


Number and Place Value Prior Assessment Question 19:

LO: I can read Roman numerals

NPV 9: 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.

Assessment Question

Prior Learning:

	Question 19: I can read Roman numerals.	I feel
Write the Roman numerals in figures		
a)	XXVI =	<input type="text"/>
b)	LXII =	<input type="text"/>
c)	XIV =	<input type="text"/>

Teacher Input Ideas:

Show the children images with roman numerals on them and ask the children if they can think of any example as to when they have seen them.

Discuss:

- What are Roman numerals?
- Who created them?
- Why were they used?
- Where do we still see them now?
- What number system do we use now?
- Why do you think this was introduced?

On large cards around the classroom display the 5 symbols that are used for numbers up to 100. Compare these to the digits we use.

Model use of I

Such as: III is $1+1+1$ so this is 3.

Introduce other symbols such as V and X. Look at VIII and XXII. See if the children can work these out. Look at L, C. Ask the children for suggestions of how we can remember these. There is a purple support sheet that will help children for all of the activities if they need reminding that value of each numeral.

Once the children show understanding how the symbols are placed together to create amounts by adding, introduce the rule that only 3 symbols can be used consecutively. If you need to use 4 of these symbols then subtraction is used. For example: 4 is not IIII but IV as it is one before 5 or one less than 5 so the I goes before the symbol V. Repeat with other amounts to help the children understand. You may want to have symbols prepared for the children to create own.

Dependent on the children's knowledge and understanding you may want to split the inputs and tasks over multiple lessons.

Practice Activities

Purple Practice: Most suited for children that made errors in Q19 a and b and show little understanding of Roman numerals.

For this activity the children are given numbers written in Roman numerals to work out the value of them. The children have been given extra support with the individual blocks of the numerals. If the children work out the value of each symbol, they can be encouraged to add these together to work out the value/total.

Green Practice: Most suited for children that made errors in Question 19 c and will benefit from looking at amounts where subtraction is required.

This activity contains amounts where the children need to use their knowledge of subtracting the I or X numeral when it is placed before another numeral and not after.

Yellow Practice Most suited for children who are ready to make their own amounts using Roman numerals.

The children are given cards with Roman numerals on. They are to explore different amounts that can be made with the cards. The children could be given amounts written in digits and they are to make this amount with the Roman numerals.

Mastery:

The children are provided with 4 cards with Roman numerals on. They are to explore the different numbers that they can make with the numerals. The children are challenged to find the largest and smallest amounts using all four cards.

The children can also be further challenged with creating a sum using the cards.

Purple:

- a) 13 b) 20 c) 15 d) 26
e) 70 f) 75 g) 55 h) 51
i) 66 j) 81

Green:

IV =	4
IX =	9
XIV =	14
XIX =	19
XXXIV =	34
XL =	40
XLII =	42
LXXIV =	74
XC =	90
XCVIII =	98

Mastery:

Encourage children to share their answers as a class/ group decide which is the lowest highest. Encourage the children to talk about their strategies and how they know this is the highest.

I

=

1

V

=

5

X

=

10

L

=

50

C





=

100

Below are numbers written in Roman Numerals. Work out how much each symbol is worth and then find the total amount made.



a)

XIII

				=			
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=



b)

XX

	+		=
<input type="text"/>	+	<input type="text"/>	=





c)

XV

	+		=
<input type="text"/>	+	<input type="text"/>	=




d)

XXVI

				=			
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=

e)

LXX

			=		
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=

Below are numbers written in Roman Numerals. Work out how much each symbol is worth and then find the total amount made.

f)

LXXV L X X V =

□ + □ + □ + □

g)

LV L V =

□ + □

h)

LI L I =

□ + □

i)

LXVI L X V I =

□ + □ + □ + □

j)

LXXXI L X X X I =

□ + □ + □ + □ + □

Work out the value of numbers written in Roman numerals.

IV =

IX =

XIV =

XIX =

XXXIV =

XL =

XLII =

LXXIV =

XC =

XCVIII =

I

I

I

I

I

I

V

V

V

X

X

X

X

X

L

L

C

C

Look at the following Roman Numerals:

I

L

X

V

1) Use each card once to make the **largest number possible**.

2) Use each card once to make the **smallest number possible**.

3) What is the largest amount you can make if you use the + sign?