

	National Curriculum Statement	All students																													
		Fluency	Reasoning	Problem Solving																											
Place Value	<p>Compare and order numbers up to 1000</p>	<ul style="list-style-type: none"> Harry puts the following numbers in order. 345, 278, 301, 287, 368. Which number would be third? Using 3 counters, like shown in the place value grid below, make all the numbers possible. Order from smallest to largest. <table border="1" style="margin: 10px auto;"> <tr> <td>100s</td> <td>10s</td> <td>1s</td> </tr> <tr> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> </tr> </table> <ul style="list-style-type: none"> Here are three digit cards. Write all the three digit numbers that you can make and order them from smallest to largest. <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> </tr> </table>	100s	10s	1s	●	●	●	4	2	5	<ul style="list-style-type: none"> Write the following numbers from largest to smallest. Explain how you ordered them. 445, 378, 601, 387, 468 Put one digit in each box to make the list of numbers in order from smallest to largest. <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">3</td> </tr> <tr> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">5</td> <td style="text-align: center;">9</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> </tr> </table> <ul style="list-style-type: none"> True or False: You must look at the highest place value column first when ordering any numbers. 	1		3		2	7	2	5			5	9	3	0			1	5	<ul style="list-style-type: none"> In pairs, each child has to make a 3 digit number. They pick a 0-9 number card and decide where to write the number. Do this until they have created a 3 digit number. In each game they change the criteria they have to meet to win. Eg Make the smallest number. Make the largest number. Make a number between 300 and 500. I am thinking of a number. My number is between 300 and 500. The digits add up to 14. The difference between the largest and the smallest digit is 2. What could my number be? Order all the possible numbers from smallest to largest. Deena has ordered 5 numbers. The largest number is 845, the smallest number is 800. The other numbers all have digit totals of 12. What could the other numbers be?
100s	10s	1s																													
●	●	●																													
4	2	5																													
1		3																													
	2	7																													
2	5																														
	5	9																													
3	0																														
	1	5																													

	National Curriculum Statement	All students																														
		Fluency	Reasoning	Problem Solving																												
Place Value	Count from 0 in multiples of 50 and 100	<ul style="list-style-type: none"> Continue the pattern, 50, 100, 150, 200 100, 200, 300, 400 Fill in the missing numbers <table border="1" style="display: inline-table; margin-bottom: 5px;"> <tr> <td>50</td> <td></td> <td>150</td> <td>200</td> <td></td> <td>300</td> </tr> </table> <table border="1" style="display: inline-table;"> <tr> <td>100</td> <td></td> <td>300</td> <td>400</td> <td></td> <td></td> </tr> </table> Count in 10s from 0. Whenever you get to a multiple of 50 say Fizz, when you get to multiples of 100 say Buzz. If it is a multiple of both say Fizzbuzz. 	50		150	200		300	100		300	400			<ul style="list-style-type: none"> Circle the odd one out. 100, 150, 200, 215, 300 Explain your answer. True or False. If I count in 100's from 0, all the numbers will be even. Convince me. Always, sometimes, never All multiples of 50 are multiples of 100 therefore all multiples of 100 are multiples of 50. 	<ul style="list-style-type: none"> Use the number cards to make a sequence. Can you make more than one sequence? <table border="1" style="display: inline-table; margin-bottom: 5px;"> <tr> <td>200</td> <td></td> <td>400</td> </tr> </table> <table border="1" style="display: inline-table;"> <tr> <td></td> <td>300</td> <td></td> </tr> </table> Hannah and Zara are counting. One of them is counting in 50's, one of them is counting in 100's. When they say a number that the other person has said they clap. From their claps (x) can you work out who is saying which pattern? <table border="1" style="display: inline-table; margin-top: 10px;"> <tr> <td>H</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Z</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table> Al's money is arranged in stacks. Each stack contains 50p. How much money does Al have?  	200		400		300		H	X		X		Z		X		X
		50		150	200		300																									
100		300	400																													
200		400																														
	300																															
H	X		X																													
Z		X		X																												

	National Curriculum Statement	All students														
		Fluency	Reasoning	Problem Solving												
Place Value	Find 10 or 100 more or less than a given number.	<ul style="list-style-type: none"> Find 10 more and less than the following numbers: 23, 65, 96 146, 192, 374 What is 100 more or less than these numbers? 283, 591, 1392, 2901, 1892 Fill in the missing numbers: 	<ul style="list-style-type: none"> Emily has made the number: <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460;">3</div> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460;">0</div> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460;">5</div> </div> 	<ul style="list-style-type: none"> 10 more than my number is 100 less than 320. What is my number? Using number cards 0-9 can you make the answers to the questions below: 10 less than $8 + 7$: 10 more than 3×10: 100 less than 336: 100 more than 691: 10 less than 3×6: I think of a number. I add 10 and then take away 100. My answer is 350. What was my number? 												
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>10 less</th> <th>Starting number</th> <th>10 more</th> </tr> </thead> <tbody> <tr> <td></td> <td>325</td> <td></td> </tr> <tr> <td>674</td> <td></td> <td></td> </tr> <tr> <td></td> <td>892</td> <td></td> </tr> <tr> <td></td> <td></td> <td>1001</td> </tr> </tbody> </table>	10 less	Starting number	10 more		325		674				892			
10 less	Starting number	10 more														
	325															
674																
	892															
		1001														