

# Homework/Extension

## Step 11: Round to the Nearest 1,000

### National Curriculum Objectives:

Mathematics Year 4: (4N4b) [Round any number to the nearest 10, 100 or 1,000](#)

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

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

### Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

**Developing** Show whether the given numbers round up or down, and to which thousand, on a number line. Numbers are represented using numerals and pictorials, and digits or images which determine whether the number is rounded up or down are underlined.

**Expected** Show whether the given numbers round up or down, and to which thousand, on a number line. Numbers are represented using numerals, pictorials and words.

**Greater Depth** Show whether the given numbers round up or down, and to which thousand, on a number line. Numbers are represented using numerals, mixed pictorials and words. Unconventional partitioning is used for some numbers.

Questions 2, 5 and 8 (Varied Fluency)

**Developing** Underline the largest number which rounds down to, and circle the smallest number which rounds up to, a given thousand. Numbers are represented using numerals and pictorials, and digits or images which determine whether the number is rounded up or down are underlined.

**Expected** Underline the largest number which rounds down to, and circle the smallest number which rounds up to, a given thousand. Numbers are represented using numerals, pictorials and words.

**Greater Depth** Underline the largest number which rounds down to, and circle the smallest number which rounds up to, a given thousand. Numbers are represented using numerals, mixed pictorials and words. Unconventional partitioning is used for some numbers.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

**Developing** Create two numbers using number cards, one which rounds up to a given thousand, and one which rounds down to a given thousand. Numbers are represented using numerals. Number cards include 4 zeros.

**Expected** Create two numbers using number cards, one which rounds up to a given thousand, and one which rounds down to a given thousand. Numbers are represented using numerals.

**Greater Depth** Create two numbers using number cards, one which rounds up to a given thousand, and one which rounds down to a given thousand. Numbers are represented using numerals, mixed pictorials and words. Unconventional partitioning is used for some numbers.

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

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

# Round to the Nearest 1,000

1. Match each number below to the section of the number line where it belongs.

2,000

3,000

4,000

Round down

Round up

Round down

Round up

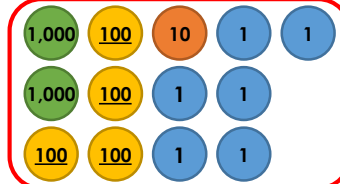
a

b

c

d

2,576



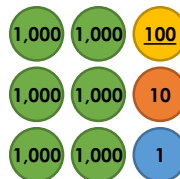
3,761



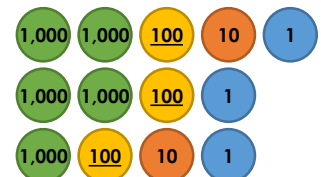
VF  
HW/Ext

2. Tick the largest number which rounds down to 6,000 and circle the smallest number which rounds up to 6,000.

5,895



6,348



6,498



VF  
HW/Ext

3. Using all the cards once, make two numbers, one which rounds up to 7,000 and one which rounds down to 3,000.

0

2

0

6

3

0

8

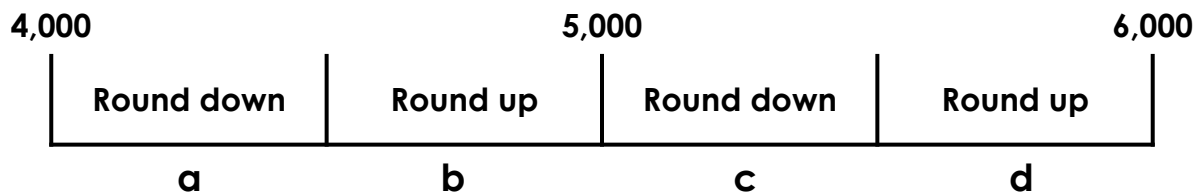
0



RPS  
HW/Ext

# Round to the Nearest 1,000

4. Match each number below to the section of the number line where it belongs.



5,455

Four thousand,  
three hundred and  
sixty-two

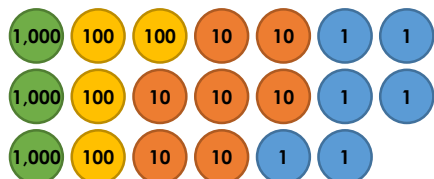


5,778

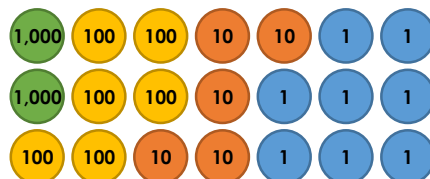


VF  
HW/Ext

5. Tick the largest number which rounds down to 3,000 and circle the smallest number which rounds up to 3,000.



Three thousand, four  
hundred and seventy-  
seven



2,661

3,801

Three thousand, five  
hundred and twenty-two



VF  
HW/Ext

6. Using all the cards once, make two numbers, one which rounds up to 8,000 and one which rounds down to 9,000.

6

5

3

6

9

0

8

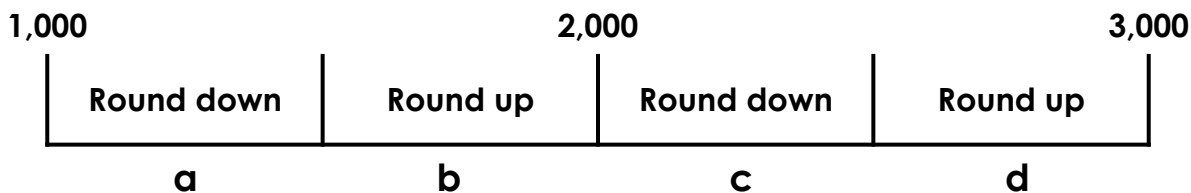
7



RPS  
HW/Ext

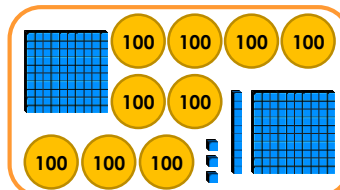
# Round to the Nearest 1,000

7. Match each number below to the section of the number line where it belongs.



1,515

Two thousands, four  
hundreds, fifteen  
tens and eighteen  
ones

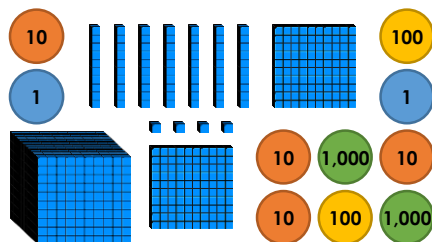


2,401



VF  
HW/Ext

8. Tick the largest number which rounds down to 3,000 and circle the smallest number which rounds up to 4,000.

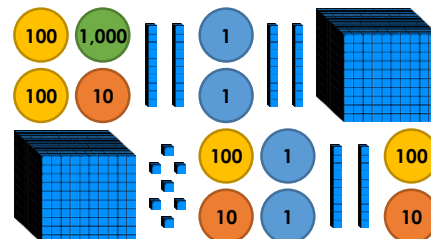


Two thousands, thirteen  
hundreds, seventeen  
tens and two ones

4,488

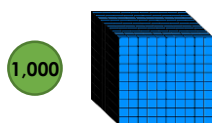
Four thousands, three  
hundreds, sixteen tens and  
twenty-nine ones

4,561

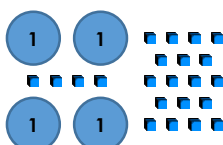
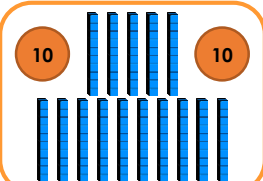
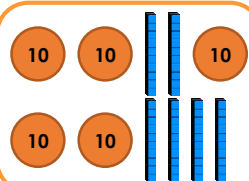


VF  
HW/Ext

9. Using all the cards once, make two numbers, one which rounds up to 4,000 and one which rounds down to 3,000.



21  
hundreds



3 ones

Sixteen  
hundreds

One  
thousand



RPS  
HW/Ext

## Homework/Extension

### Round to the Nearest 1,000

#### Developing

1. a – 2,416; b – 2,576; c – 3,162; d – 3,761
2. 6,498 should be ticked; 5,520 should be circled
3. Various answers, for example: 6,800 and 3,200

#### Expected

4. a – 4,362; b – 4,502; c – 5,455; d – 5,778
5. 3,477 should be ticked; 2,658 should be circled
6. Various answers, for example: 7,865 and 9,306

#### Greater Depth

7. a – 1,113; b – 1,515; c – 2,401; d – 2,568
8. 4,489 should be ticked; 3,501 should be circled
9. Various answers, for example: 3,029 and 3,980