

# Master Roman Numerals to 100

## Rationale

In this step, pupils build on their knowledge of Roman numerals to 19 from Year 3. They will revisit the rules of building Roman numerals and learn that L represents 50 and C represents 100. This will enable them to build and read Roman numerals to 100. For example, 67 in Roman numerals is LXVII

They will demonstrate their understanding using number lines, part-whole models and number tracks.

Pupils will extend their understanding of the Roman number system by exploring the similarities and differences between that and our Base 10 number system.



## Key Stem Sentences

- \_\_\_ in Roman numerals is \_\_\_
- \_\_\_ is \_\_\_ in Roman numerals.
- \_\_\_ in numerals is \_\_\_
- \_\_\_ is \_\_\_ in numerals.



## Key Symbols

- I / V / X
- L
- C



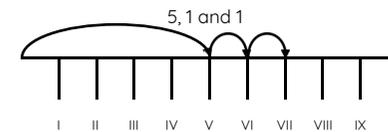
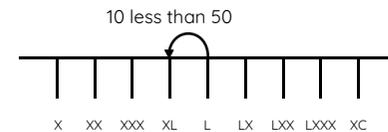
## Common Errors and Misconceptions

- Pupils may mix the order of the numerals. For example, they may represent IX as 11
- Pupils may not be secure in which letter represents which number.

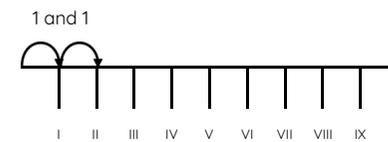
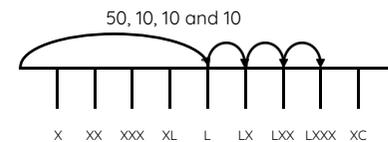


## Key Representations

### Number lines

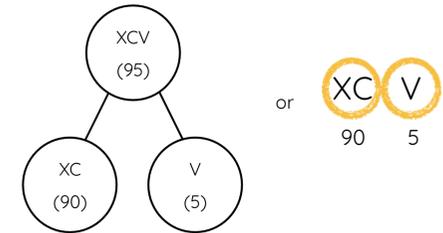


47 in Roman numerals is XLVII



82 in Roman numerals is LXXXII

### Part-whole models



XCV in Roman numerals is 95



## Pupils will FLOURISH if they can...

- match Roman numerals to how they are built and accurately build Roman numerals to 100 using number lines.
- accurately complete part-whole models and number tracks containing Roman numerals.
- identify similarities and differences between the Roman number system and our number system.
- explain their understanding using 'Decide, Assess, Back up' with representations.

