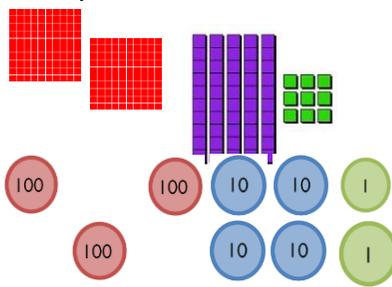
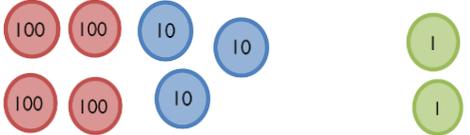


	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Place Value	<p>Recognise the place value of each digit in a three digit number (hundreds, tens, ones).</p>	<ul style="list-style-type: none"> <li>Write the value of each underlined digit. 3<u>1</u>8, 9<u>2</u>, <u>9</u>21</li> <li>512 is made of ___ hundreds, ___ ten and ___ ones.</li> <li>Find the value of ▲ in each of these statements.  ▲ = 500 + 70 + 4 628 = ▲ + 20 + 8 703 = 700 + ▲ + 3</li> </ul>	<ul style="list-style-type: none"> <li>Explain the value of 4 in the following numbers: 546, 473, 894</li> <li>543 is made of 5 hundreds, 4 tens and 3 ones. It is also made of 54 tens and 3 ones. It is also made of 543 ones. Can you express 627 in the same way?</li> <li>What is the same about these numbers and what is different? 375      357</li> </ul>	<ul style="list-style-type: none"> <li>Henry thought of a number. He thought of a two-digit number less than 50. The sum of its digits was 12. Their difference was 4. What number did Henry think of?</li> <li>Use the clues to find the missing digits:   The hundreds digit is double the tens digit. The tens digit is 5 less than 2 x 8. The ones digit is 2 less than the hundreds digit.</li> <li>Claire, Libby and Katie are holding three digit numbers. Claire and Libby have given clues below: Claire- My number has the smallest amount of ones. Libby- The tens in my number are 2 less Claire and Katie's added together. 345   247   368 Can you work out which number is which?</li> </ul>

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Place Value	<p>Read and write numbers up to 1000 in numerals and in words.</p>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> </ul> <table border="1"> <thead> <tr> <th>Numbers in words</th> <th>Numerals</th> </tr> </thead> <tbody> <tr> <td>Four hundred and two</td> <td></td> </tr> <tr> <td></td> <td>560</td> </tr> <tr> <td>Three hundred and sixty six</td> <td></td> </tr> <tr> <td></td> <td>132</td> </tr> </tbody> </table>	Numbers in words	Numerals	Four hundred and two			560	Three hundred and sixty six			132	<ul style="list-style-type: none"> <li>What number is represented in the place value grid?</li> </ul> <table border="1"> <thead> <tr> <th>100s</th> <th>10s</th> <th>1s</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Using the same number of counters, how many different numbers can you make? Convince me you have found them all.</p>	100s	10s	1s				<ul style="list-style-type: none"> <li>Match the number in words to the number in numerals. Fill in the missing numbers.</li> </ul> <table border="1"> <tbody> <tr> <td>Four hundred and sixty two</td> <td></td> <td></td> </tr> <tr> <td>Four hundred and twenty six</td> <td>4</td> <td></td> </tr> <tr> <td>Six hundred and forty two</td> <td></td> <td>4</td> </tr> <tr> <td>Two hundred and sixty four</td> <td></td> <td>6</td> </tr> </tbody> </table>	Four hundred and sixty two			Four hundred and twenty six	4		Six hundred and forty two		4	Two hundred and sixty four		6
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	<ul style="list-style-type: none"> <li>What number is represented by the Base 10? Write it in numerals and words.</li> </ul> <ul style="list-style-type: none"> <li>352 children were on time for school this morning. Write this number in words.</li> <li>Five hundred and seventy people went to the school fair. Write this number in numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Tim was asked to write the number four hundred and forty. He wrote 400 40. Do you agree with Tim? Explain why.</li> <li>Hannah has written the number five hundred and thirteen as 530. Explain the mistake that Hannah has made.</li> </ul>	<ul style="list-style-type: none"> <li>There are 3 cards with a digit on each. Find every 3 digit number that could be made from the cards. Write out the largest, smallest and middle number in words.</li> </ul> <ul style="list-style-type: none"> <li>Work out the missing word: <b>A number between 450 and 460.</b> Four hundred and _____ six.</li> </ul> <p>Repeat this with different clues and numbers.</p>																													

	National Curriculum Statement	All students								
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Place Value	Identify, represent and estimate numbers up to 1000 using different representations.	<ul style="list-style-type: none"> <li>What number is represented in each set?</li> </ul> 	<ul style="list-style-type: none"> <li>Place 725 on each of the number lines below.</li> </ul> 	<ul style="list-style-type: none"> <li>Using four counters and the place value grid below, how many different numbers can you make?</li> </ul> <p>Eg 211</p> <table border="1" data-bbox="1512 494 1870 582"> <tr> <td>100s</td> <td>10s</td> <td>1s</td> </tr> <tr> <td>● ●</td> <td>●</td> <td>●</td> </tr> </table>	100s	10s	1s	● ●	●	●
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	<ul style="list-style-type: none"> <li>Use place value counters or base 10 to represent the following numbers 382, 560, 905</li> <li>Show 450 on the number line.</li> </ul> 	<ul style="list-style-type: none"> <li>Alice says 'The number in the place value grid is the largest number you can make with 8 counters.' Do you agree? Prove your answer.</li> </ul> <table border="1" data-bbox="1075 869 1444 1045"> <tr> <td>100s</td> <td>10s</td> <td>1s</td> </tr> <tr> <td>● ● ● ●</td> <td>●</td> <td>●</td> </tr> </table>	100s	10s	1s	● ● ● ●	●	●	<ul style="list-style-type: none"> <li>Simon was making a three digit number using place value counters. He has dropped three of his counters on the floor. What could his number be?</li> </ul> 	
100s	10s	1s								
● ● ● ●	●	●								
		<ul style="list-style-type: none"> <li>Henry has one counter and a place value grid. He says he can make a one, two, three and four digit number. Is he correct? Show this on a place value grid.</li> </ul>	<ul style="list-style-type: none"> <li>If the number on the number line is 780, what could the start and end point of the number line be?</li> </ul> 							