Objective: I can say one more and one less than a 4 digit

Assessment Question

Prior Learning:

Question 12:
I can find 1 more or 1 less than a number

I feel

Answer these sums:

947 + 1 =

654 - 1 =

2034 + 1 =

1398 - 1 =

8769 + 1 =

4550 - 1 =

7599 + 1 =

6000 - 1 =

Teacher Notes:

Once the children have organised and grouped objects over a thousand, ensure that the children have regular opportunities to count from different 4 digit numbers. Explore counting forward and back in ones from different 4 digit amounts and ensure that the children have opportunities to cross boundaries of ten, hundred and thousand.

Explore counting from different numbers as a class. Discuss the pattern in numbers and which numbers are easy to count on and back from and which ones are more difficult. Use a place value chart for children who are having difficulty with crossing boundaries of ten. Objects or base ten can also be used alongside examples to model making a new group of ten and that is why a digit in the next column may change. Also explore how this works when subtracting and counting backwards.

Practice Activities

Purple Practice: most suited for children who showed difficulty in Question 12 of the prior learning assessment and will benefit from focusing on 3 and low 4 digit amounts.

In the purple task the children are presented with number blocks that have 3 or 4 digit amounts displayed. In the green boxes the children are required to write the number before and after the one displayed on the purple block. If children are having difficulty with this the use of a place value chart or objects grouped as ten, hundred and thousand may help children to add one more and to see that in these examples that it is only the one that changes.

Green Practice: Most suited for children who made some errors in Question 12 and will benefit from completing sequences with numbers over 1000.

For the green task the children are presented with number blocks that have a sequence of numbers presented on them. The children are required to fill in the missing amounts in each sequence, counting both on and back in ones. If children are having difficulty with this, the use of a place value chart or objects grouped as ten, hundred and thousand may help. Children to add one more and to notice that in these examples the ten, hundred and thousand do not change.

Yellow Practice: Most suited for children who show accuracy in top section od Question 12 however make errors when presented with amounts where they are required to cross a ten or hundred or thousand boundary (the last 2 addition and subtraction questions).

The yellow activity is presented in the same way as the green activity, however the number blocks provided encourage the children to cross a ten, hundred or thousand boundary when either one is added or subtracted.

Mastery: – Problem solving

The children are given a problem to solve involving house numbers which they are asked to work out where Sorayah lives. The children can apply their knowledge of counting on and back with numbers over 1000. Some children will be able to work this out mentally and some children may need to label the house numbers underneath the picture provided to help them to solve the problem. Encourage the children to talk about their strategies for solving the problem. Encourage the children to look carefully at the vocabulary used and work out that there are 2 possibilities for Sorayah's house number. A further challenge is provided for the children to work out the house number if all of the houses on that side of the road were odd.

Answers:

Purple: a) 563, 564, 565   b) 786, 787, 788

c) 961, 962, 963   d) 1044, 1045, 1046
e) 1177, 1178, 1179   f) 1113, 1114, 1115
g) 3854, 3855, 3856   h) 1292, 1293, 1294
i) 2455, 2456, 2457   j) 3512, 3513, 3514

Green:

1) 3421 3422 3423 3424 3425 3426

2) 5339 5340 5341 5342 5343 5344

3) 5675 5676 5677 5678 5679 5680

4) 6719 6718 6717 6716 6715 6714

5) 8001 8002 8003 8004 8005 8006

6) 2200 2199 2198 2197 2196 2195

7) 9991 9992 9993 9994 9995 9996

8) 6809 6810 6811 6812 6813 6814

Yellow:

1) 2116   2117   2118   2119   2120   2121

2) 5005   5006   5007   5008   5009   5010

3) 3449   3450   3451   3452   3453   3454

4) 6202   6201   6200   6199   6198   6197

5) 8093   8092   8091   8090   8089   8088

6) 8997   8998   8999   9000   9001   9002

7) 998   999   1000   1001   1002   1003

8) 4503   4502   4501   4500   4499   4498

Mastery:

Sorayah could either live at house number 1999 or 1993

BRICKWORK Mathematics

Purple Practice

Lo: I can say one more and one less than a 3 or 4 digit amount.

Look at the number written on each purple block. Write the number before and the number after in the green boxes.

a) [ ] 564 [ ]

b) [ ] 787 [ ]

c) [ ] 962 [ ]

d) [ ] 1045 [ ]

e) [ ] 1178 [ ]

f) [ ] 1114 [ ]

g) [ ] 3855 [ ]

h) [ ] 1293 [ ]

i) [ ] 2456 [ ]

j) [ ] 3513 [ ]

ones		
tens		
hundreds		

Look at each number sequence. Can you work out the missing numbers?

1) 3421 | 3422 | 3423 | 3424 | ☐ | ☐

2) 5339 | 5340 | 5341 | ☐ | ☐ | ☐

3) ☐ | ☐ | ☐ | 5678 | 5679 | 5680

4) ☐ | ☐ | ☐ | 6716 | 6715 | 6714

5) 8001 | 8002 | ☐ | ☐ | 8005 | 8006

6) 2200 | 2199 | 2198 | ☐ | ☐ | ☐

7) ☐ | 9992 | ☐ | 9994 | ☐ | 9996

8) 6809 | 6810 | ☐ | ☐ | ☐ | 6814

Yellow Practice

Lo: I can count on and back from a 4 digit number in ones (crossing boundaries).

Look at each number sequence. Can you work out the missing numbers?

1) 2116 | 2117 | 2118 | 2119 | ___ | ___

2) 5005 | 5006 | 5007 | ___ | ___ | ___

3) ___ | ___ | ___ | 3452 | 3453 | 3454

4) ___ | ___ | ___ | 6199 | 6198 | 6197

5) 8093 | 8092 | ___ | ___ | 8089 | 8088

6) 8997 | 8998 | 8999 | ___ | ___ | ___

7) ___ | 999 | ___ | 1001 | ___ | 1003

8) 4503 | 4502 | ___ | ___ | ___ | ___

Sorayah, Oliver and Jack all live on the same street.

Sorayah lives 3 houses away from Jack. Jack lives 7 houses before Oliver. Oliver lives at house number 2003.

What number house does Sorayah live at?

Challenge:

What if all house numbers on that side of the street were odd? Which number would Sorayah live at?