A – 5,000

B – 6,000

C – 3,000

D – 7,500

MATHS 18.9.20

Let's learn…

- Sam says the arrow is 6 jumps along the number line so is pointing to the number 6,000.

- Is she correct?
- Explain why.

MATHS 18.9.20

Guided practice…

- Which number is the arrow pointing to?

A – 9,000

B – 8,500

C – 7,000

D – 5,500

- *Answer. Prove. Explain*

MATHS 18.9.20

Guided practice…

- Which number is the arrow pointing to?

A – 9,000

B – 8,500

C – 7,000

D – 5,500

- *Answer. Prove. Explain*

MATHS 18.9.20

Guided practice…

- Which number is the arrow pointing to?

A – 9,000

B – 8,500

C – 7,000

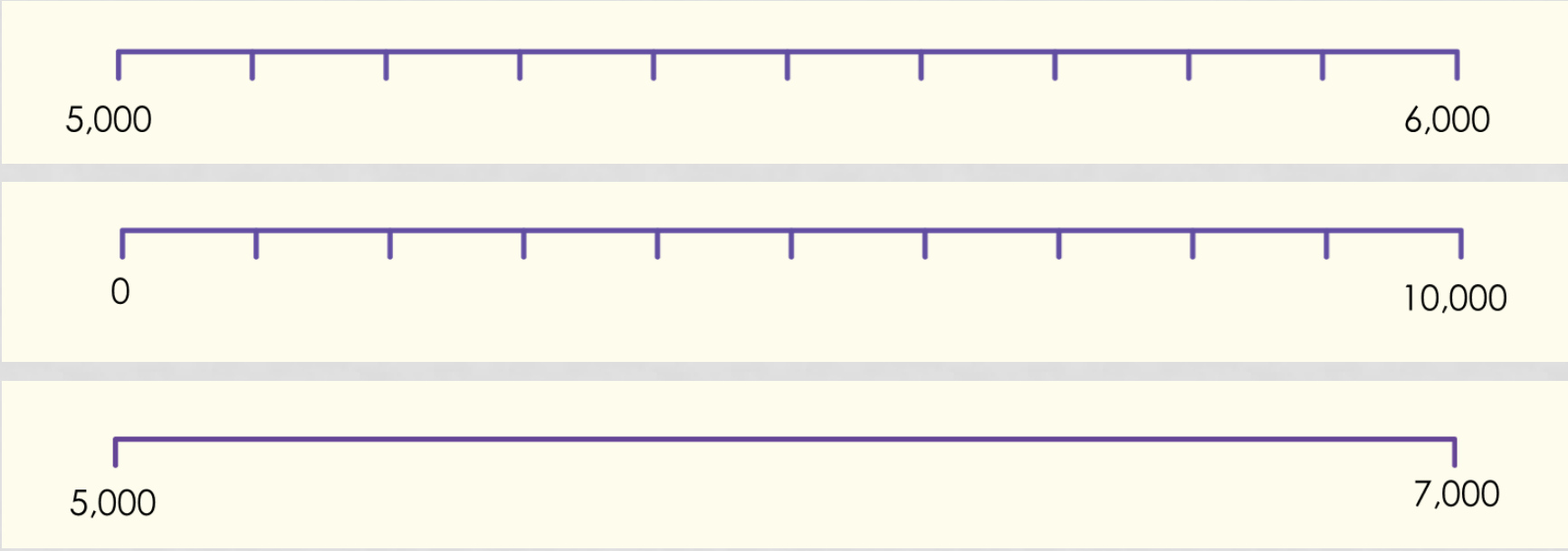
D – 5,500

- *Answer. Prove. Explain*

MATHS 18.9.20

Guided practice…

- Put the number 5,200 on each of the number lines.

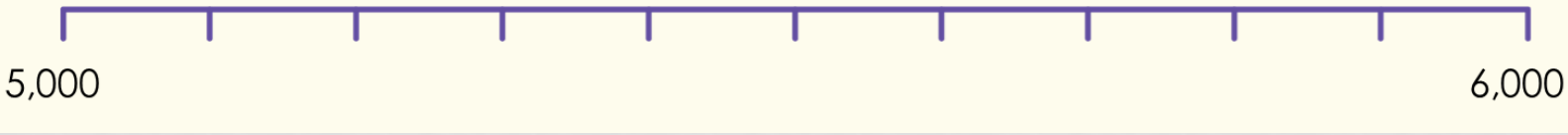


- What do you notice?

MATHS 18.9.20

Independent practice…

- Put the number 5,500 on each of the number lines.



MATHS 18.9.20

Challenge…

Mark 5,000 and 7,000 on the ends of the number line

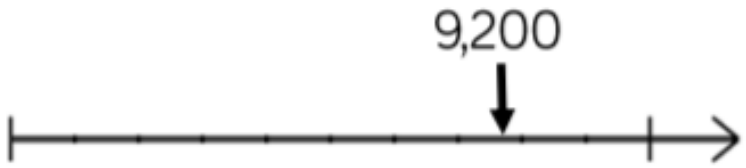
Mark these numbers on the number line.

d. 5,750

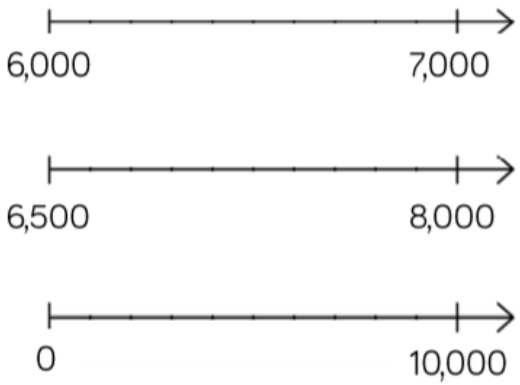
e. 6,300

f. 6,800

If the number on the number line is 9,200, what could the start and end numbers be?
Find three different possible answers.



Place 6,750 on each of the number lines.



Are they in the same place on each line? Why?