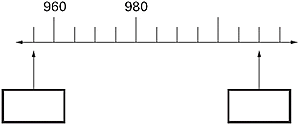
## Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

**read, write, order and compare numbers up to 10 000 000 and determine the value of each digit**

Children should be able to determine the steps used in different scales, and so complete activities such as;



**round any whole number to a required degree of accuracy**

Children should be able to circle the best estimate of the answer to questions such as;

72.34 ÷ 8.91

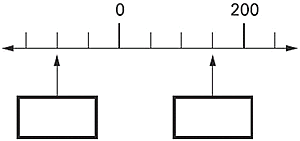
When given

6 7 8 9 10 11 as possible answers

Children should **estimate** the position of numbers on a number line. They should suggest which number lies about two-fifths of the way along a line from 0 to 1000, or a line from 0 to 1. They should be able to justify their decisions.

**use negative numbers in context, and calculate intervals across zero**

Children should be able to work with negative numbers in a similar way, determining values on a scale and estimating.



**solve number and practical problems that involve all of the above**

Children should be able to use rounding and inverse operations to estimate and check calculations such as;

The temperature inside an aeroplane is 20°C The temperatures outside the aeroplane is -30°C. What is the difference between these temperatures?

## Non-Statutory Guidance

Pupils use the whole number system, including saying, reading and writing numbers accurately