Day 6

Maths – Place Value – Reading and Writing Numbers

LO: I can read and write numbers up to a thousand.

Write these numbers in numerals
1. Twenty Six – 26
2. Thirty Two – 32
3. Eleven – 11
4. Sixty Seven – 67
5. Eighty Five – 85

LO: I can read and write numbers up to a thousand.

Write these numbers in numerals
1. Thirty Five – 35
2. Sixty Seven – 67
3. One hundred and twenty two – 122
4. Two hundred and four – 204
5. Three hundred and thirty three – 333

LO: I can read and write numbers up to a thousand.

Write these numbers in numerals.
1. Seven hundred and fifty six – 756
2. Nine hundred and eleven – 911
3. Four hundred and sixty four – 464
4. Five hundred and two – 502
5. One thousand one hundred and twenty two – 1122

Maths – Place Value (Partitioning)

LO: I can read and write numbers up to a thousand.

Write the following numbers in words.
1. 32 – thirty two
2. 45 – forty five
3. 36 – thirty six
4. 78 – seventy eight
5. 99 – ninety nine

LO: I can read and write numbers up to a thousand.

Write the following numbers in words.
1. 27 – twenty seven
2. 82 – eighty two
3. 36 – thirty six
4. 123 – one hundred and twenty three
5. 369 – three hundred and sixty nine

LO: I can read and write numbers up to a thousand.

Write the following numbers in words.
1. 365 – three hundred and sixty five
2. 968 – nine hundred and sixty eight
3. 207 – two hundred and seven
4. 511 – five hundred and eleven
5. 1512 – one thousand, five hundred and twelve

Day 7

Maths – Place Value

What does the 6 represent in each of these numbers?
1. 16 – 6 ones = 6
2. 62 – 6 tens = 60
3. 66 – 6 tens and 6 ones = 60 and 6

What does the 2 represent in each of these numbers?
1. 21 – 2 tens = 20
2. 32 – 2 ones = 2
3. 42 – 2 ones = 2

What does the 8 represent in each of these numbers?
1. 228 – 8 ones = 8
2. 28 – 8 ones = 8
3. 82 – 8 tens = 80
4. 438 – 8 ones = 8
5. 888 – 8 hundreds, 8 tens, 8 ones = 800 and 80 and 8
6. 781 – 8 tens = 80

What does the 3 represent in each of these numbers?
1. 320 – 3 hundreds = 300
2. 236 – 3 tens = 30
3. 123 – 3 ones = 3
4. 533 – 3 tens and 3 ones = 30 and 3
5. 1023 – 3 ones = 3
6. 2031 – 3 tens = 30

Maths – Place Value (Partitioning)

Partition the following numbers
1. 26 – 2 tens and 6 ones = 20 and 6
2. 39 – 3 tens and 9 ones = 30 and 9
3. 41 – 4 tens and 1 ones = 40 and 1
4. 52 – 5 tens and 2 ones = 50 and 2
5. 11 – 1 ten and 1 ones – 10 and 1

Partition the following numbers
1. 32 – 3 tens and 2 ones = 30 and 2
2. 41 – 4 tens and 1 one = 40 and 1
3. 456 – 4 hundreds, 5 tens and 6 ones = 400, 50 and 6
4. 211 – 2 hundreds, 1 tens and 1 one = 200, 10 and 1
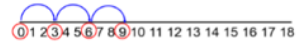5. 123 – 1 hundred, 2 tens and 3 ones = 100, 20 and 3

Partition the following numbers
1. 321 – 3 hundreds, 2 tens and 1 one = 300, 20 and 1
2. 222 – 2 hundreds, 2 tens and 2 ones = 200, 20 and 2
3. 136 – 1 hundred, 3 tens, 6 ones = 100, 30 and 6
4. 269 – 2 hundred, 6 tens and 9 ones = 200, 60 and 9
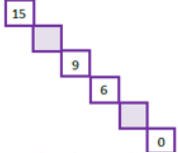5. 1252 – 1 thousand, 2 hundreds, 5 tens and 2 ones – 1000, 200, 50 and 2

Continue each number sequence.

Day 8

1.   2, 4, 6, 8, 10, 12

2.   15, 20, 25, 30, 35, 40

3.   60, 50, 40, 30, 20, 10
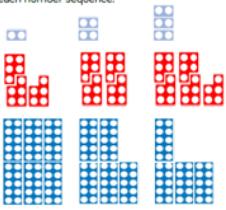
2.

What do you notice about the numbers that are circled?
Continue the pattern.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

2. The sequence is going up in counts of 3 the next numbers would be 12, 15, 18

3.

Complete the number sequence.

15

9

6

0

Circle the odd one out in each number pattern.

- 2, 4, 6, 8, 9, 10, 12.....
- 0, 5, 10, 20, 30, 40.....
- 35, 30, 25, 20, 12, 10.....

1.   9 is the odd one out

2.   5 is the odd one out

3.   12 is the odd one out

1.

Alfie says:

If you count in 5s from any number in the five times table your numbers have to end in 5 or 0.

1.   Represent the multiples of 5 in a way they know and this will show how counting in 5's from zero all the numbers end in a 5 and 0.

2.   False 14 isn't a multiple of 3 – 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

Do you agree with Alfie?

Prove it.

2.

True or False

I start at 0 and count in 3's. I say the number 14.

Day 9

Complete these number sequences and write the rules below:

1) 4 _8_12_16_ ? _ ? _ ?
   Rule: counting in 4's, 20, 24, 28

1) 16 _ 24 _ 32 _40 _ ? _ ? _ ?
   Rule: counting in 8's, 48, 56, 64

1) 0 _ 50 _ 100 _ 150 _ ? _ ? _ ?
   Rule: counting in 50's, 200, 250, 300

1) 200 _ 300 _ 400 _ ? _ ? _ ?
   Rule: counting in 100's, 500, 600, 700

1) Circle the odd one out in each number pattern.

- 4, 8, 12, 17, 20, 24, 28. – 17 is the odd one out
- 100, 150, 200, 250, 330, 350.- 330 is the odd one out
- 64, 56, 45, 40, 32, 24. – 45 is the odd one out
- 800, 700, 600, 500, 40, 300. – 40 is the odd one out

LO: I can order and compare 2 digit numbers.

Sam says:

If you count in 4s and 8s from any number the number will always be even.

Do you agree with Sam? Prove it.

True or False

I start at 0 and count in 50's. I will say the number 430.

True or False

I start at 500 and count backwards in 100s. I will say the number 900.

1. Represent their 8 times tables (count on in 8's from different numbers) – what do they notice? They should notice that if you start from 0 the numbers are even however if you start from 1 and count up in 8's and the numbers are odd.

2. False – represent counting in 50's from 0 and how 430 is not one of the numbers you reach.

3. False – 900 is larger than 500, counting backwards so the numbers will get smaller not bigger therefore would not say 900 (however would if we were counting upwards in 100's)
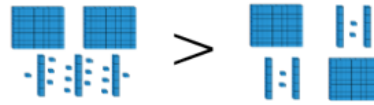
Day 10

Maths – Place Value – Ordering and Comparing Numbers

Put <, > or = in each circle.

$28 \bigcirc 30$

$90 \bigcirc 70 + 28$

$30 + 23 \bigcirc 40 + 13$

$20 + 14 \bigcirc 24$

True or False?

 $>$

Explain your answer.

$28 < 30$
$90 < 70 + 28$
$30 + 23 = 40 + 13$
$20 + 14 > 24$

False, these are both equal – they both make the number 244 just represented differently using 10 ones instead of 1 ten

Maths – Place Value – Ordering and Comparing Numbers

LO: I can order and compare 2 digit numbers.

Order these sets of numbers from smallest to largest

1. 34, 12, 65, 44, 23, 99
   = 12, 23, 24, 44, 65, 99

2. 27, 29, 76, 33, 87, 54
   = 27, 33, 54, 76, 87

3. 19, 11, 53, 91, 43, 87 =
   11, 19, 43, 54, 87, 91

4. 78, 27, 45, 89, 35, 98
   = 27, 35, 45, 78, 89, 98

LO: I can order and compare 2 digit numbers.

Compare these numbers using > = <

34 < 56
78 > 32
39 = 39
87 > 43

LO: I can order and compare 2 digit numbers.

Tom has compared the following numbers. Is he correct? Tick or cross the answers. If he was incorrect explain why. Remember to think about your key vocabulary.

97 < 32 – incorrect
29 = 92 – incorrect
87 > 13 – correct