

Maths Workshop

2019/2020:

Supporting your Child's
Understanding of Place Value



The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent in the fundamentals of mathematics**, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by **applying their mathematics** to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions



Maths at West Lodge – Our Vision

All children at West Lodge enjoy Mathematics. The spark is lit within them through the use of enriching and engaging learning opportunities. Children explore concepts through concrete apparatus, pictorial imagery and link this to abstract ideas and calculations. We believe that all children are capable of understanding and succeeding in Mathematics. Learning happens best when children's misconceptions are understood, addressed and supported through challenging work where mistakes are expected, reflected upon and treated as a learning opportunity.



What is place value?

It is the value of each digit in a number

For example;

- the digit 7 in 743 has the value of 700
- the digit 9 in 5, 942, 134 has a value of 900, 000
- the digit 4 in 10, 234, 211 has a value of 4000



What do children need to know? – KS2

- To know the value of each digit in a number.
- To be able to read and write numbers in both digits and words.
- To order and compare numbers.
 - Beyond 1000 (yr 4), to at least 1,000,000 (yr 5), up to 10,000,000 (yr6)
- To recognise and use tenths, hundreds, thousands.
- To count forwards and backwards through zero to include negative numbers.
 - Including in multiples or powers of 10.
- To use negative numbers in context.
- To round any number.
- To read Roman numerals.
 - To 100 (yr4), to 1000 (yr5)

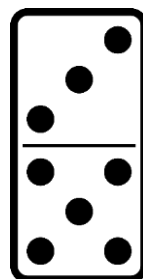
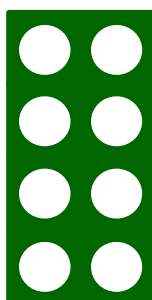
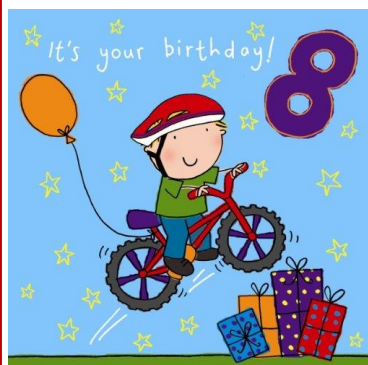


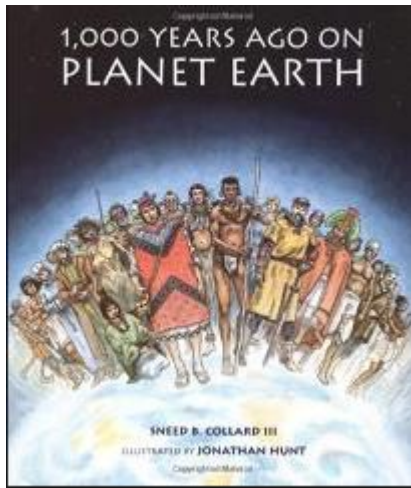
Do these show an understanding
of place value?

$$\begin{array}{r} 52 \\ + 29 \\ \hline 711 \end{array}$$
$$91 - 48 = 57$$
$$\begin{array}{r} 91 \\ - 48 \\ \hline 57 \end{array}$$

$$6 \overline{)1256} \begin{array}{l} 209 \\ \hline \end{array}$$





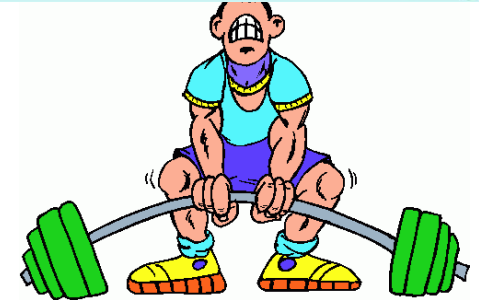


$$100 \times 10 = 1\,000$$



UNITS OF MASS

1000 grams = 1 kilogram
1000 kilograms = 1 tonne



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Indulge, 209-211 Marsh Rd, Pinner HA5
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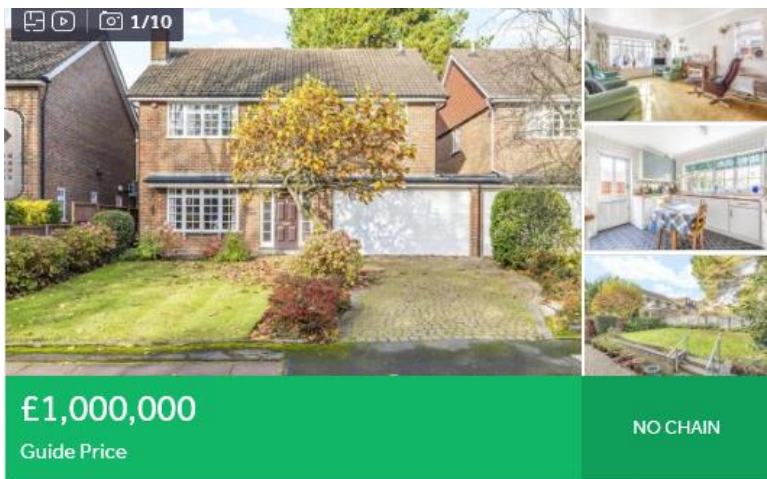
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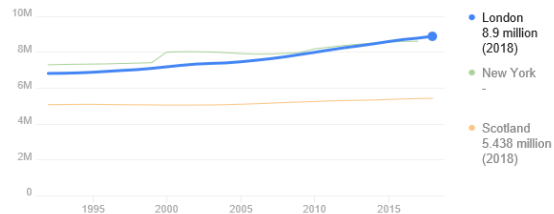
DETAILS





London / Population

8.9 million (2018)



1000000



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Key Vocabulary

Position

Whole number

Digit

Add the values

True Value

100	10	1
7	4	6

700

40

6

$$700 + 40 + 6 = 746$$



1000	100	10	1	.	<u>1</u> 10
7	2	4	6	.	1

7000 200 40 6 . 0.1

Whole number $7000 + 200 + 40 + 6 + 0.1 = 7246.1$

Comparing and Ordering

Fill in the circle using $<$, $>$ or $=$

a)  

b)  

c) 5,689  5,892

11. Use the numbers below to complete the statements.

5.3 0.5 5.5 0.3 5.6 0.6

$>$

$<$

$=$

$=$

Money Madness

Write in the correct symbol ($<$, $>$, $=$) to make the calculations below correct.

		£1.57
		£1.15
£2.12		
£1.11		
£1.24		

8.5 **8.47** **8.41** **8.7**

Order these decimal numbers in ascending order.

$>$

greater than

$<$

less than

$=$

equal to



Over to our pupils.....

