

Year 3 & Year 4

'Count from 0 in multiples of 4, 8, 50; find 10 or 100 more or less than a given number'

As well as just counting aloud, try turning the times tables into a song. There are plenty of good ones on YouTube: [My Personal Favourite](#)

For 10 and 100 more - an easier way to visualise this would be on a place value chart. Have a go at making one. You can then draw and cut out the digits 0 - 9. Make a three-digit number on your chart, someone says "10 more" or "100 more" and then select the correct digit for the correct column. Also practice saying all the numbers out loud.

'Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)'

Create your own place value chart and digit cards. Create a random three-digit number using the cards and point to any of the digits. Practice saying the value of each one out loud e.g. 278 would be 'two hundreds, seven tens, eight ones.'

Here's an example of what one looks like:

[Click here](#)

'Compare and order numbers up to 1000'

Comparing numbers is all about place value so, again, your homemade place value chart will be helpful here. Have a list of 5 numbers. You can start simple with 1-digit numbers and work your way up to 3- and 4-digit numbers. Put all the numbers in their correct columns in a list on your place value chart.

Start at the left-most column. If you are ordering smallest to biggest, look for the smallest digit and write that one down as your smallest number. If two numbers have the same digit in that column, move to the next column over and compare those two. Which is smaller? It is important to understand that hundreds are worth more than tens and tens are worth more than ones in this exercise.

'Identify, represent and estimate numbers using different representations'

Ask your child "how many different ways can you show 5?". They might write the number, write the word, gather 5 objects, do 5 jumping jacks, shout the number 5. Try and find as many ways as possible.

Then go on a hunt; see where you can find 5. Again, this may be the number 5, the word, 5 things, 5 groups of things etc.

Estimating is a fun one. Get a handful of dried pasta and spread them out on the table. Give them 5 seconds to look and then get them to estimate how many there are. Count them to see how close the estimation was. Ask questions like "how did you arrive at that number?" - try and get them to explain their thinking. Were they trying to count really quickly? Did they count in ones or twos or fives? Did they try and separate them into smaller groups in their mind? How come they said 27 and not 36, 538?

This week's activities are all about **'Number & Place Value'**. Understanding this is the foundation for all other maths, so spending time on these concepts is invaluable. They all link directly with the curriculum statements. Remember, you don't need to be a teacher; learn along with your children or let them teach you!

They really like that!

'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'

There are plenty of posters showing the Roman numeral and modern number equivalents. You can try making these yourself.

Try converting real life numbers, such as people's ages or birthdays, the number of toys in the box, eggs in the carton etc. You could write the Roman numerals on sticky labels and label things around the house!

'Count backwards through zero to include negative numbers'

Ask the child what comes before zero.

It's best to visualise this like a mirror; write down the numbers 0 - 5 on a piece of paper. If you have a small mirror, place it through the middle of the zero and you will see the numbers reflected in the right order. Explain that the '-' sign shows negative numbers.

Number lines are a great resource you can make. Try making one which includes negative numbers. If you have paper, scissors and some string, you could make your number line into some bunting to hang up!

'Round any number to the nearest 10, 100 or 1000,

The golden rule for rounding is if it is 5 or more, you round up. 4 or less, you go down. Try and come up with a rhyme to help remember this rule, like: '5 to 9, climb the vine. 1 to 4, down to the floor.'

Practice with single digit numbers before moving onto larger ones.



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