

Varied Fluency

Step 5: 1,000s, 100s, 10s, 1s

National Curriculum Objectives:

Mathematics Year 4: (4N3a) [Recognise the place value of each digit in a four-digit number \(thousands, hundreds, tens, and ones\)](#)

Mathematics Year 4: (4N4a) [Identify, represent and estimate numbers using different representations](#)

Mathematics Year 4: (4N6) [Solve number and practical problems that involve 4N1 - 4N5 and with increasingly large positive numbers](#)

Differentiation:

Developing Questions to support understanding the value of thousands, hundreds, tens, and ones in numbers up to 9,999 using Base 10, without zero as a place holder.

Expected Questions to support understanding the value of thousands, hundreds, tens and ones in numbers up to 9,999, using place value counters, with some use of zero as a place holder.

Greater Depth Questions to support understanding the value of thousands, hundreds, tens and ones in numbers up to 9,999 using a variety of pictorial representations, with some use of zero as a place holder and unconventional partitioning.

More [Year 4 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

1,000s, 100s, 10s, 1s

1,000s, 100s, 10s, 1s

1a. What number is Chen describing?

There are 6 thousands, 3 hundreds and the tens is the first even number after 4. There are 8 ones.



VF

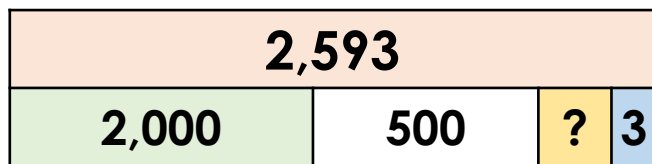
1b. What number is Lucy describing?

A 4-digit number has 8 in the thousands and then each number is one less than the one before.



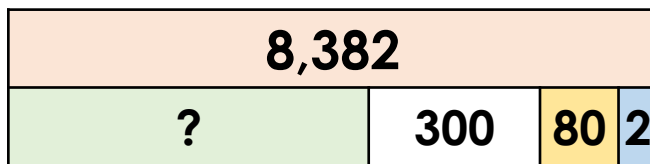
VF

2a. Complete the bar model.



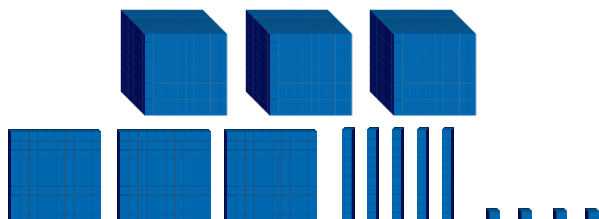
VF

2b. Complete the bar model.



VF

3a. What number is represented by the Base 10? Write your answer on the place value chart.

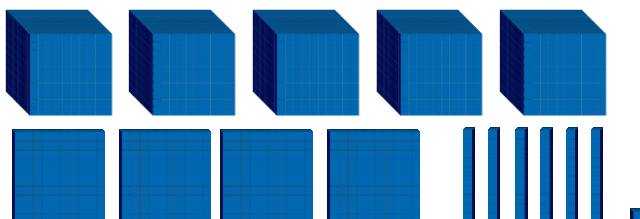


1,000s	100s	10s	1s



VF

3b. What number is represented by the Base 10? Write your answer on the place value chart.

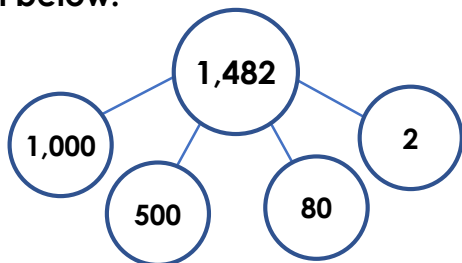


1,000s	100s	10s	1s



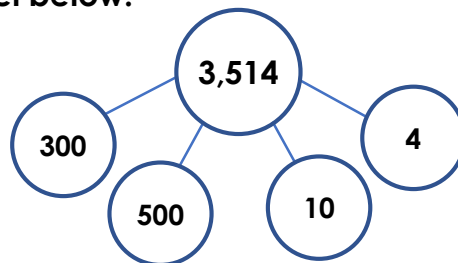
VF

4a. Circle the mistake on the part whole model below.



VF

4b. Circle the mistake on the part whole model below.



VF

1,000s, 100s, 10s, 1s

1,000s, 100s, 10s, 1s

5a. What number is Mo describing?

There are six tens in this number.
There are half as many ones. There
are no hundreds and only two
thousands.



VF

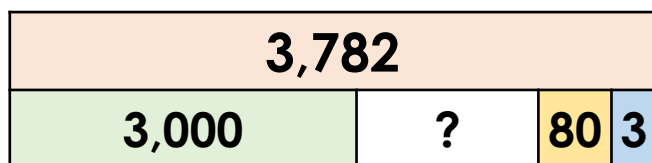
5b. What number is Kim describing?

A four digit number with the
descending odd numbers from 9.
There are 7 hundreds



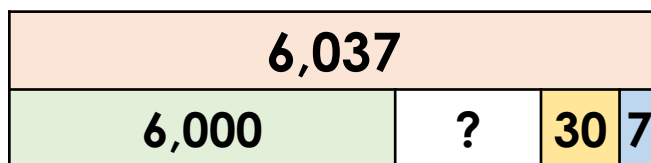
VF

6a. Complete the bar model.



VF

6b. Complete the bar model.



VF

7a. What number is represented by the
place value counters? Write your answer
on the place value chart.

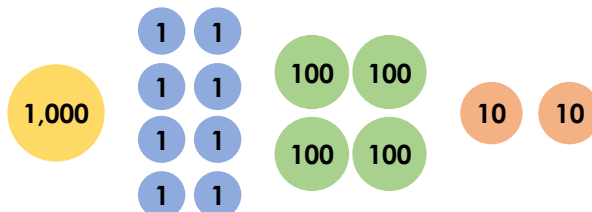


1,000s	100s	10s	1s



VF

7b. What number is represented by the
place value counters? Write your answer
on the place value chart.

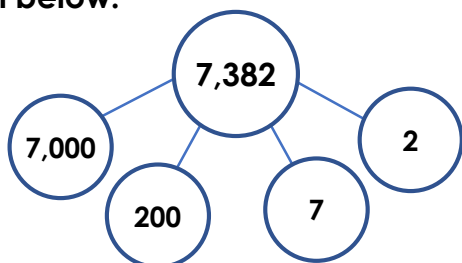


1,000s	100s	10s	1s



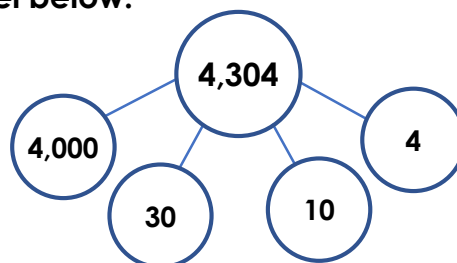
VF

8a. Circle the mistakes on the part whole
model below.



VF

8b. Circle the mistakes on the part whole
model below.



VF

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Varied Fluency – 1,000s, 100s, 10s, 1s – Year 4 Expected

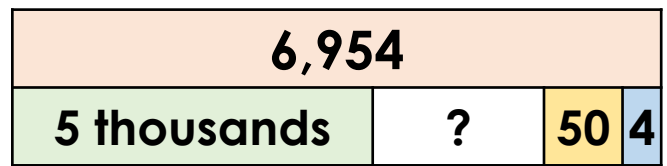
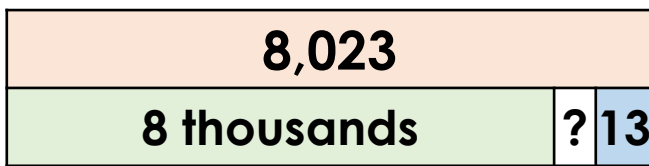
1,000s, 100s, 10s, 1s

9b. What number is Erika describing?

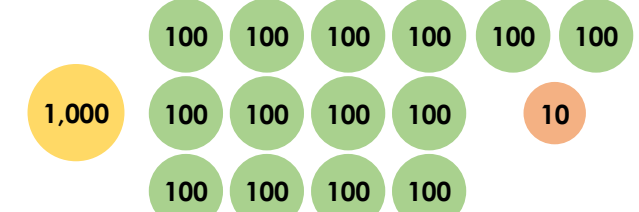
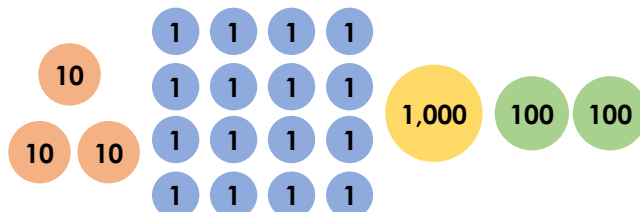
There are 9 thousands, 1 hundred, 15 tens and 6 ones.



10b. Complete the bar model.



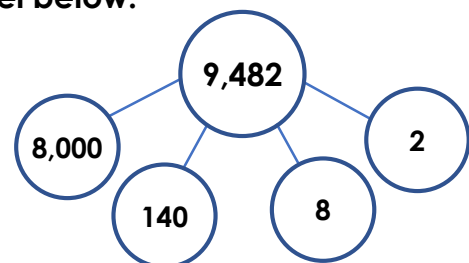
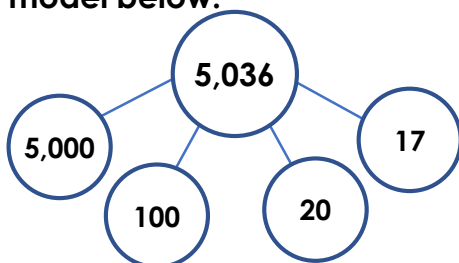
11b. What number is represented by the place value counters? Write your answer on the place value chart.



1,000s	100s	10s	1s

1,000s	100s	10s	1s

12b. Circle the mistake on the part whole model below.



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Developing

- 1a. **6,368**
2a. **90**
3a. **3,354**
4a. **500**

Expected

- 5a. **2,063**
6a. **700**
7a. **2,350**
8a. **200, 7**

Greater Depth

- 9a. **7,422**
10a. **10**
11a. **1,246**
12a. **100, 17**

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Developing

- 1b. **8,765**
2b. **8,000**
3b. **5,461**
4b. **300**

Expected

- 5b. **9,753**
6b. **0**
7b. **1,428**
8b. **30, 10**

Greater Depth

- 9b. **9,121**
10b. **1,900**
11b. **2,410**
12b. **140, 8**