

# Ordering numbers beyond 1000

## National Curriculum attainment targets

- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000

## Lesson objectives

- Recognise the place value of each digit in a four-digit number thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000

### Previous related lessons

Unit 1, Week 1, Lesson 1; Unit 1, Week 1, Lesson 2

### Prerequisites for learning

Pupils need to:

- understand the place value of three-digit numbers

### Vocabulary

place value, digit, thousands, hundreds, tens, ones (units)

### Future related lesson

Unit 9, Week 1, Lesson 1

### Success criteria

Pupils can:

- first compare the thousands digits in the numbers
- compare the hundreds digits when the thousands digits are the same
- use the value of the digits to order the numbers



## Getting Started

- Choose an activity from Number – Number and place value.
- Choose an activity from *Fluency in Number Facts: Y3/Y4* – Number and place value.

**Collins  
Connect**  
Year 4, Unit 5,  
Week 1

## Teach

### Resources

mini whiteboard, pen and eraser (per child)



- Display: the Number Card tool with cards reading 3792, 1937, 6927 and 2793. Read the numbers together as a class. Point to each digit as children say the numbers.

- Ask: **How can we know which is the largest number?**

- Establish that the thousands digit is the most significant digit so this is the one children need to look at first when they are ordering numbers.

- Drag the numbers in order from smallest to largest as a class, asking different children to explain where each number should go.



- Display: the Number Card tool with cards reading 7422, 4272, 2724 and 4742. Say: **Put these numbers in order from smallest to largest.**

- Ask a child to share their order. As they do, order the numbers on the board. The rest of the class check their order as you do this.



- Display: the Number Card tool with cards reading 5289, 5829, 5928 and 5892. Ask: **These numbers have the same thousands digit, so how can we order them?**

- Establish that, for these numbers, we need to focus on the next significant digit - the hundreds digit.



- Say: **Write the numbers on your whiteboard and underline the hundreds digit in each number.**



- Say: **Put the numbers in order from smallest to largest.**

- Ask a child to share their order. As they do, order the numbers on the board. For 5829 and 5892 discuss how, as the hundreds digits are the same, they need to focus on the tens digits. The class check their order as you do this.

- Ask a child to write a four-digit number on their mini whiteboard and show it to the class.

- Say: **We are going to make a four-digit number that is larger than this number.**



- Display: the Number Card tool and deal 9 random cards face down. Show the four number cards from the pile to the class.



- Ask: **With your partner, can you use these digits to make a number that is larger? Write it on your mini whiteboard. Think about the place value of each digit.**
- Ask some pairs to share their numbers with the class. Discuss how they know their numbers are larger than the start number.
- Repeat, starting with a new target number.

## Individualised Learning

Refer to Activity 1 from the Learning Activities on page 204.

**Pupil Book 4B:** – Page 4: Ordering numbers beyond 1000  
**Progress Guide 4:** – Support: Year 4, Unit 5, Week 1, Lesson 1:  
 Make a four-digit number  
 Resources: 1 x 0–9 dice (per child)

## Plenary



- Display: the Number Card tool with cards reading 5321, 2986, 1864, 6332, 8744, 9011, 5487, 7777 face down. Show the first number to the class. Read it together as a whole class.
- Ask: **Do you think the next number will be higher or lower? If you think it will be higher, put your hands on your head. If you think it will be lower put your hands behind your back.**



- Show the next number. Agree if it is higher or lower.
- Say: **Tell your partner how you know it is higher/lower.**
- Repeat with the other numbers.
- Say: **Tell your partner why you are choosing higher/lower.**
- Ask some pairs to share their reasons.



**Homework Guide 4**  
 Year 4, Unit 5, Week 1, Lesson 1:  
 Ordering numbers

## Overcoming Barriers

- Children will find ordering the numbers difficult if they are not very secure with the place value of each digit. Focus on the numbers from 1000 to 2000, so they are able to see how the pattern of numbers from 1 to 100 repeats itself.