Master Ordering 4-Digit Numbers

Rationale

In this step, pupils build on their understanding of comparing 4-digit numbers to order 4-digit numbers as well as 4-digit and 3-digit numbers. They will work from left to right, looking at the greatest place value column first, and continue to use the vocabulary 'greatest' and 'smallest' in their ordering.

They will continue to use the vocabulary 'ascending' and 'descending'. They will also continue to demonstrate their understanding of ordering numbers through the use of number lines. They will develop their learning by writing missing digits to make ordering correct.

Key Stem Sentences

- The greatest number is ___
- The smallest number is ___
- ___ has more / fewer 1,000s / 100s / 10s / 1s than ___ and ___
- ___ has no 1,000s / 100s / 10s / 1s.

Key Vocabulary

- greatest place value column
- greatest / smallest
- more / fewer / no
- ascending order / descending order

Key Representations

Place value counters

2,312 has more 1,000s than 1,233 and 1,130. 1,233 has more 100s than 1,130. The greatest number is 2,312 and the smallest number is 1,130

Place value charts

1,000s	100s	10s	1s
7	2	5	0
7	8	2	5
7	3	9	0

Number lines (to support reasoning)

The smallest number is 7,250 and the greatest number is 7,825
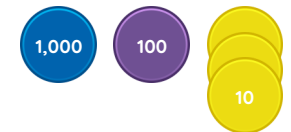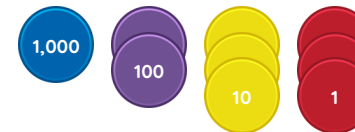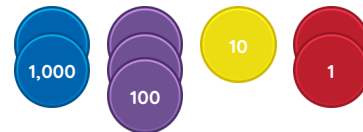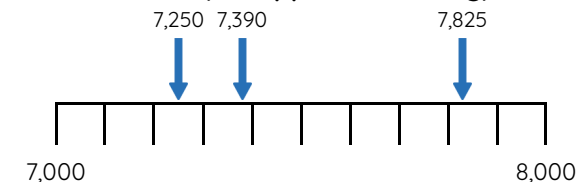
Common Errors or Misconceptions

- Pupils may misread the value of digits, including when using zero as a placeholder. For example, 6,001, 2,507, 1,098
- Pupils may have difficulty ordering from greatest to smallest.

Pupils will FLOURISH if they can...

- identify which number is the smallest and which is the greatest.
- order numbers from smallest to greatest and greatest to smallest.
- complete missing digits to make ordering correct.
- explain their understanding using 'Decide, Assess, Back up' with representations.