



By the end of this term, children should know the following facts.
The aim is for them to be able to recall these facts instantly.

Count in multiples of 1,000.

Children need to be confident with counting forwards and backwards in 1,000s from any starting point.

E.g. 1,000, 2,000, 3,000, 4,000

7,521, 6,521, 5,521, 4,521

Children should recognise what happens to each digit when counting forwards or backwards in thousands and begin to notice patterns.

Key Vocabulary

more

less

forwards

backwards

add

subtract

Questions

Is 2,376 less than or greater than 3,376?
How do you know?

Finish the sequence: 690, 1690, 2690,
3690, ____, ____, ____.

How do you know that 5,478 cannot be
1,000 less than 6,398?

What do you notice happens to each
digit when we count in thousands?

By the end of this term, children should know the following facts.
The aim is for them to be able to recall these facts instantly.

Recall the number bonds for 1,000.

Children need to be able to know and understand which numbers pair up together to make 1,000. Using their knowledge of number bonds to 10 and 100 is key for this. Children need to be confident with which hundreds, tens and ones digits needed.

E.g.

$$999 + \underline{\quad} = 1,000$$

$$270 + \underline{\quad} = 1,000$$

Children should identify what they need to add to the ones to make the next ten, followed by how many more tens they need to make the next hundred etc.

Key Vocabulary

add

number bond

missing number

Questions

What do I need to add to make 1,000 if I have 73 sweets?

$892 + \underline{\quad} = 1,000$? How do you know?

If $20 + 80 = 100$, then $200 + \underline{\quad} = 1,000$?

$$570 + \underline{\quad} = 1000$$

30 more makes 600.

400 more makes 1000.

430