

# Parent Guide to Number and Place Value

In the Year 4 National Curriculum, children are taught to have a strong understanding of numbers up to 1000. In class, they will use place value to identify the value of each digit in a four-digit number. They will also be taught to use place value to order and sequence numbers. To develop their 'mastery' of four-digit numbers and place value, children are required to apply their knowledge of number to a range of activities. This booklet will help support your child by applying this knowledge in a range of different problems and contexts.

## Place Value

Place Value is the value we give to a digit based on its position in a number. In school, this is often taught using a 'Place Value Chart', such as the example below.

thousands	hundreds	tens	ones
8	4	7	3

The number above is 8473. The position of each digit shows its value. For instance, the 3 is in the ones column, so the value is three ones. The 4 is in the hundreds column, so it is 400 or four hundreds. The 8 is in the thousands column, so it is 8000 or eight thousands. It is essential that children have a strong understanding of place value as this supports them in all other areas of the mathematics curriculum.

## Rounding

When rounding, a number is made simpler but has a value close to what it was originally. Rounding is an area that some children can get confused with, but is an important skill to use when estimating the answers to calculations. To round a number, you always look at the digit that precedes the digit you are rounding to. For example, if you are rounding to the nearest **ten**, you would first look at the digit in the **ones** column. If the next digit is less than five, you **round down**, but if the next digit is five or more, you **round up**.

thousands	hundreds	tens	ones
2	5	3	8

If you round the number above to the nearest 10, there is an eight in the ones column. Therefore, you would **round up** to the next 10 which is 2540. If you were rounding to the nearest hundred, there is a three in the tens column, therefore you would **round down**. The number would be 2500. The same method is used when rounding to the nearest thousand.

For more on rounding, please see:

[Year 4 Rounding to the Nearest 10, 100, 1000 Teaching Pack](#)

# Answers

## Code Crackers



Rule: + 6 or its going up in sixes



Rule: + 9 or its going up in nines



Rule: + 25 or its going up in twenty-fives



Rule: - 1000 or its going down in 1000s

### Challenge



Rule:  $\times 2$  or double the number

## Alien Numbers



six thousands or 6000



eight tens or 80



six ones or 6

# Answers



four hundreds or 400



eight thousands or 8000



five ones or 5

2436

4361

5847

7462

9463

smallest



largest

3582

5238

5328

5823

8325

smallest



largest

## Add and Subtract 1000

$325 + 1000 =$  **1325**

$5314 - 1000 =$  **4314**

$6423 + 1000 =$  **7423**

$9431 - 1000 =$  **8431**

$4682 + 1000 =$  **5682**

$6485 - 1000 =$  **5485**

$8641 + 1000 =$  **9641**

$9461 - 1000 =$  **8461**

$3495 + 1000 =$  **4495**

$7463 - 1000 =$  **6463**

$1458 + 1000 =$  **2458**

$1838 - 1000 =$  **838**

$2548 + 1000 =$  **3548**

$2465 - 1000 =$  **1465**

$6693 + 1000 =$  **7693**

$5917 - 1000 =$  **4917**

$7146 + 1000 =$  **8146**

$4064 - 1000 =$  **3064**

$6318 + 1000 =$  **7318**

$9407 - 1000 =$  **8407**

$1547 + 1000 =$  **2547**

$3648 - 1000 =$  **2648**

$534 + 1000 =$  **1534**

$4367 - 1000 =$  **3367**

# Answers

Circle the correct answer:

$9462 + 1000 =$

8462

10 462

19 462

1062

## Blast Off

$6 - 12 =$

-6

$5 - 10 =$

-5

$7 - 15 =$

-8

$12 - 20 =$

-8

$3 - 9 =$

-6

$1 - 14 =$

-13

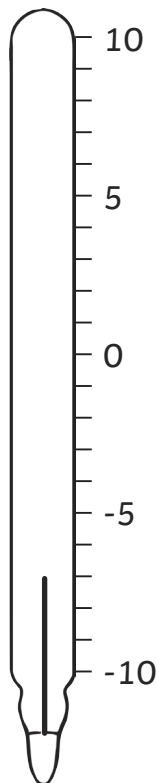
5°C



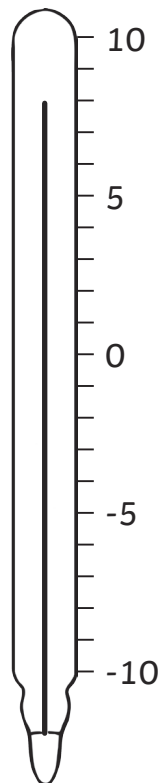
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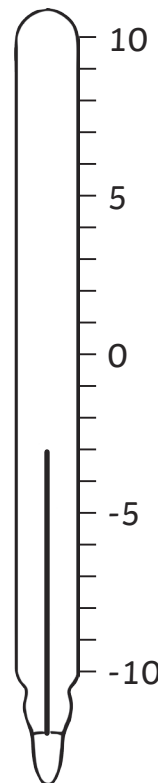
-7°C



8°C



-3°C



# Answers

## Rounding Rabbits

City	Number of Rabbits seen	Rounded to the nearest <u>10</u>	Rounded to the nearest <u>100</u>	Rounded to the nearest <u>1000</u>
Sydney	3428	<b>3430</b>	<b>3400</b>	<b>3000</b>
Canberra	5263	<b>5260</b>	<b>5300</b>	<b>5000</b>
Melbourne	7835	<b>7840</b>	<b>7800</b>	<b>8000</b>
Perth	4368	<b>4370</b>	<b>4400</b>	<b>4000</b>
Brisbane	2942	<b>2940</b>	<b>2900</b>	<b>3000</b>
Adelaide	5385	<b>5390</b>	<b>5400</b>	<b>5000</b>
Port Lincoln	6186	<b>6190</b>	<b>6200</b>	<b>6000</b>
Rockhampton	2543	<b>2540</b>	<b>2500</b>	<b>3000</b>

Cooper and Ruby are having a discussion about the question below.  
Explain who you think is correct and why.

**Cooper is correct. In the ones column the number is five so you round up. However, the number in the tens column is nine (90) so when this number is rounded, it becomes 100. Therefore the number number will be 3600.**

## Problem Solving

1. What is the value of these Greek numbers?

ρ ρ ι ι α α α

**223**

ρ ρ ρ ρ ι ι ι ι ι α

**451**

ρ ρ ρ ι ι ι ι α α α

+

ρ ι ι α α α α

=

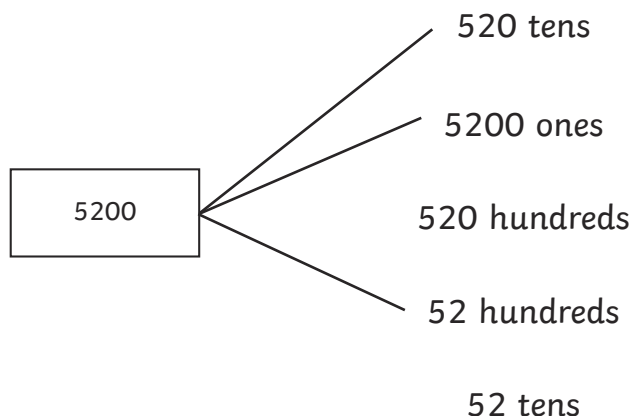
**343 + 124 = 467**

Write the number 627 using Greek symbols:

ρ ρ ρ ρ ρ ρ ρ ι ι α α α α α α α

# Answers

2. Match the following number with the same value.



## Lighthouse Problems

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1. If the red fish is at -2m (2m below sea level):
  - a) where is the yellow fish?  
**-8m (8m below sea level)**
  - b) where is the blue fish?  
**-16m (16m below sea level)**
2. Draw a fish at -12m.  
**Fish should be placed on the 6th interval bar below sea level.**
3. Draw a seagull at 8m.  
**Seagull correctly placed by fourth tier on the lighthouse.**
4. How many metres higher is the seagull than the fish you have just drawn?  
**20m**
5. If each scale on the lighthouse represented 7m, what would be the position of:

The red fish: **-7m**  
 The yellow fish: **-28m**  
 The blue fish: **-56m**  
 The seagull: **28m**