

	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Place Value	Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.	<ul style="list-style-type: none"> How can we describe 580500? It has ___ hundred thousands. It has ___ ten thousands. It has ___ hundreds. It is made of 580000 and ____ together. Say 358923 aloud, can you write this number in words? Order the following numbers in ascending order: 362354, 362000, 362453, 359999, 363010 	<ul style="list-style-type: none"> Hannah says, 'Using the digits 0-9 I can make any number up to 1000000' Is she correct? Convince me. Oscar says the number 345050 is three hundred and forty five thousand and five. Can you explain why he is wrong? Simon says he can order the following numbers by only looking at the first three digits. Is he correct? Explain your answer. 125161, 128324, 126743, 125382, 127942 	<ul style="list-style-type: none"> Using the digits 0-9 make the largest number possible and the smallest possible. How do you know these are the largest and smallest numbers? Harriet has made five numbers, using the digits 1, 2, 3 and 4. She has changed each number into a letter and has written three clues to help people work out her numbers. <i>'Number 1 is the largest. Number 4's digits add up to 12. Number 3 is the smallest number.'</i> <ol style="list-style-type: none"> aabdc acdbc dcaba cdadc bdaab

	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Place Value	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	<ul style="list-style-type: none"> • Translate these Roman Numerals: <ol style="list-style-type: none"> 1. MD 2. MCD 3. CXVI 4. DCLX • Write the numbers in Roman Numerals: <ol style="list-style-type: none"> 1. 35 2. 100 3. 99 4. 283 5. 570 • Complete these calculations: <ol style="list-style-type: none"> 1. $CD + DC =$ 2. $VI + IV =$ 3. $CX + XC =$ 	<ul style="list-style-type: none"> • Count in hundreds and fill in the pattern: C, CC, __, __, D, __, __, __, __, __ • Explain what each letter means and write the translation below each letter. • Arrange the numbers in size order: XXXV, XL, XXX, LX, LV, L, XLV, LXV • Explain how you ordered the numbers. • Complete the calculations. Show how you translated the roman numerals and added them. <ol style="list-style-type: none"> 1. $XI + IX =$ 2. $XL + LX =$ 3. $CM + MC =$ 	<ul style="list-style-type: none"> • What is the longest number between 1 and 1000 when depicted in Roman Numerals? • Find 2 words that are also numbers in Roman Numerals (one is very short). • Work out the year of your birth in Roman Numerals. Work out the current year in Roman Numerals. Can you find the difference?

	National Curriculum Statement	All students																
		Fluency	Reasoning	Problem Solving														
Place Value	<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p>	<ul style="list-style-type: none"> Find the missing numbers in the sequences: 5, 4, 3, 2, 1, 0, <u> </u>, -2, <u> </u> 8, 6, 4, 2, 0, <u> </u>, -4, <u> </u> Charlie recorded the temperature at 7am each morning in a table. Which was the warmest/ coldest day? What was the difference between the warmest and coldest day? Order the temperatures from coldest to warmest. 	<ul style="list-style-type: none"> Anna is counting down from 11 in fives. Does she say -11? Explain your reasoning. Harris is finding the missing numbers in this sequence. <u> </u>, <u> </u>, 5, <u> </u>, <u> </u>, -5 He writes down: 15, 10, 5, 0, -0, -5 Explain the mistake Harris has made. Sam counted down in 3's until he reached -18. He started at 21. What was the tenth number he said? 	<ul style="list-style-type: none"> Fred is a police officer. He is chasing a suspect on Floor 5 of an office block. The suspect jumps into the lift and presses -1. Fred has to run down the stairs, how many flights must he run down? Use the picture below to answer the following questions. Can they make up their own questions? What number should be where the light shines from the lighthouse? How far is it down from the (head of the) seagull to the (mouth of the) yellow fish? There's a little brown sea-horse to the right of the lighthouse support. How far from the surface is it? 														
		<table border="1" data-bbox="967 608 1176 906"> <thead> <tr> <th>Day</th> <th>Temp</th> </tr> </thead> <tbody> <tr> <td>Mon</td> <td>-1</td> </tr> <tr> <td>Tues</td> <td>2</td> </tr> <tr> <td>Wed</td> <td>0</td> </tr> <tr> <td>Thurs</td> <td>-3</td> </tr> <tr> <td>Fri</td> <td>-4</td> </tr> <tr> <td>Sat</td> <td>-2</td> </tr> <tr> <td>Sun</td> <td>1</td> </tr> </tbody> </table> 	Day	Temp	Mon	-1	Tues	2	Wed	0	Thurs	-3	Fri	-4	Sat	-2	Sun	1
Day	Temp																	
Mon	-1																	
Tues	2																	
Wed	0																	
Thurs	-3																	
Fri	-4																	
Sat	-2																	
Sun	1																	