4 Find me a number

Learning objective
(Y4) To order four-digit numbers.

You will need
Sets of 0-9 number cards.

What to do

- Call out a four-digit number and ask the children to make this number with their cards and then to hold it up.
- Now ask the children to select the numbers 2, 3, 5, and 7. Say: *Make the largest four-digit number you can. Read it out to me.*
- Ask the children for four-digit numbers with a range of specific properties. For example: a number between 3000 and 4000; an even number above 8000; a multiple of ten which has a three in it; the number closest to 5000; the number furthest from 5000; a multiple of three.

Target questions

- Give me a number you cannot make. Why not?
- What is the smallest four-digit number you can make? (The zero cannot go at the front.)

5 In your heads

Learning objective
(Y5) To add mentally two three-digit numbers ending in zero.

You will need
Individual whiteboards; pens and erasers.

What to do

- Read out addition questions, such as: *Two hundred and thirty plus one hundred and fifty*. Each question must be a multiple of ten to enable all the children to work out the answers mentally. Ask the children to write the answers on their board – with no written working out allowed!
- Vary the language to include *find the sum of* ... and, *add* ...
- Monitor for errors and misconceptions, and for children copying the answers of another child.
- Choose two three-digit numbers, such as 260 + 370, which bridge through a 'hundreds' barrier.
- Finish with one or two three-digit numbers that exceed 1000.

Target question

- How did you work out the answer in your head?

6 Count on and back

Learning objective
(Y4) Count on and back in steps of 100, 10 and 1 from any three-digit number.

You will need
Board pen.

What to do

- Write a three-digit number on the board. With the children, count on in steps of 100 until you pass 1000. With the same number, count on and back in steps of ten.
- Repeat with a number which has a zero place-holder in the 'tens' position.
- Start with a large three-digit number and count back in steps of 100. Count forward in tens until you pass 1000.

Target questions

- Which type of numbers are most difficult to work out when counting on? Why is this?