<table>
<tr><th>Day</th><th>Learning Objective</th><th>Teaching and Models</th><th>Tasks and Expected Outcomes</th></tr>
<tr>
<td>1</td>
<td>I can identify place value up to 9999</td>
<td>
I can identify place value of 1, 10, 100, 1000

Place value describes the value of a digit in a number. We can use a place value chart to help visualise the number.

<table>
<tr><th>TH</th><th>H</th><th>T</th><th>U</th><th>●</th><th>10ths</th><th>100ths</th><th>1000ths</th></tr>
<tr><td>7</td><td>6</td><td>3</td><td>3</td><td>.</td><td>2</td><td>2</td><td></td></tr>
</table>

In the number represented above there are 3 units (or ones), 4 tens, 6 hundreds and 7 thousands. The decimal point marks the change from whole numbers to decimals.

The digit to the left is 10 times bigger. For example, 3 tens is 10 times bigger than 3 units.

The digit to the right is 10 times smaller. For example, two 100ths is 10 times smaller than two 10ths.

We can also represent units, tens, hundreds and thousands using blocks.
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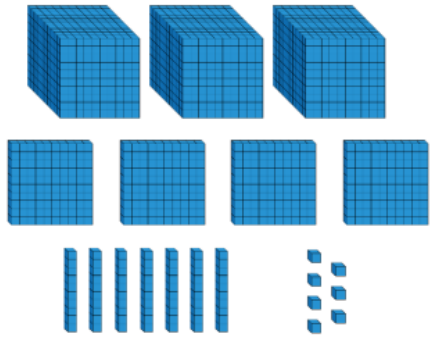
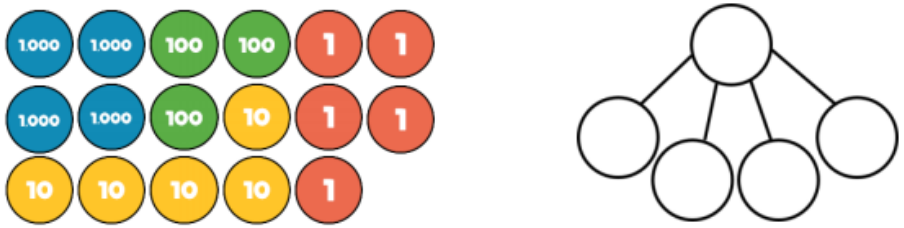
Problem 1.
Complete the sentences.


Problem 2.
Complete the part-whole model for the number represented.


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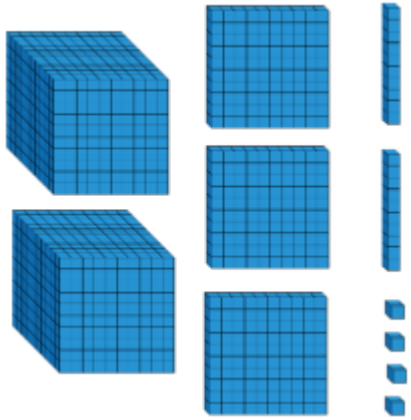


The blocks above represent 2 thousands, 3 hundreds, 2 tens and 4 units. **2324**.

Problem 3.

What is the value of the underlined digit in each number?

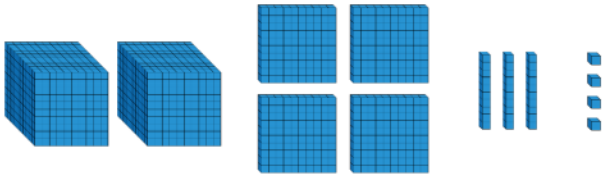
6,9<u>8</u>3 | <u>9</u>,021 | <u>7</u>89 | 6,57<u>0</u>

Represent each of the numbers on a place value grid.

Problem 4.

Create four 4-digit numbers to fit the following rules:

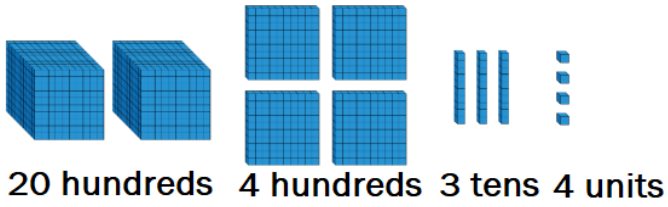
- The tens digit is 3
- The hundreds digit is two more than the ones digit
- The four digits have a total of 12

<table>
<tr>
<td>2</td>
<td>I can partition units, tens, hundreds and thousands in different ways</td>
<td>


The number represented by the blocks above can be written in various ways.

Example 1: There are 2 thousands, 4 hundreds, 3 tens and 4 units.
The number is 2434.

We can use our knowledge of number to partition the number in a different way by grouping numbers.

For example: I know that there are 10 hundreds in one thousand.
As there are 2 thousand cubes, I know that in total there are 24 hundreds.


I also know that one ten is equal to ten units.
So in total there are 34 units.

I can therefore partition this number as 24 hundreds and 34 units.
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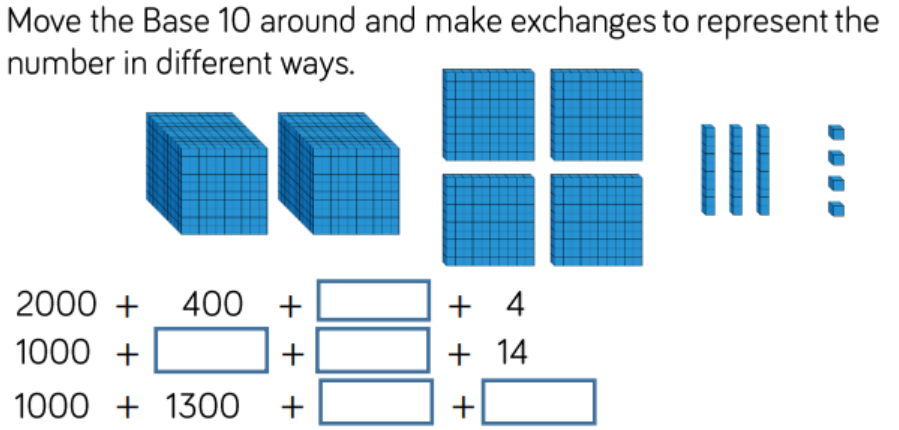
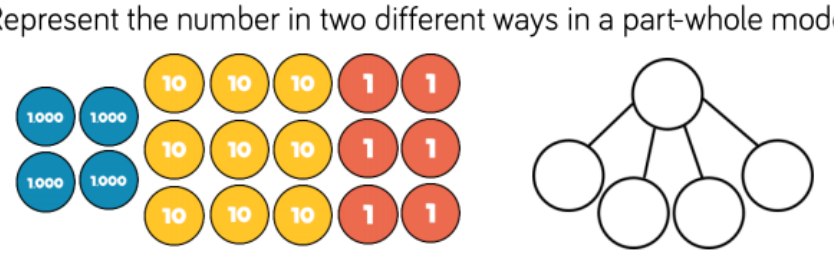
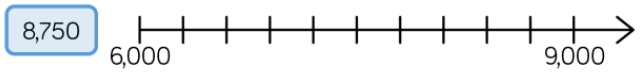
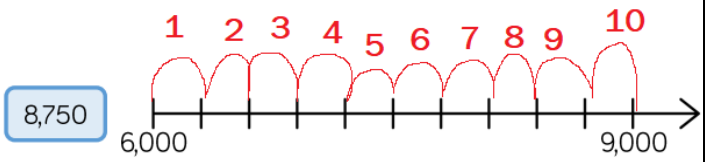
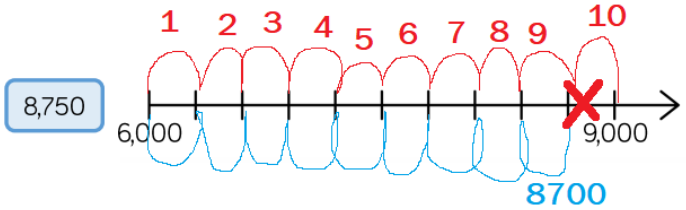
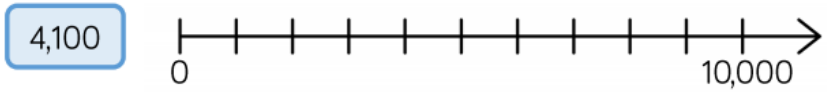
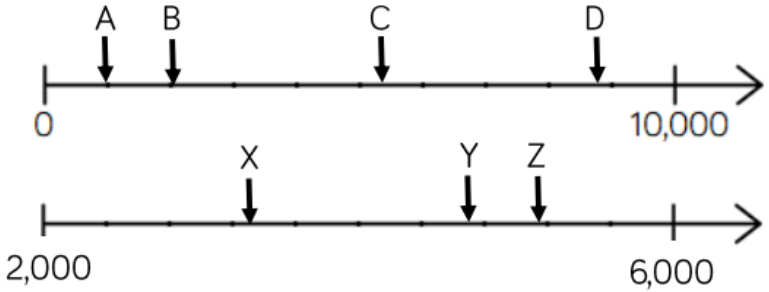
<td>
Problem 1.


Challenge: Can you partition the number in another way not shown above?

Problem 2.


</td>
</tr>
<tr>
<td>3</td>
<td>I can</td>
<td>Number lines can be useful for visualising numbers. We</td>
<td></td>
</tr>
</table>

	estimate, label and draw numbers on a number line to 10,000	might see them in graphs or thermometers.  This number line has blank intervals. We need to place the number in the blue box on the number line. It might not be possible to draw it completely accurately without measuring, so we must **estimate** the position.  I find it useful to count the intervals to help me understand how much each represents. As there are 10 intervals and the number between is the difference between 6000 and 9000, I know that each jump is worth 3000 divided by 10. So each gap is worth 300.  	**Problem 1.** Draw arrows to show where the numbers would be on the number line.  **Problem 2.** Estimate the value of each letter. 

		Counting in 300s I get to 8700. The 50 will not fit on the line, so I must estimate where it fits between 8700 and 9000.	
4 and 5	Problem Solving activities	Days 4 and 5 will be a host of various problem solving activities related to partitioning, number lines and place value.	