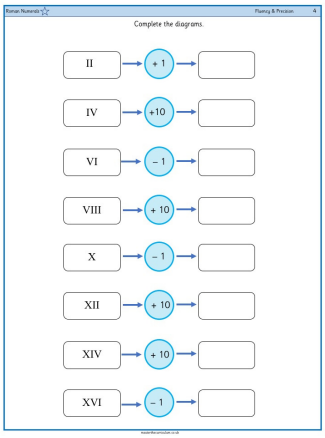
Lesson 2 – Roman Numerals

NC Objective:	Resources needed:	Vocabulary:
Read Roman Numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value	Differentiated Sheets Teaching Slides	Roman Numerals

Children have seen Roman Numerals on a clock face from year 3. They build on this knowledge and explore Roman Numerals to 100. They explore what is the same and different between the number systems and understand that there is no symbol for zero and so there aren't any place holders

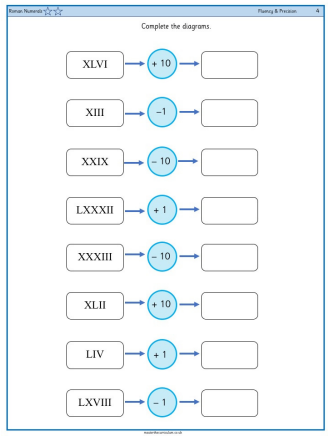
Key questions:
Why is there no zero in Roman Numerals? What might it look like? Can you see any patterns? if 20 is XX, what might 200 be? How can you check that you have represented the Roman Numeral correctly? Can you us e numbers you know, such as 10 and 100 to help you?

★ Working Towards



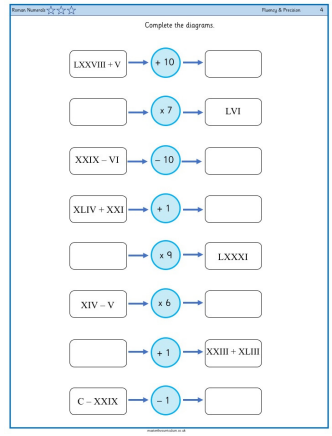
Children revisit 10 more and 10 less using Roman Numerals. Children on this sheet consolidate their recognition within 20.

★★ Working Within



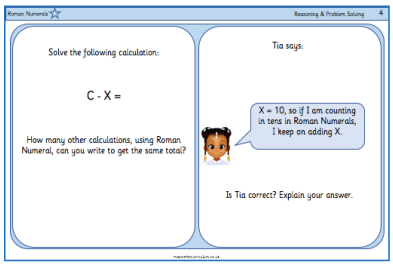
Children revisit 10 more and 10 less using Roman Numerals. Children on this sheet consolidate their recognition within 100.

★★★ Greater Depth

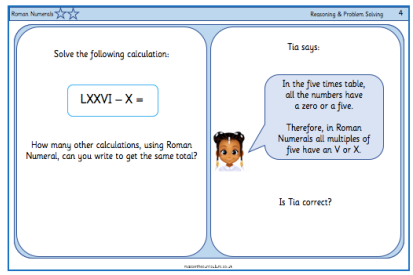


Children have a range of calculations to work out before working out 1/10 more or less. They also have missing parts.

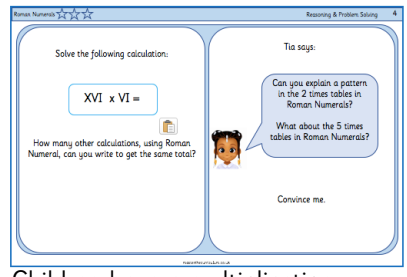
Reasoning & Problem Solving



Children have a simple calculation to work out and investigate counting in tens in Roman Numerals.

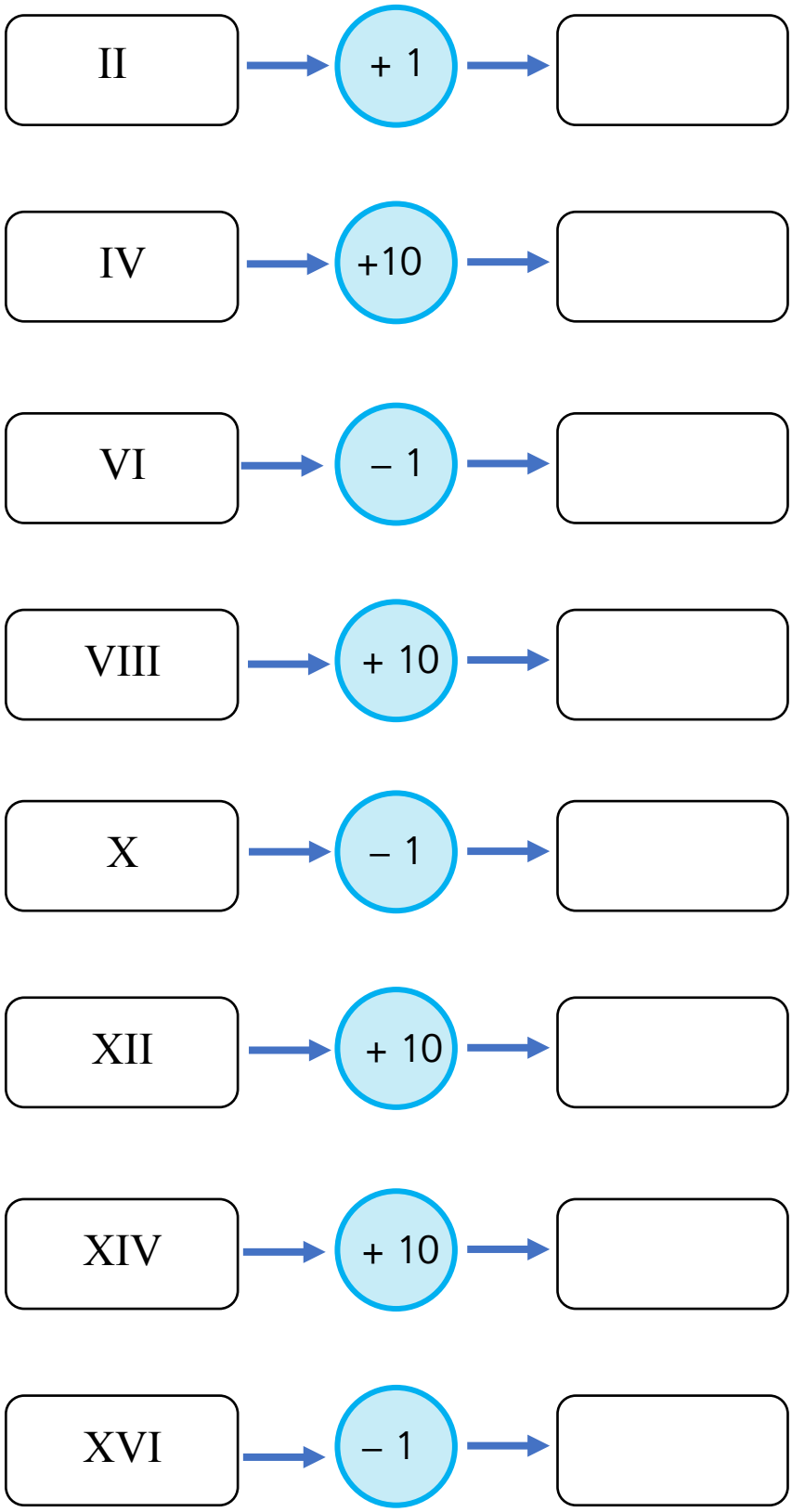


Children have a subtraction calculation to work out and investigate counting in fives in Roman Numerals.



Children have a multiplication calculation to work out and investigate the two and five times tables in Roman Numerals.

Complete the diagrams.



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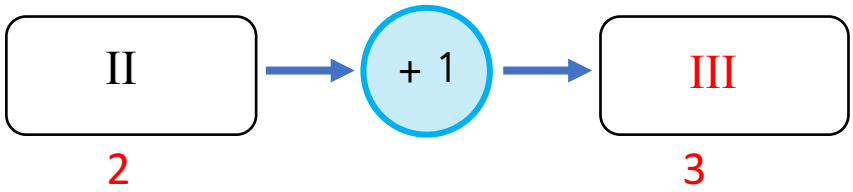

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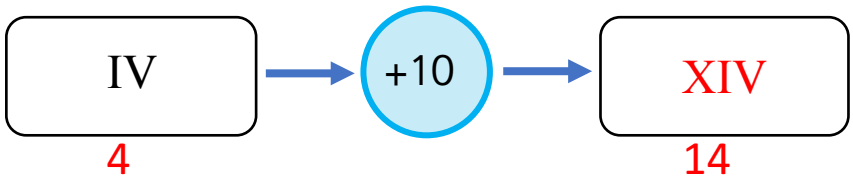

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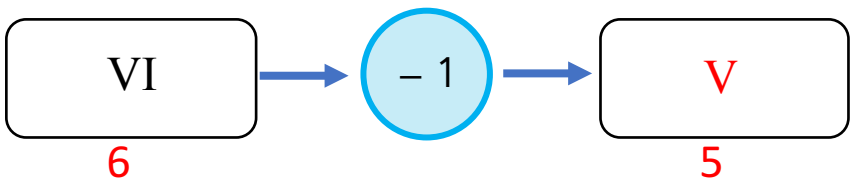

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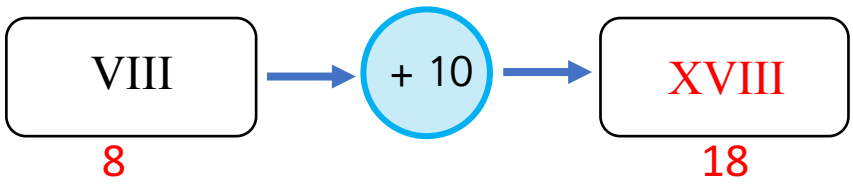

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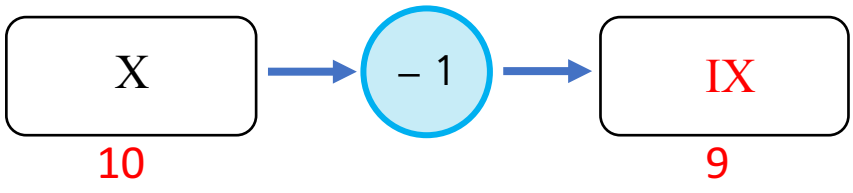

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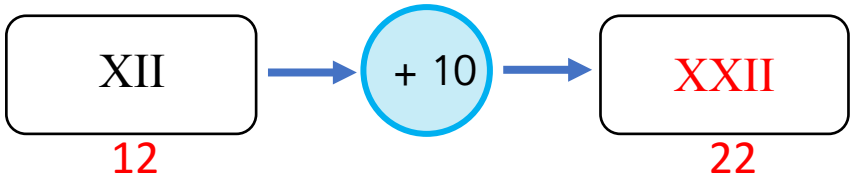

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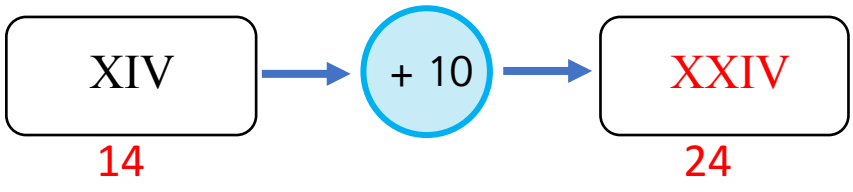

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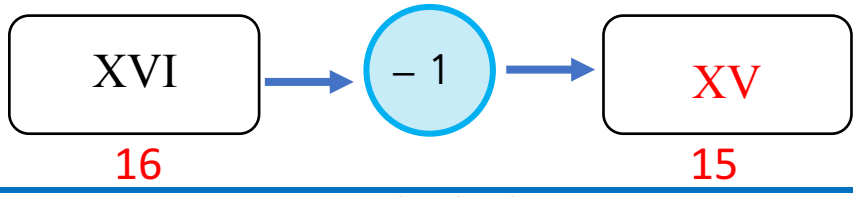

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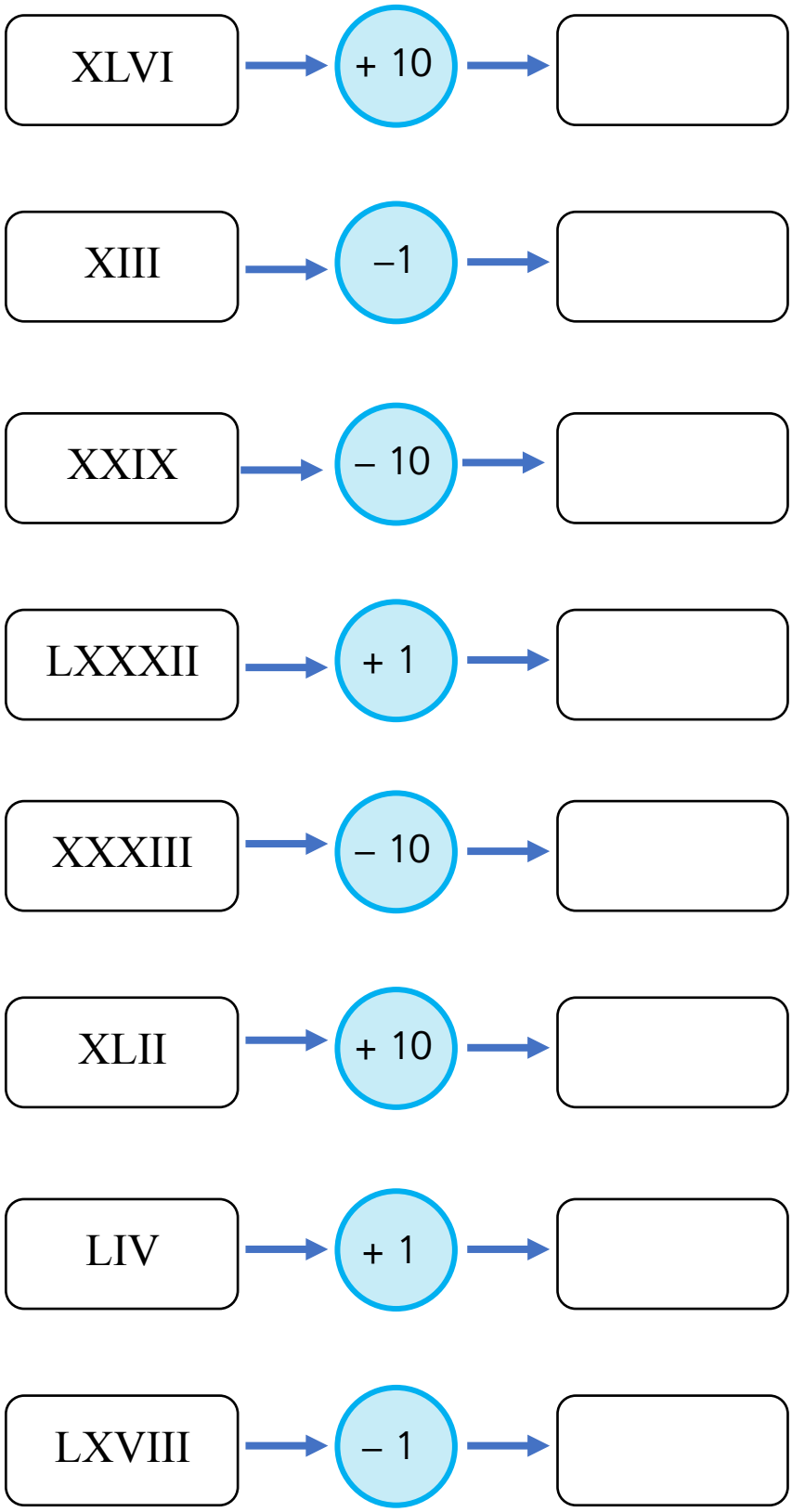

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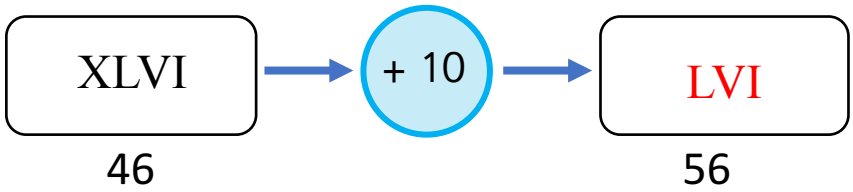

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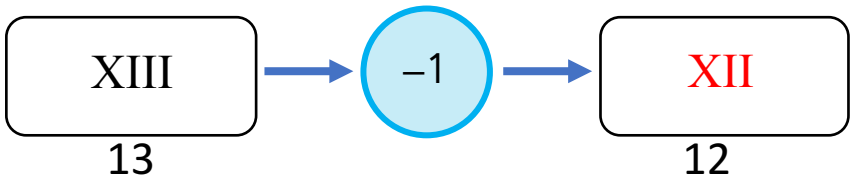

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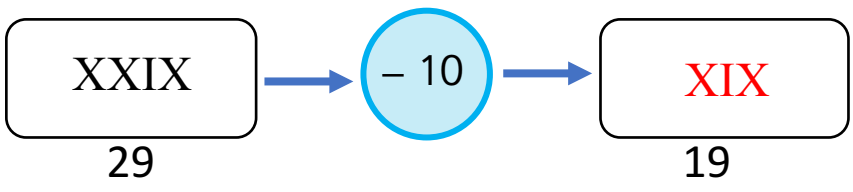

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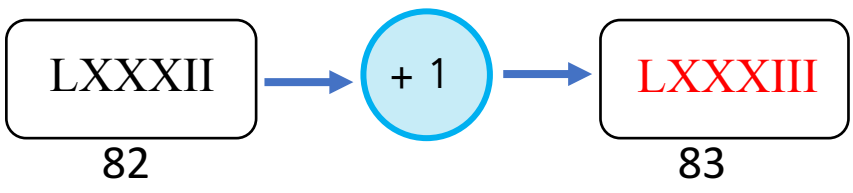

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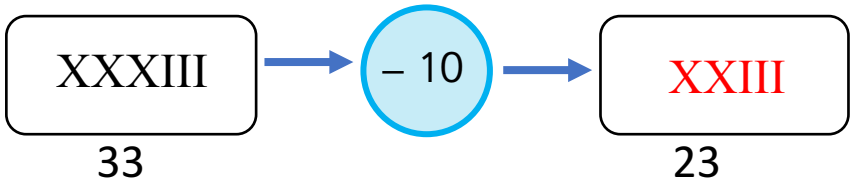

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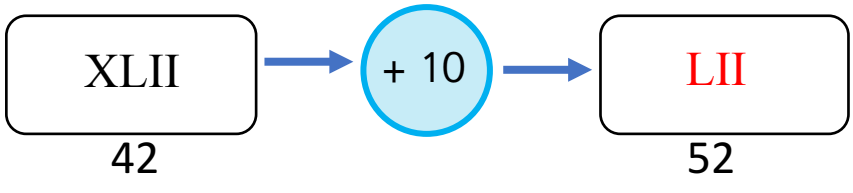

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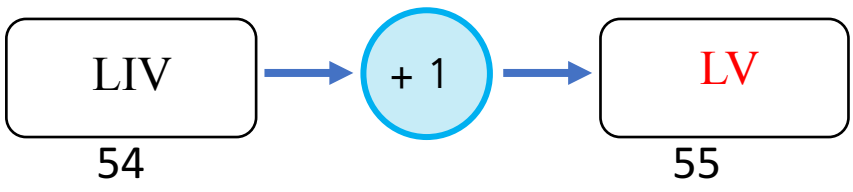

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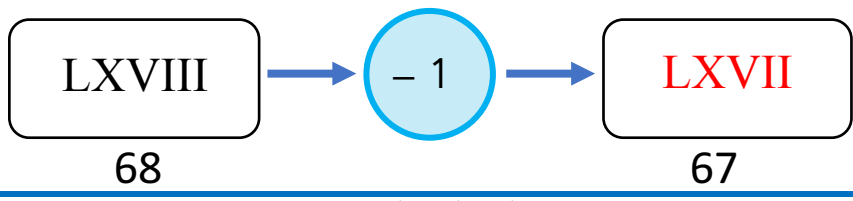

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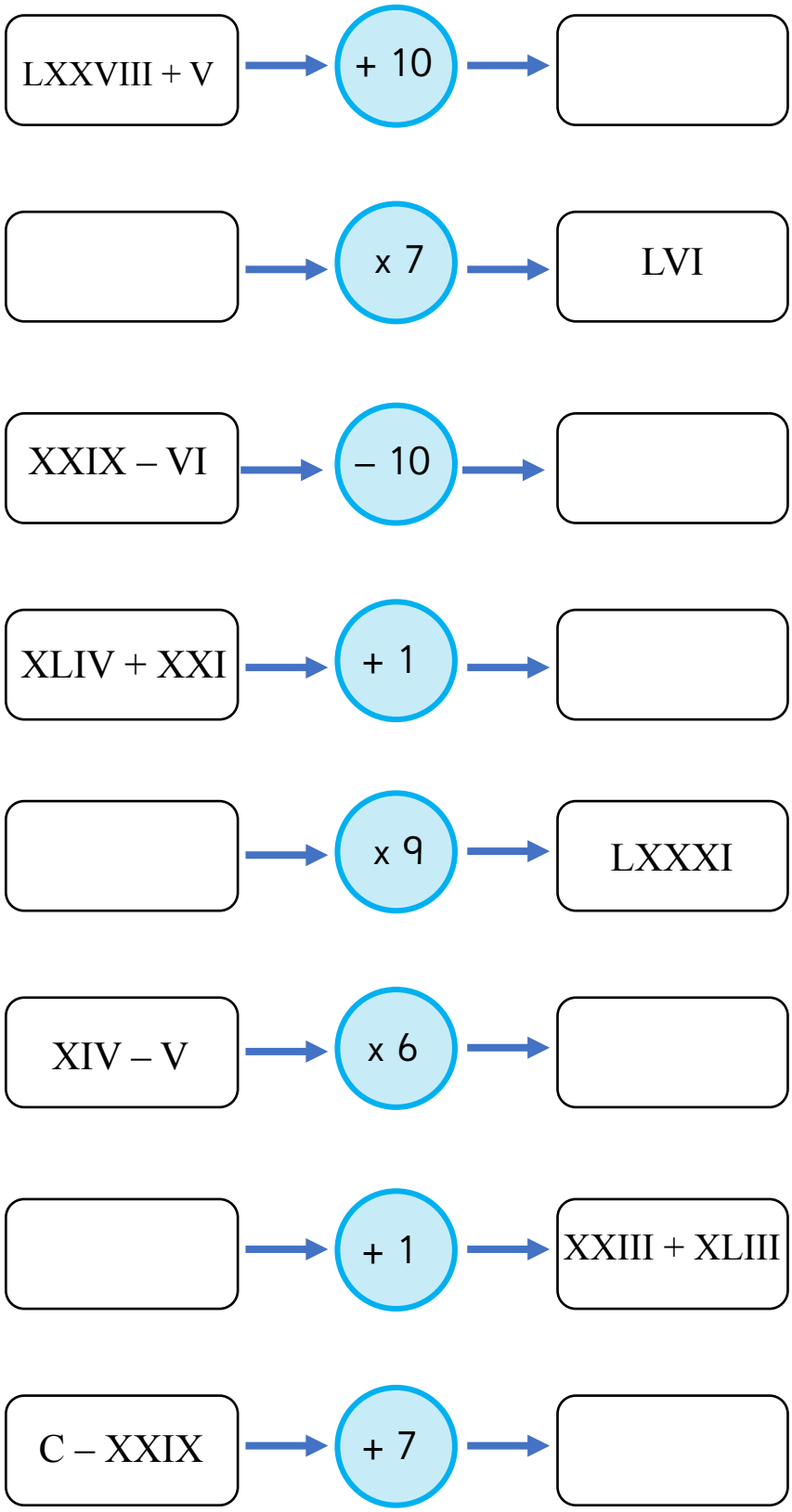

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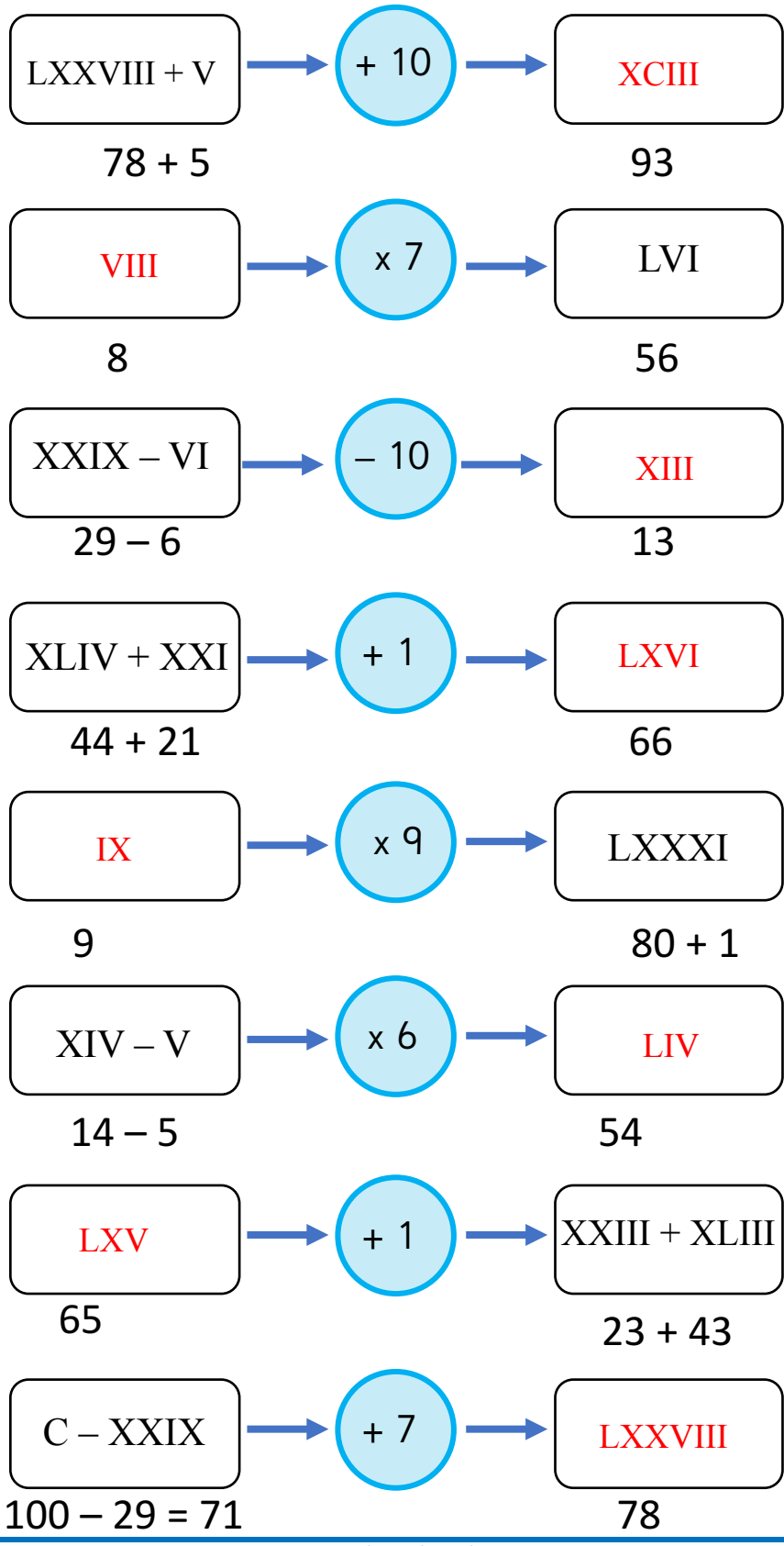

Solve the following calculation:

C – X =

How many other calculations, using Roman Numeral, can you write to get the same total?

Tia says:

X = 10, so if I am counting in tens in Roman Numerals, I keep on adding X.

Is Tia correct? Explain your answer.

Roman Numerals ☆ Reasoning & Problem Solving 4

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Solve the following calculation:

C – X = XC

100 – 10 = 90

How many other calculations, using Roman Numeral, can you write to get the same total?

Examples:

9 x 10 = 90

IX x X = XC

80 + 10 = 90

LXXX + X = XC

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Tia is partially correct- 10 = X,
20 = XX 30 = XXX
but when it reaches 40, it is XL

Roman Numerals ☆ Answers Reasoning & Problem Solving 4

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Solve the following calculation:

LXXVI – X =

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Tia says:

In the five times table, all the numbers have a zero or a five.

Therefore, in Roman Numerals all multiples of five have a V or an X.

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Roman Numerals
Reasoning & Problem Solving 4

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Solve the following calculation:

76 – 10 = 66

LXXVI – X = LXVI

How many other calculations, using Roman Numeral, can you write to get the same total?

Other possible calculations include:

XXXIII x II = LXVI 33 x 2 = 66

XX + XX + XX + VI = LXVI etc.

Tia says:

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Is Tia correct?

Tia is incorrect.
For example, the number 50 has no X and no V neither does 100.

Roman Numerals ☆☆ Answers Reasoning & Problem Solving 4

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XVI x VI =

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Can you explain a pattern in the 2 times tables in Roman Numerals?

What about the 5 times tables in Roman Numerals?

Convince me.

Roman Numerals ☆☆☆ Reasoning & Problem Solving 4

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Solve the following calculation:

16 x 6 = 96

XVI x VI = XCVI

How many other calculations, using Roman Numerals, can you write to get the same total?

Examples:

90 + 6 = 96

XC + VI = XCVI

12 x 8 = 96

XII x VIII = XCVI

Tia says:

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What about the 5 times tables in Roman Numerals?

Pattern in some of the 2 times tables.

II, IV, VI, VIII, X, XII, XIV, XVI, XVIII, XX

Pattern in some of the 5 times tables.

V, X, XV, XX, XXV, XXX, XXXV, XL, XLV

Roman Numerals ☆☆☆ Answers Reasoning & Problem Solving 4

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