

Canonbury Home Learning  
**Year 4 Maths**  
**Steppingstone activity**



**Lesson 3**

**LO: To identify 1000 more or less**

**Success Criteria:**

1. Identify your number
2. Identify your 1000s digit
3. Add on 1000 to find 1000 more
4. Subtract 1000 to find 1000 less
5. Use base 10 to support you

**Model**

Now you try...

Write 100 more a less than these numbers

260

360

580

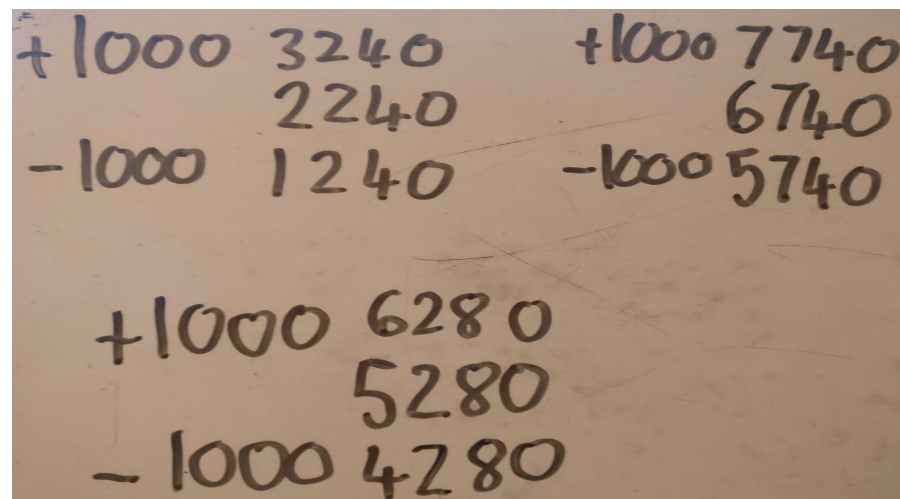
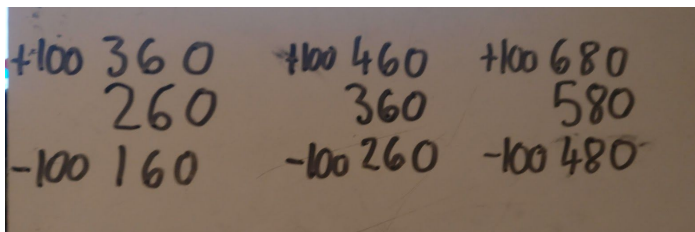
Write 1000 more a less than these numbers

2240

6740

5280

**Answers:**



**Lesson 3**

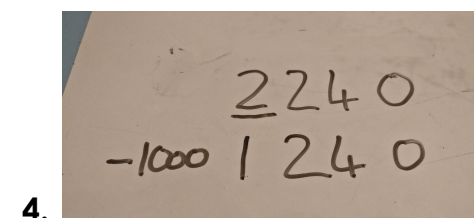
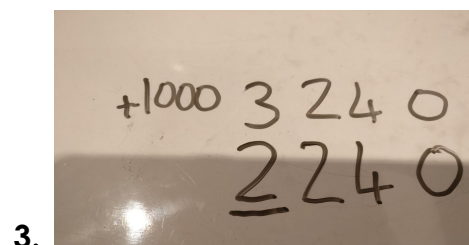
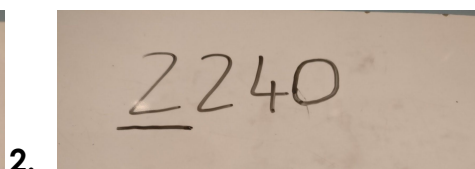
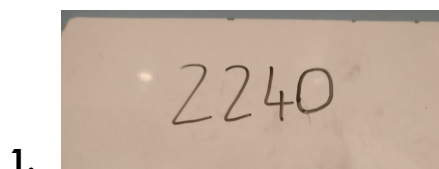
**LO: To identify 1000 more or less**

**Task:**

**Success Criteria:**

1. Identify your number
2. Identify your 1000s digit
3. Add on 1000 to find 1000 more
4. Subtract 1000 to find 1000 less
6. Use base 10 to support you

**Model:**






**Make sure you are using the 1000s column.**

**Use a place value grid to support you.**

Th	H	T	U
Thousands	Hundreds	Tens	Units

**Year 4 Maths Main activity**

Complete at least 2 columns, more if you can!

Task 1	Task 2	Task 3	Task 4												
<p><b>Practice</b> Complete <b>8</b> of these number sequences:</p> <p><b>Answers:</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">5,100</td> <td style="width: 25%;"></td> <td style="width: 25%;">7,100</td> <td style="width: 25%;">9,100</td> </tr> <tr> <td></td> <td>2,700</td> <td>4,700</td> <td></td> </tr> <tr> <td></td> <td>5,000</td> <td>7,000</td> <td></td> </tr> </table> <p><b>6,100, 8,100</b></p> <p><b>1,700, 3,700, 5,700</b></p> <p><b>3,000, 4,000, 6,000</b></p>		5,100		7,100	9,100		2,700	4,700			5,000	7,000		<p><b>Reasoning</b> Explain your answers.</p> <p>5a. Find the odd one out.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: 30%;"> <p>My number is 1,000 less than four thousand, six hundred and seventeen.</p> </div> <div style="text-align: center;">  Robert                 </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  Lee                 </div> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: 30%;"> <p>My number is 1,000 more than 2,617.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: 30%;"> <p>1,000 more than my number is 3,617.</p> </div> <div style="text-align: center;">  Danny                 </div> </div> <p><b>Danny.</b></p>	<p><b>Problem solving</b></p> <p>2. Tommy is creating 4-digit numbers using the cards below. Some cards have been turned over.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 40px; text-align: center;">0</div> <div style="background-color: #add8e6; border: 1px solid blue; border-radius: 15px; width: 40px; height: 40px;"></div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 40px; text-align: center;">3</div> <div style="background-color: #add8e6; border: 1px solid blue; border-radius: 15px; width: 40px; height: 40px;"></div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 40px; text-align: center;">2</div> <div style="background-color: #add8e6; border: 1px solid blue; border-radius: 15px; width: 40px; height: 40px;"></div> </div> <div style="border: 2px solid green; border-radius: 20px; padding: 10px; margin: 10px 0;"> <p>1,000 less than my number is between 2,503 and 2,509. 1,000 more than my number is between two thousand, five hundred and three and two thousand, five hundred and nine. It is also an even number.</p> </div> <p>What could Tommy's number be? <b>2,504, 2,506 or 2508</b></p> <p>What numbers must be on the cards that have not been turned over? <b>5, 6 or 8</b></p> <p>Tommy wants to find 1,000 more and less than each 4-digit numbers he makes. Investigate the possible sets of 4-digit numbers he can make using these digit cards. <b>Various answers, for example: 3,540 = 2,540 and 4,540</b></p>
5,100		7,100	9,100												
	2,700	4,700													
	5,000	7,000													

4,329	3,329			
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	1,798		3,798	
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		6,033		8,033
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**2,329, 1,329, 329**

**798, 2,798, 4798**

**4,033, 5,033, 7,033**

		2,256		4,256
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	3,547		5,547	
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8,601	7,601			
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**256, 1,256, 3,256**

**2,547, 4,547, 6,547**

**6,601, 5,601, 4,601**

9a. What was Emily's number? Explain how you know.



I put my number in the function machine below and the answer was 7,231.



**5,231**

The function machine added 1,000 and then 1,000 more so you need to subtract 1,000 and another 1,000 to find the original number.  $7,231 - 1,000 - 1,000 = 5,231$