

Monday maths:

Numbers to 1,000



1 How many balloons are there?



There are balloons.

2 How many sweets are there?



There are sweets.

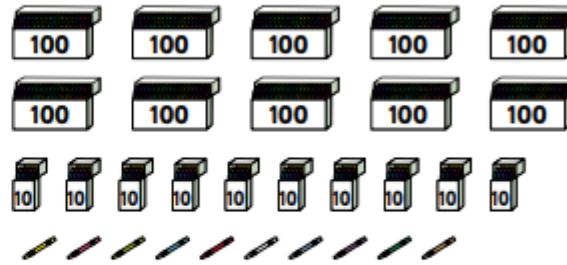


There are sweets.

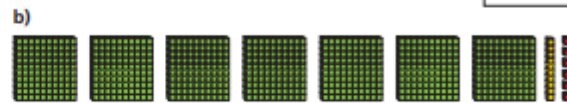
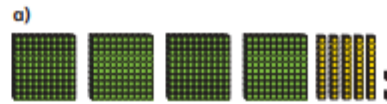
c) What is the same and what is different about a) and b)?
Talk to a partner about your answer.



3 Circle 316 crayons.



4 What numbers are represented?



5 Use base 10 to make these numbers.

- a) 426 b) 922 c) 307

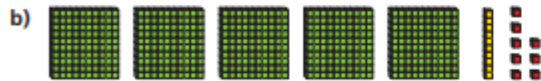
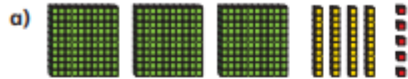
Are your answers the same as your partner's answers?



100s, 10s and 1s (1)



1 What numbers are represented?



c)

Hundreds	Tens	Ones

2 Make each number using base 10

- a) 426
- b) 150
- c) five hundred and thirty-two

3 Write each number in numerals.

- a) four hundred and sixty-nine
- b) three hundred and thirty-seven
- c) nine hundred and fifty
- d) eight hundred and three

4 Complete the sentences.

- a) 348 is equal to 3 hundreds, tens and ones.
- b) 673 is equal to hundreds, tens and ones.
- c) 792 is equal to hundreds, 9 _____ and 2 _____.
- d) 308 is equal to 3 _____ and 8 _____.
- e) is equal to 7 hundreds, 5 tens and 1 one.
- f) is equal to 8 hundreds and 2 ones.

5 Complete the number sentences.

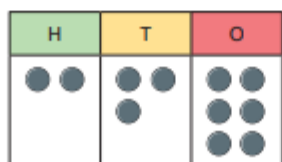
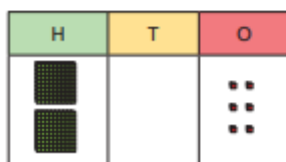
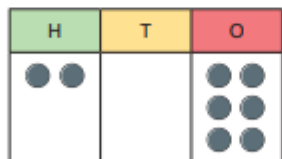
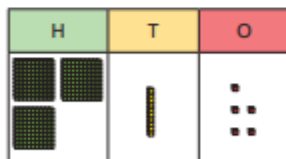
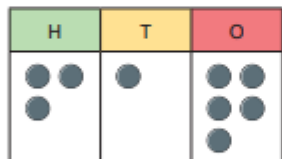
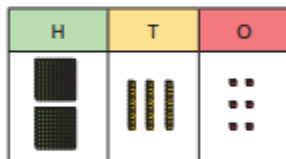
- a) $432 = 400 + 30 + \square$
 $435 = 400 + \square + \square$
 $437 = \square + \square + \square$
- b) $520 = 500 + \square$
 $502 = 500 + \square$
- c) $392 = 300 + 90 + \square$
 $392 = 2 + \square$
 $392 = 92 + \square$



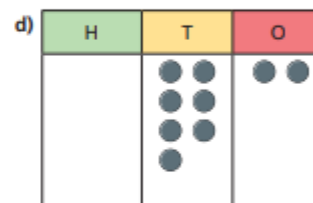
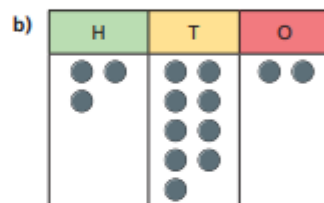
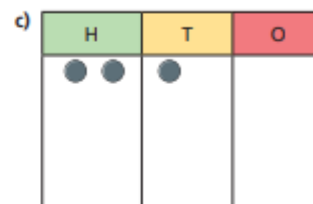
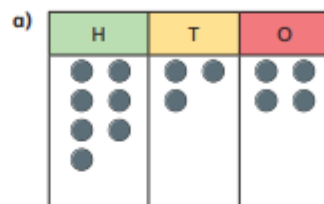
1 How many sweets are there?



2 Match the place value charts.



3 What numbers are represented?



4 Make these numbers using counters.

Draw the counters on a place value chart.

- a) 215 b) $300 + 70 + 8$ c) two hundred and seventy

5 Teddy is making numbers using 10 counters.

- a) Draw 10 counters on a place value chart to show that Teddy can make the number 217
 b) Write two more numbers Teddy can make.
 c) What is the greatest number Teddy can make?

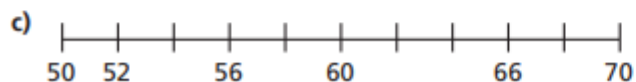
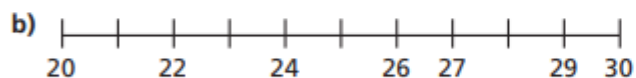
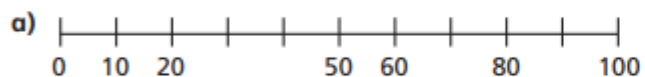


Thursday maths:

Number line to 100

WRM

1 Complete the number lines.



2

Ron



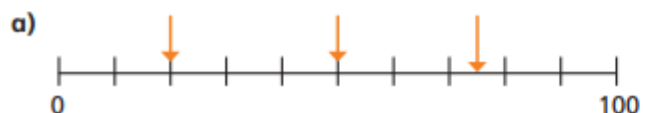
I think
this number line
goes up in 5s.



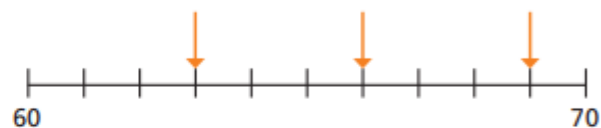
Show a partner that Ron is correct.



3 What numbers are the arrows pointing to?

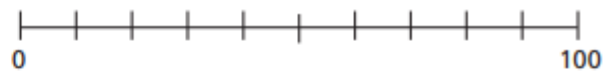


b)

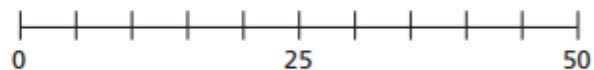


4 Where does each number belong on the number line?

a) 5 30 45 80



b) 10 35 40 45



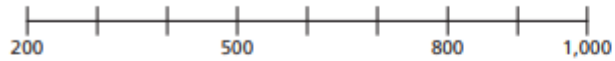
5 Estimate the numbers the arrows are pointing to.



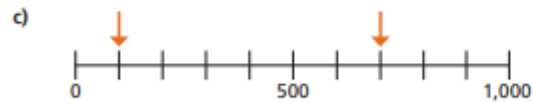
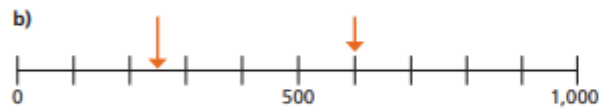
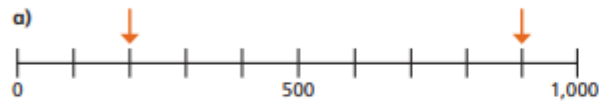
Friday maths:

Number line to 1,000

1 Complete the number line.

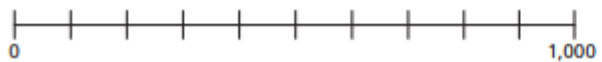


2 What numbers are the arrows pointing to?



3 Write these numbers on the number line.

400 150 600 990

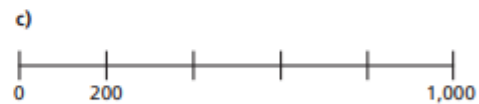
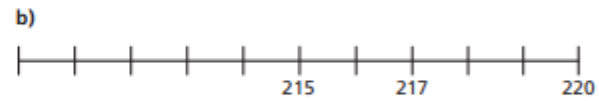
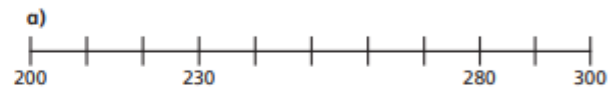


4 Here is a number line from 0 to 1,000



Label 500 and 750 on the number line.

5 Complete the number lines.



6 a) Label 470 on the number line.



b) Label 280 on the number line.

