**Prior Learning Assessment**

**Year 4 Place Value Answers**

**(introduction to numbers over 1000)**

Prior Learning:



I feel

I feel

**Question 1:**

I can count over 1000 objects.

Practical:

Look at the different objects on each table and count how many of each object there is .

Observe for children counting over a thousand objects. Look for accuracy when counting especially when crossing a ten, hundred or thousand boundary.

Prior Learning:

**Question 2:**

I can organise objects in groups of

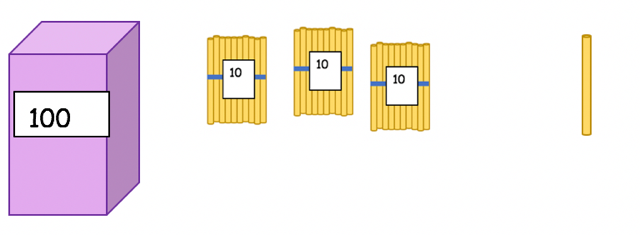
ones, ten, hundred and thousand.



I feel

Practical:

Can you place the objects into groups of ten, hundred and thousand? How many objects do you have altogether?



**1000**

Look for children’s understanding of grouping items to help with counting and their understanding of how the number system works.

Prior Learning:



**Question 3:**

I can identify the number of thousands,

hundreds, tens and ones in a number.

I feel

Write the number of thousands, hundreds, tens and ones in each number:



I feel

**5098**

**4360**

**1435**

**8** ones

**4** thousands

**1** thousands

**3** hundreds

**9** tens

**4** hundreds

**6** tens

**0** hundreds

**3** tens

**5** thousands

**5** ones

**0** ones

Prior Learning:

**Question 4:**

I can say the value of each digit in a

N number.

Look out for children who are unable to say the value of the digit 8 and use the correct vocabulary.

**1891**

**800 or eight hundred**

**2108**

**8 or eight**

**8000 or eight thousand**

**8100**

**80 or eighty**

**5286**

Prior Learning:

**Question 5:**

I can read 4 digit amounts.



I feel

**Read these amounts aloud or write each amount in words.**

**one thousand, four hundred and fifty two**

**1452**

**7623**

**seven thousand, six hundred and twenty three**

**three thousand, four hundred and fifteen**

Observe any children who make an error with the fifteen.

**3415**

**2198**

**two thousand, one hundred and ninety eight**

Prior Learning :

**Question 6:**

I can read 4 digit amounts that

contain zero.



I feel

**Read these amounts aloud or write each amount in words.**

**two thousand and ninety one**

**2091**

**4709**

**four thousand, seven hundred and nine**

**6100**

**six thousand and one hundred**

**seven thousand, six hundred and ten**

Spot any children who have made errors with place value when a zero is used .

**7610**

Prior Learning:

**Question 7:**

I can write 4 digit amounts in figures.



I feel

**Question 8:**

I can write 4 digit amounts in figures

when a zero is needed.

I feel

**Write these amounts down using digits.**

**1763 thousand and ninety one**

one thousand, seven hundred and sixty three

four thousand, five hundred and ninety seven

**4597**

six thousand, two hundred and eleven

**6211**

Prior Learning:

**Write these amounts down using digits.**

three thousand and fifteen

**3015**

five thousand, one hundred and eight

**5108**

two thousand, six hundred and forty

**2640**

Prior Learning:

**Question 9:**

I can make realistic estimates

of amounts over 1000.

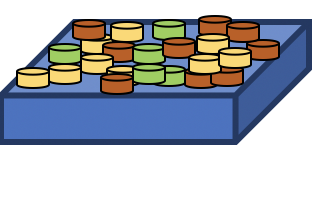


I feel

I feel

Practical:

Look at the groups of objects given to you . Estimate how many objects there are.

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Observe the children’s estimation skills and look out for any children who make unrealistic estimates.

Prior Learning:

**Question 10:**

I can say which number is the largest

and which is the smallest.



I feel

109 165 94 237

**In each set of numbers, write the numbers in order from smallest to largest.**

**In each set of numbers , put L next to the largest number and**

**S next to the smallest number.**

1253 3428 9862 2198

**S**

**L**

5342 5182 7210 7302

**S**

**L**

**S**

**L**

4261 4093 4892 498

Prior Learning:



I feel

**Question 11:**

I can order sets of numbers up to

ten thousand.

**Place each set of numbers in order from the smallest to the largest amount:**

7868 6543 8876 9000

**9000**

**8876**

**7868**

**6543**

5060 5006 5660 5659

**5060**

**5659**

**5660**

**5006**

Prior Learning:

**Question 12:**

I can find 1 more or 1 less than a number.



I feel

**Answer these sums:**

**654 - 1 = 653**

**947 + 1 = 948**

**1398 - 1 = 1397**

**2034 + 1 = 2035**

**4550 - 1 = 4549**

**8769 + 1 = 8770**

**7599 + 1 = 7600**

**6000 - 1 = 5999**

Prior Learning:



**Question 13 a :**

I can find 10 more or 10 less than a number.

I feel

**Answer these sums:**

**1568 - 10 = 1558**

**1046 + 10 = 1056**

**9821 - 10 = 9811**

**2678 + 10 = 2688**

**4603 - 10 = 4593**

**8798 + 10 = 8808**

**5992 + 10 = 6002**

**2002 - 10 = 1992**



**Question 13 b :**

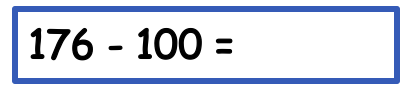
I can find 100 more or less than a number.

I feel

**2009 - 100 = 1909**

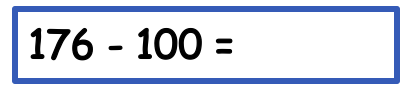
**5432 - 100 = 5332**

**1890 - 100 = 1790**

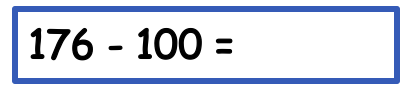
**7240 + 100 = 7340** 

**4698 + 100 = 4798**

**Answer these sums:**

**2191 + 100 = 2291** 

**7087- 100 = 6987**

**6909 + 100 = 7009**

Prior Learning:

**Question 14:**

I can find 1000 more or less than a number.



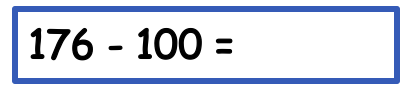
I feel

**Answer these sums:**

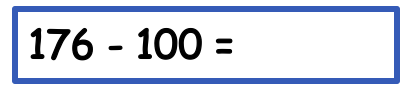
**1890 - 1000 = 890**

**4698 + 1000 = 5698**

**8372 - 1000 = 7372**

**240 + 1000 = 1240**

**3425 – 3000 = 425**

**4812 + 2000 = 6812**

Prior Learning:



I feel

**Question 15:**

I can round numbers to the nearest ten.

Round each amount to the nearest ten. Draw a line from each of these numbers to the correct box.

**78 152 997 1109**

**140**

**70**

**900**

**1000**

**1100**

**80**

**150**

**1110**

Assess if the child demonstrates a lack of understanding of the word rounding or whether they show inaccuracy when rounding. Some children may round 152 to 140 as they know that they need to round down but change the ten to the one below as the ten changes when rounding up.

Prior Learning:



**Question 16:**

I can round numbers to the nearest hundred.

I feel

Round each number to the nearest hundred:

**167 652**

**1830 5650**

**700**

**200**

**5700**

**1800**

Look out for children that can round to the next hundred but do not include the thousands.

**Question 17:**

I can round numbers to the nearest

thousand.

I feel



Round each number to the nearest thousand:

**1092 3572**

**9456 789**

**4000**

**1000**

**1000**

**9000**

**Question 18:**

I can count backwards and forwards and

use negative numbers.



I feel

Fill in the missing boxes:

**4**

**0 1 2 3**

**-1**

**-2**

**-3**

Observe to see if children are aware of numbers below zero.

Prior Learning:

**Question 19:**

I can read Roman numerals.



I feel

Write these Roman numerals in figures:

a) XXVI =

b) LXII =

c) XIV =

**26**

**62**

**14**

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