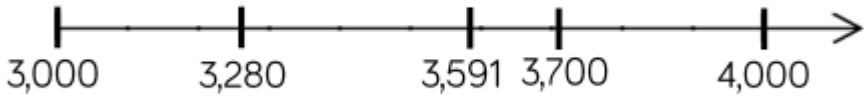
<table>
<tr><th>Day</th><th>Learning Objective</th><th>Teaching and Models</th><th>Tasks and Expected Outcomes</th></tr>
<tr>
<td>1</td>
<td>I can round to the nearest 1000</td>
<td>

To round:

Look at the digit in the column next to that which you're rounding to
If it is 0 – 4, round down
If it is 5 – 9, round up

Round 13864 to the nearest 10, 100 and 1000.

<table>
<tr><th>Nearest 10</th><th>Nearest 100</th><th>Nearest 1000</th></tr>
<tr><td>13680
<s>13690</s></td><td><s>13600</s>
13700</td><td><s>13000</s>
14000</td></tr>
</table>
9595 to the nearest 1000 is 10,000.
I look at the number and see that the hundreds column has 5 hundreds in it. As this is more than 4, I must round up to the next thousand. The next thousand after 9 thousand is…10,000.
</td>
<td>
Problem 1.
Say whether each number on the number line is closer to 3,000 or 4,000


Round 3,280, 3,591 and 3,700 to the nearest thousand.
Problem 2.
Round these numbers to the nearest 1,000

Eight thousand and fifty-six
5 thousands, 5 hundreds, 5 tens and 5 ones
 
LXXXII

Problem 3.
Complete the table.
<table>
<tr><th>Start number</th><th>Rounded to the nearest 10</th><th>Rounded to the nearest 100</th><th>Rounded to the nearest 1,000</th></tr>
<tr><td>  </td><td></td><td></td><td></td></tr>
<tr><td>4,999</td><td></td><td></td><td></td></tr>
<tr><td>LXXXII</td><td></td><td></td><td></td></tr>
</table>
</td>
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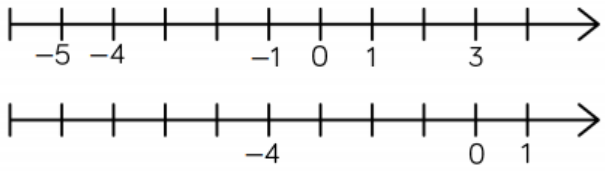
<table>
<tr>
<td>2</td>
<td>I can count in 25s</td>
<td>Children will count in 25s to spot patterns. They use their knowledge of counting in 50s and 100s to become fluent in 25s.

Children should recognise and use the number facts that there are two 25s in 50 and four 25s in 100.</td>
<td>Problem 1.
Look at the number patterns.
What do you notice?
<table>
<tr><td>25</td><td>50</td><td>75</td><td>100</td><td>125</td><td>150</td></tr>
<tr><td>50</td><td>100</td><td>150</td><td>200</td><td>250</td><td>300</td></tr>
</table>
Problem 2.
Complete the number tracks
<table>
<tr><td>25</td><td></td><td>75</td><td></td><td>125</td><td>150</td><td></td><td></td><td></td><td>250</td></tr>
<tr><td></td><td>725</td><td>700</td><td></td><td>650</td><td></td><td>600</td><td></td><td></td><td></td></tr>
</table>
Problem 3.
Circle the mistake in each sequence.
2, 275 2,300 2,325 2,350 2,400, …
1,000 975 925 900 875…</td>
</tr>
<tr>
<td>3</td>
<td>I can interpret negative numbers in real life situations</td>
<td>Children recognise that there are numbers below zero. It is essential that this concept is linked to real life situations such as temperature, water depth etc.
Children should be able to count back through zero using correct mathematical language of “negative four” rather than “minus four” for example. This counting can be supported through the use of number squares, number lines or other visual aids.</td>
<td>Problem 1.
Complete the number lines


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</tr>
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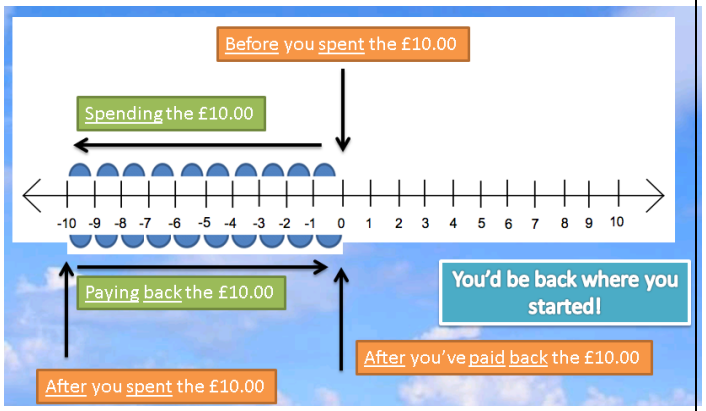
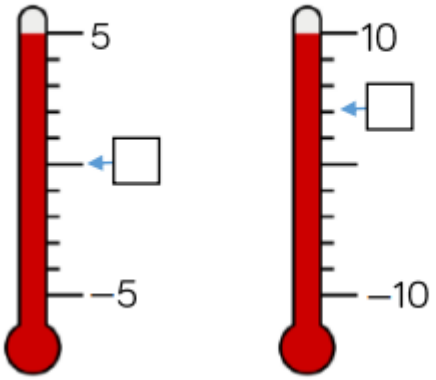
		A negative number is a number that goes below 0. **Such as... -2 -5 -19** A real life example is banking. If somebody has £0 in the bank but uses their credit card to buy a meal for £10, their bank balance will show as -£10. Their balance is negative which means they owe the bank £10. If that person pays £10 back into the bank, their balance will come back to £0.  	**Problem 2.** Fill in the missing temperatures on the thermometers. 

4	Problem Solving activities	Days 4 will consist of negative number problem solving activities. This Friday is a Bank Holiday and there will therefore be no maths work set. However, if you wish to do some maths work I would suggest Mathletics.	