##  Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

All these examples are from Primary Frameworks Blocks

**count in multiples of 6, 7, 9, 25 and 1000**

Children should be able to:

Explain how to work out the 6 times-table from the 3 times-table or the 9 times-table from the 3 times-table.

Know that 9 × 8 = 72 so that 72 ÷ 9 = 8 and deduce 720 ÷ 9.

Explain the relationship between 8 × 7 = 56, 6 × 7 = 42 and 14 × 7 = 98.

**find 1000 more or less than a given number**

Children should be able to:

Answer questions such as, what is the missing number in the number sentence and how do you know? 5742 + ≤ = 9742

**count backwards through zero to include negative numbers**

Children should be able to:

Create a sequence that includes the number –5 and then describe the sequence to the class.

Explain how to find the missing numbers in a sequence eg. \_ –9, –5, –1, \_ and explain the rule.

Answer questions such as, What number can you put in the box to make this statement true? \_\_ < –2

**recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)**

Children should be able to:

Give the value of a digit in a given number e.g. the 7 in 3 274

Write in figures a given number e.g. four thousand and twenty.

Recognise a number partitioned like this: 4 000 + 200 + 60 + 3 and be able to read and write the number.

Create the biggest and smallest whole number with four digits eg. 3, 0, 6, 5

Find missing numbers in a number sentence e.g. \_ +\_ = 1249

**order and compare numbers beyond 1000**

Children should be able to:

Find numbers that could go in the boxes to make these correct, 􀁻 + 􀁻 < 2000, 3000 > 􀂅 – 􀁻

**identify, represent and estimate numbers using different representations**

Children should be able to:

Answer questions such as, which of these numbers is closest to the answer of 342 – 119: 200 220 230 250 300

Identify what the digit 7 represents in each of these amounts: £2.70, 7.35m, £0.37, 7.07m

**round any number to the nearest 10, 100 or 1000**

Children should be able to:

Explain tips to give someone who is learning how to round numbers to the nearest 10, or 1000.

Answer questions such as, I rounded a number to the nearest 10. The answer is 340. What number could I have started with? Know what to look for first when you order a set of numbers and know which part of each number to look at to help you.

**solve number and practical problems that involve all of the above and with increasingly large positive numbers**

Children should be able to:

Sort problems into those they would do mentally and those they would do with pencil and paper and explain their decisions. Answer questions such as, There are 70 children. Each tent can accommodate up to 6 children. What is the smallest number of tents they will need? The distance to the park is 5 km when rounded to the nearest kilometre. What is the longest/shortest distance it could be? How would you give somebody instructions to round distances to the nearest kilometre?

**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**

This is new content for the primary national curriculum in England. Suggestions for what children should be able to do include;

Know what each letter represents in Roman numerals and be able to convert from Roman numeral to our current system (Arabic) and from Arabic to Roman e.g. 76 = \_ in Roman numerals, CLXIX = \_ Arabic numerals.

Know that the current western numeral system is the modified version of the Hindu numeral system developed in India to include the concept of zero and place value.

## Non-Statutory Guidance

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice. They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.