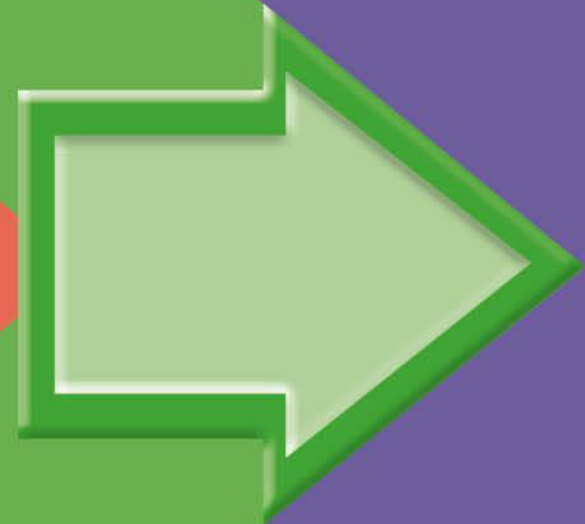


REPRESENT NUMBERS TO 100



GET READY



1) $10 + 10 + 10 =$

2) 4 tens are equal to ____

3) 10, 20, 30, 40, _____, _____, _____

1) $10 + 10 + 10 = 30$

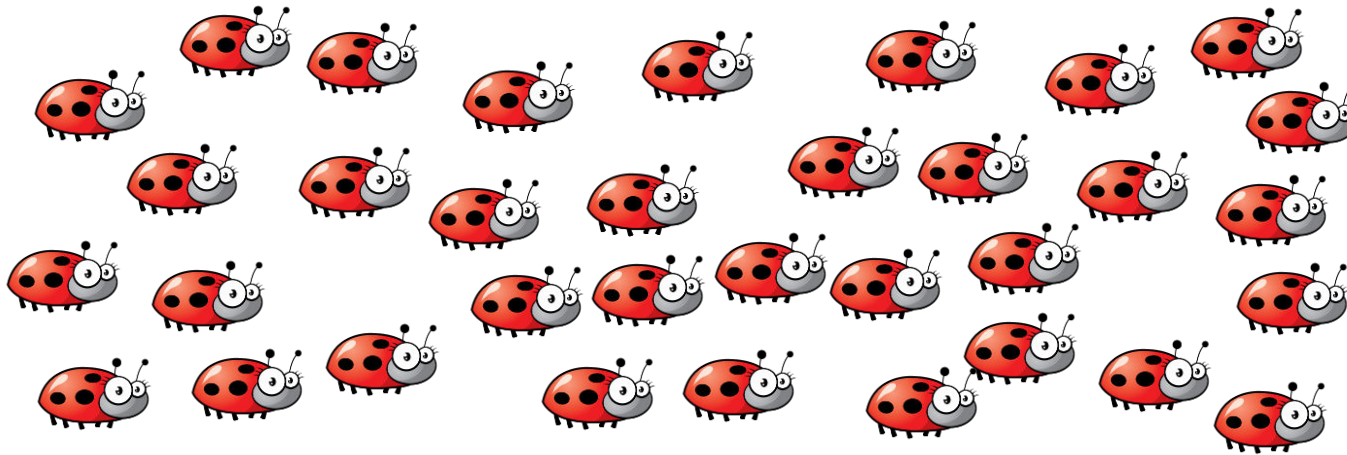
2) 4 tens are equal to 40

3) 10, 20, 30, 40, 50 , 60 , 70

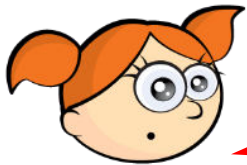
LET'S LEARN



How many ladybirds are there?

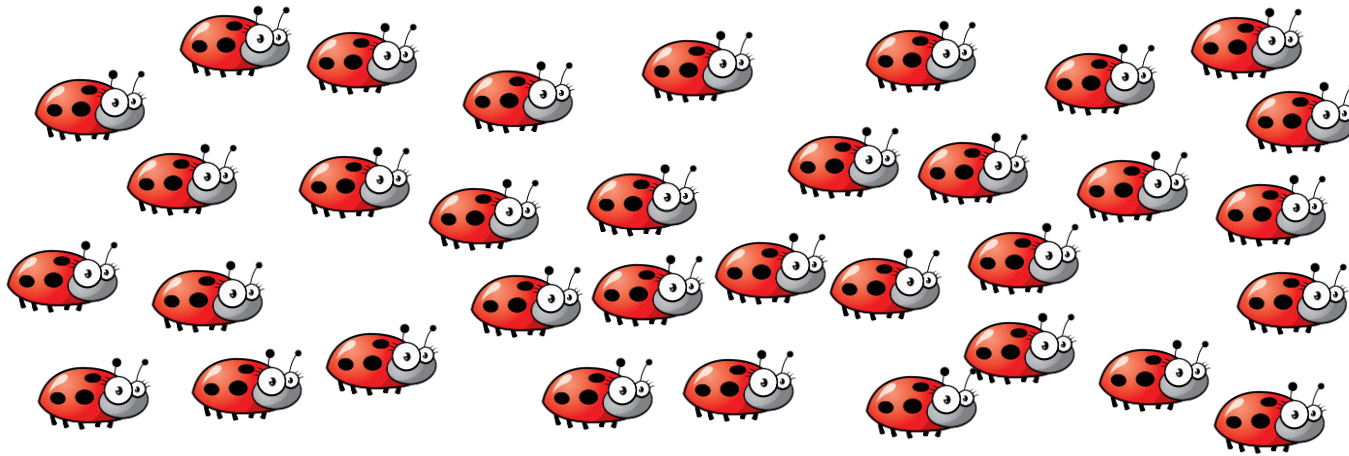


There are a lot!



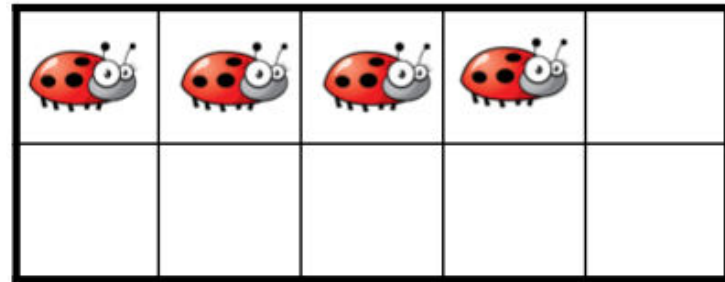
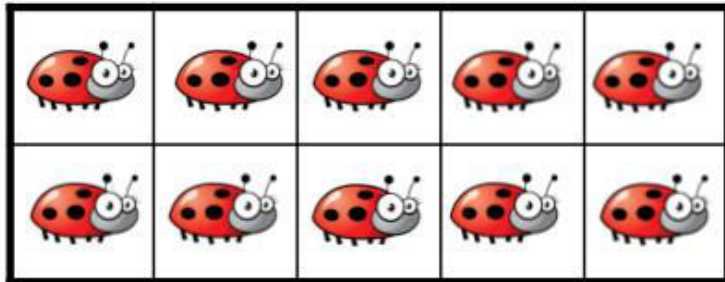
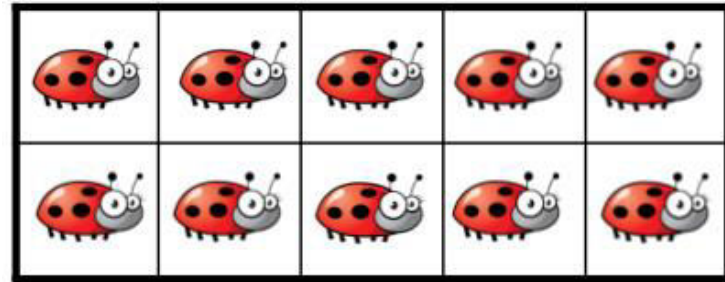
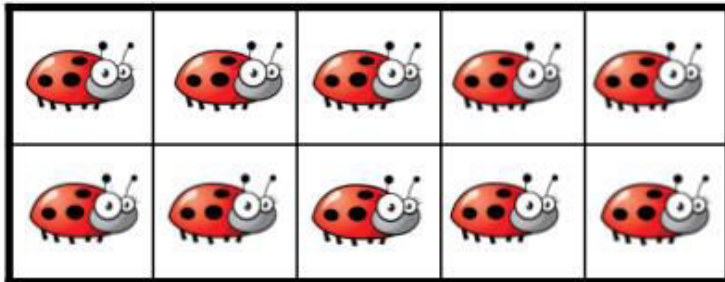
I think there is an easier way.

How many ladybirds?



There are 3 tens and 4 ones.

There are 34 ladybirds.

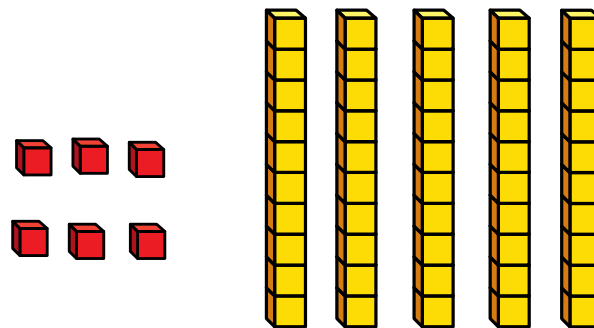


Have a think



There are ____ tens and ____ ones.

The number is ____



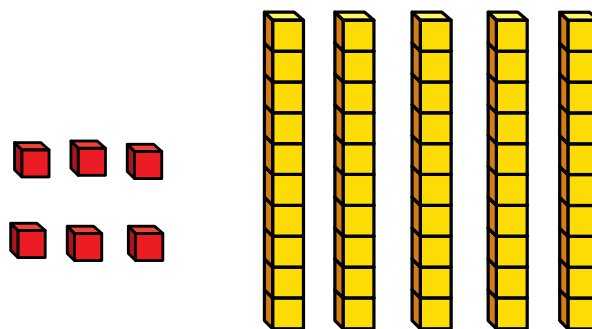
There are ____ tens and ____ ones.

The number is ____



There are 2 tens and 3 ones.

The number is 23



There are 5 tens and 6 ones.

The number is 56

YOUR TURN

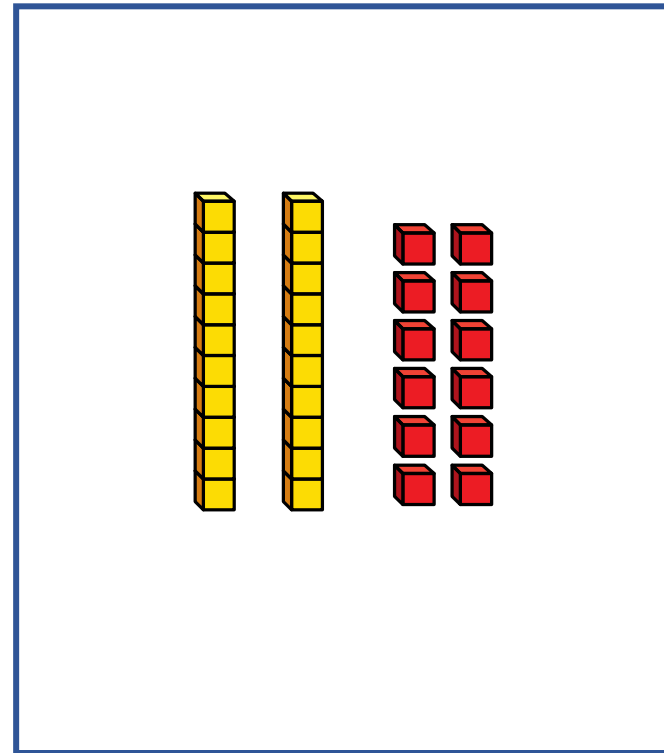
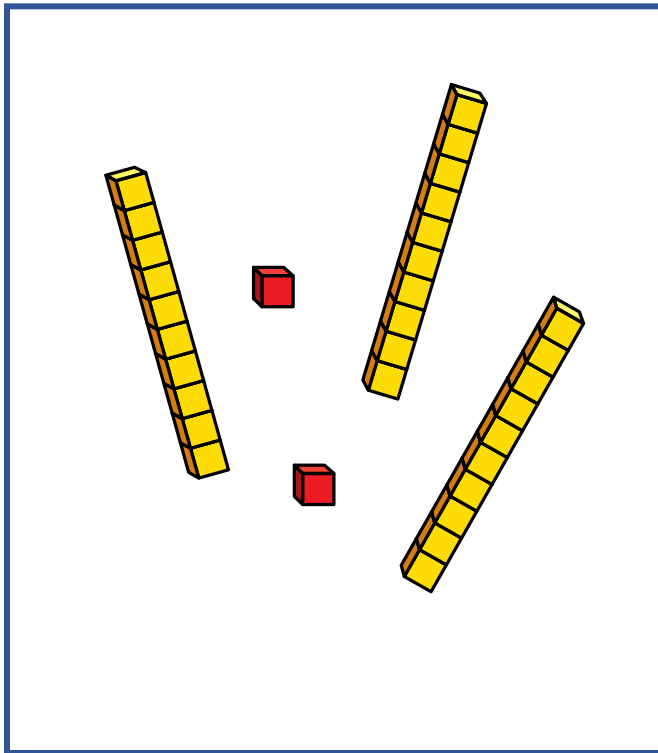
Have a go at questions
1 - 3 on the worksheet



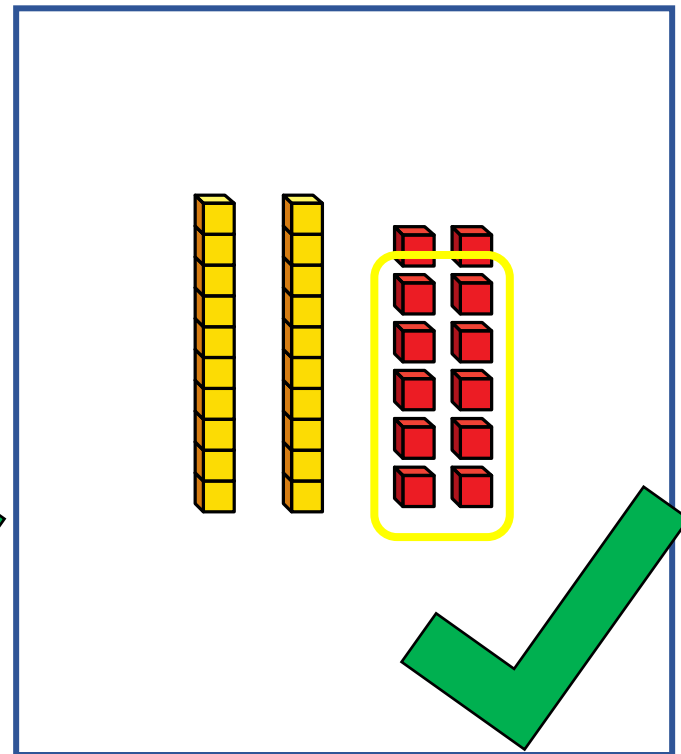
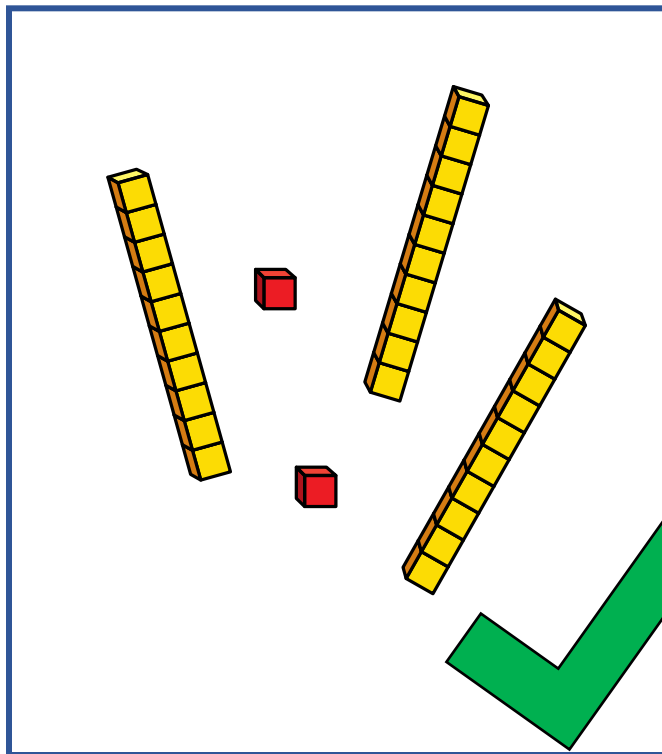
Have a think

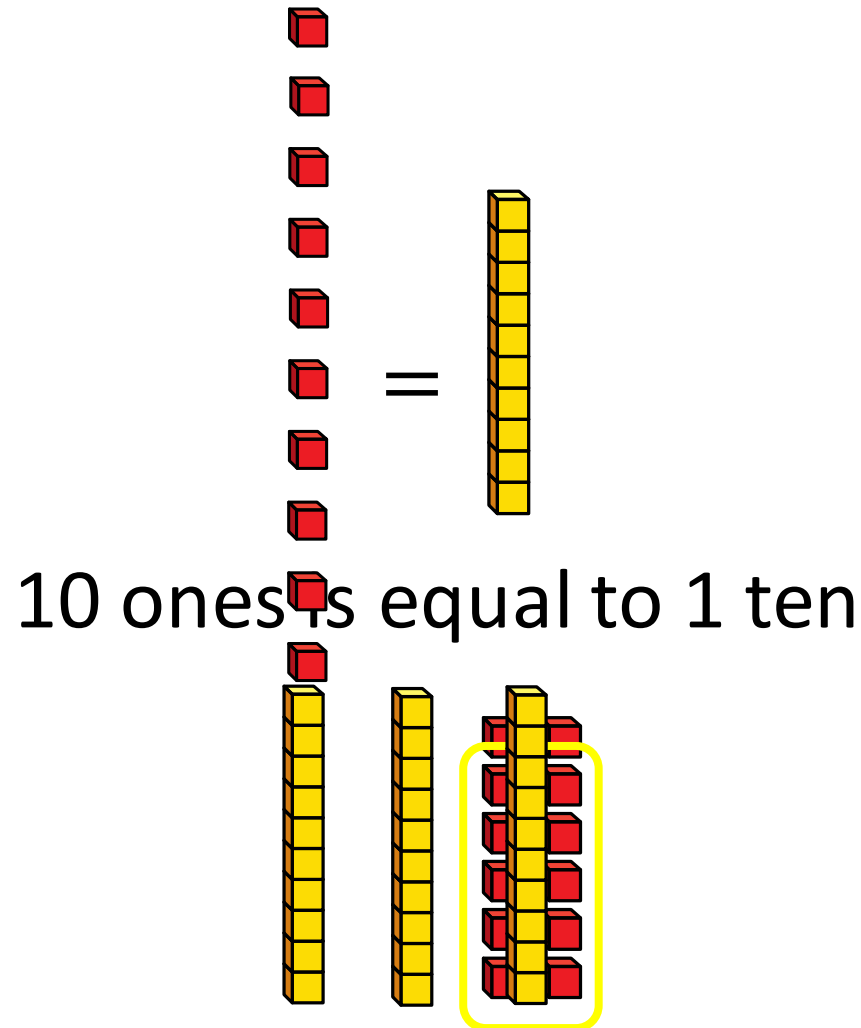


Which of these images represents 32?



Which of these images represents 32?



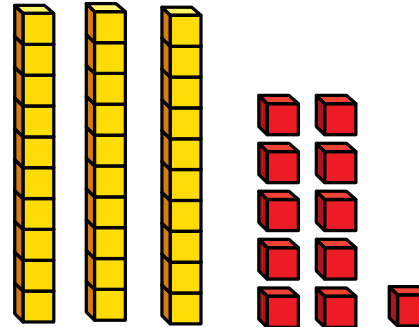
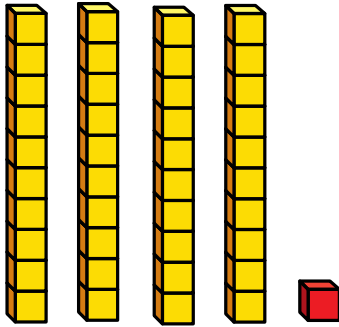


We can **exchange** 10 ones for 1 ten

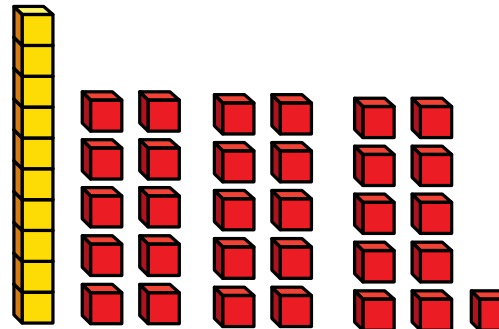
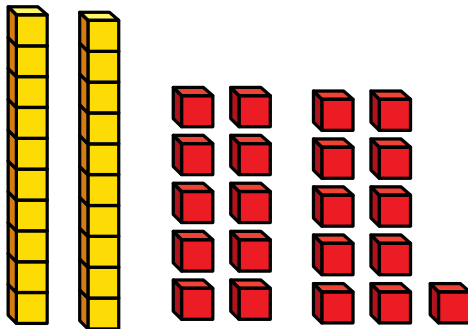
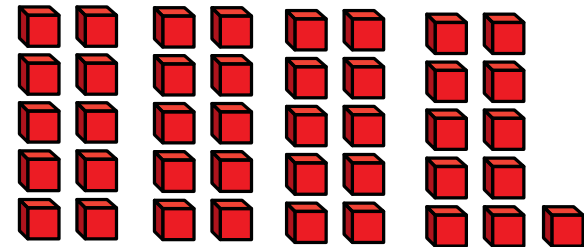
Have a think



How many ways can we
build 41 using base 10?



How many ways can we
build 41 using base 10?



YOUR TURN

Have a go at the rest of
the worksheet



10s AND 1s USING ADDITION



GET READY



$$1) 20 + 10 =$$

$$2) 60 + 10 =$$

$$3) 50 + 10 + 10 =$$

$$4) 20 + 20 + 10 =$$

$$1) 20 + 10 = 30$$

$$2) 60 + 10 = 70$$

$$3) 50 + 10 + 10 = 70$$

$$4) 20 + 20 + 10 = 50$$

LET'S LEARN



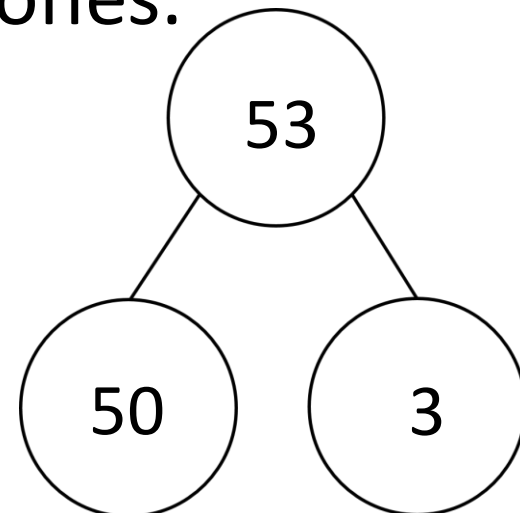
How many cakes?



There are 5 tens and 3 ones.



So $5 + 3 = 53$

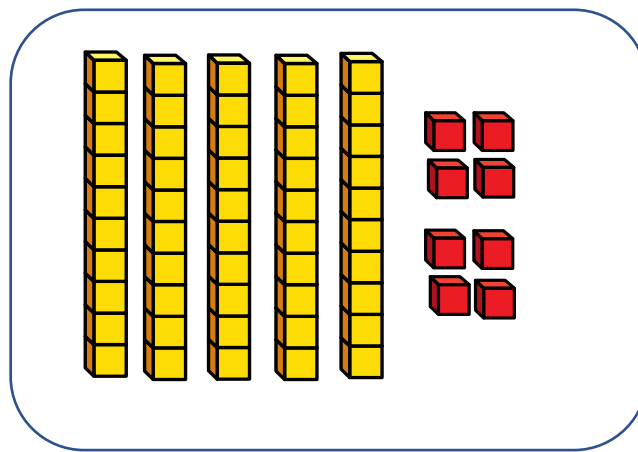
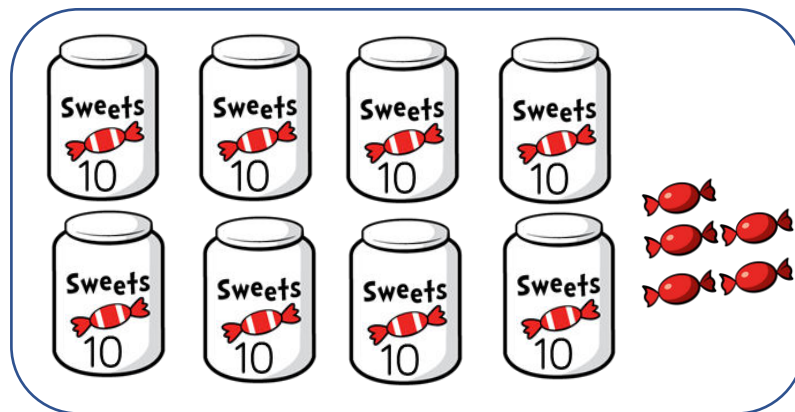
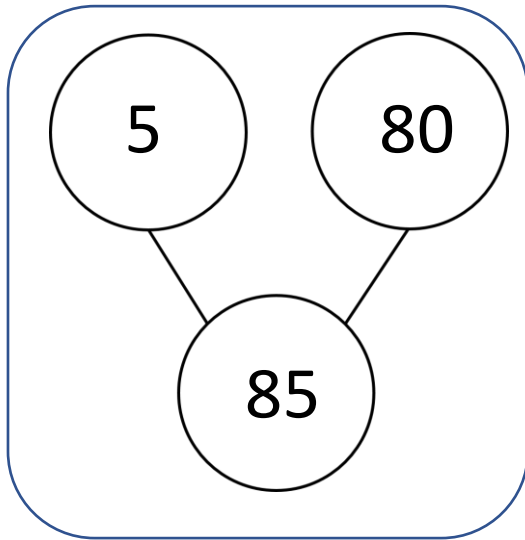


Which is the odd one out?

Have a think

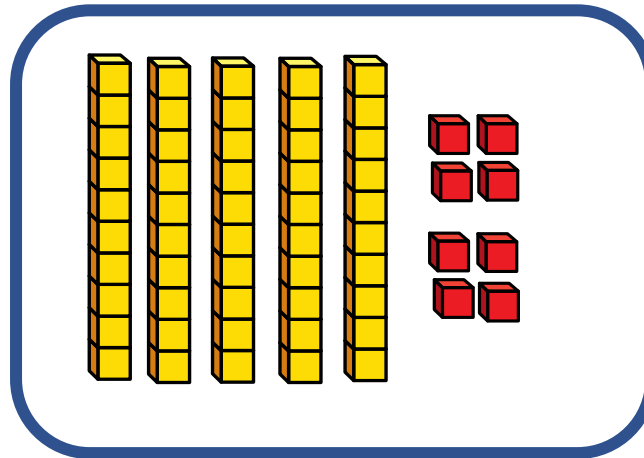
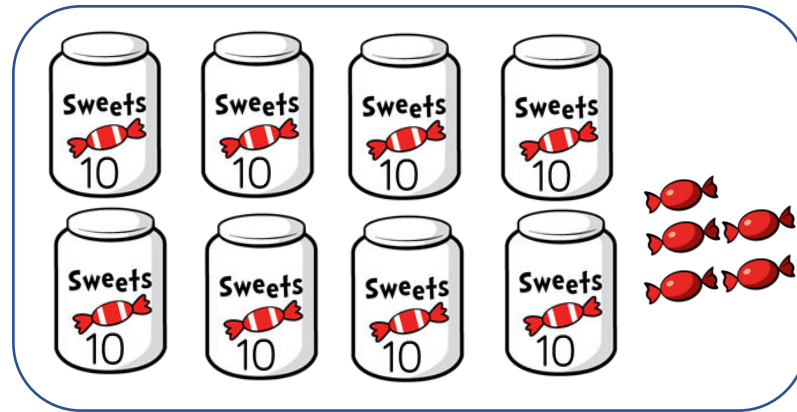
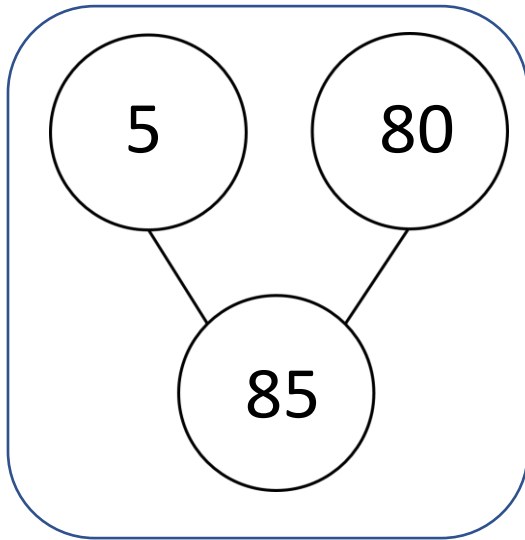


$$85 = 5 + 80$$



Which is the odd one out?

$$85 = 5 + 80$$

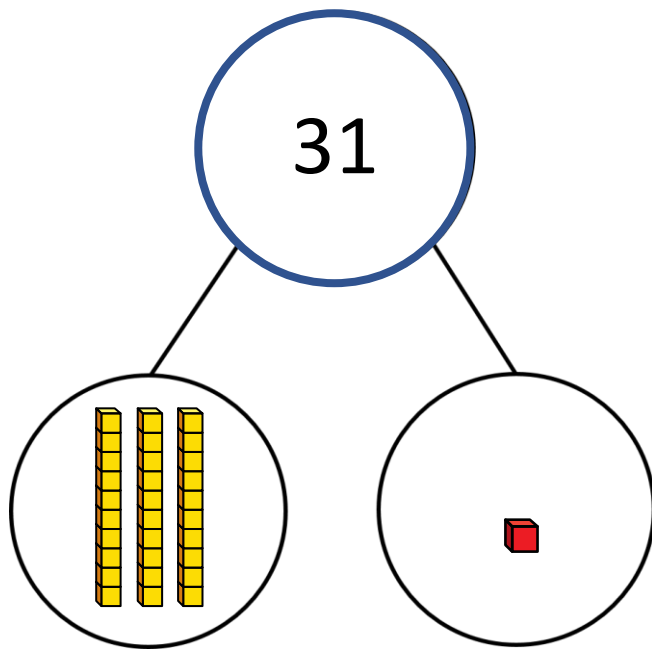


YOUR TURN

Have a go at questions
1 - 4 on the worksheet



Write an addition sentence to match the part-whole model.



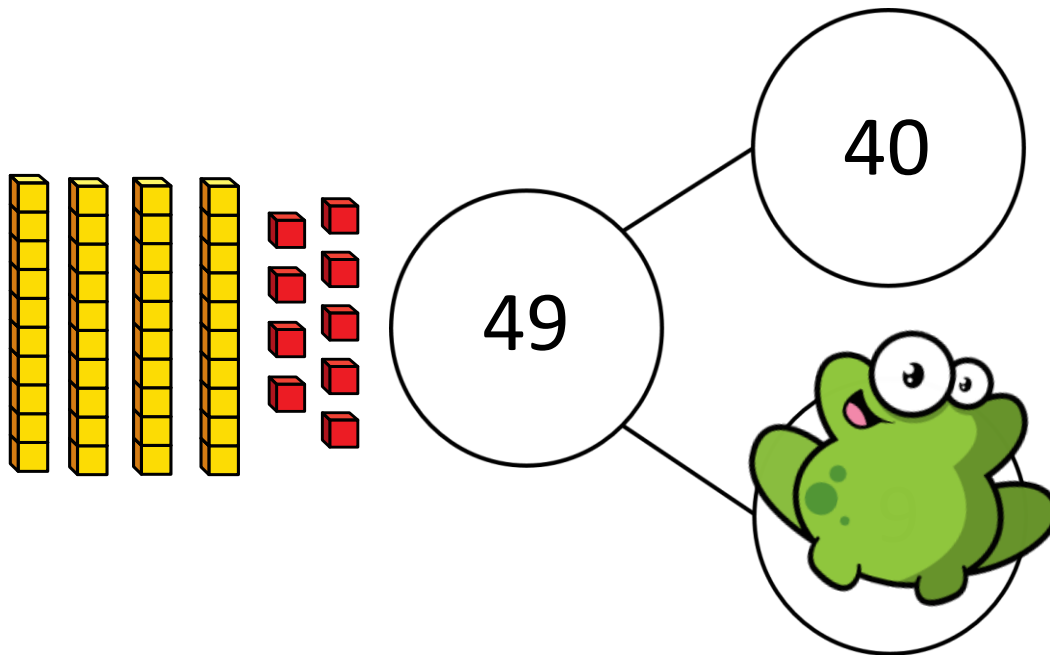
$$30 + 1 = 31$$

$$1 + 30 = 31$$

$$31 = 1 + 30$$

$$31 = 30 + 1$$

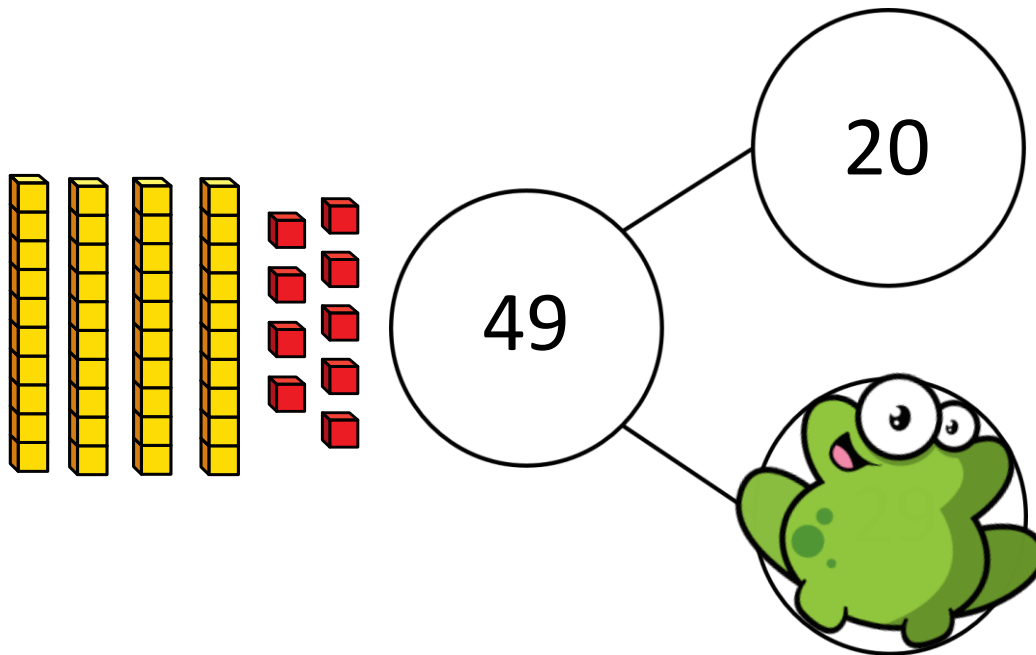
$$49 = 40 + 9$$



Have a think



$$49 = 20 + 29$$

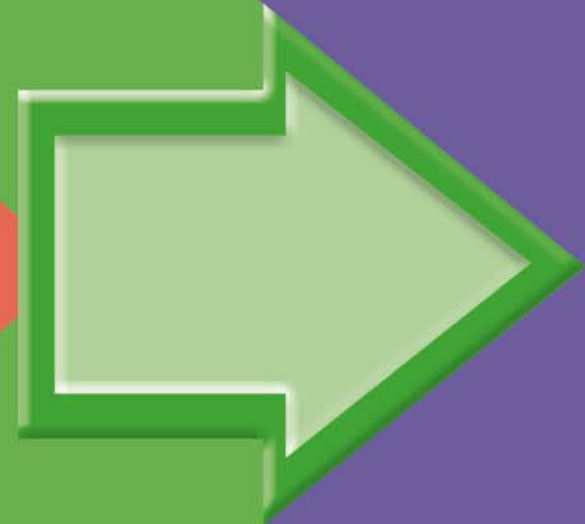


YOUR TURN

Have a go at the rest of
the worksheet



HUNDREDS



GET READY



1) 10, 20, 30, 40, _____, _____, _____

2) 100, 200, 300, 400, _____, _____, _____

3) $10 + 10 + 10 + 10 =$

4) $100 + 100 + 100 + 100 =$

1) 10, 20, 30, 40, 50, 60, 70

2) 100, 200, 300, 400, 500, 600 , 700

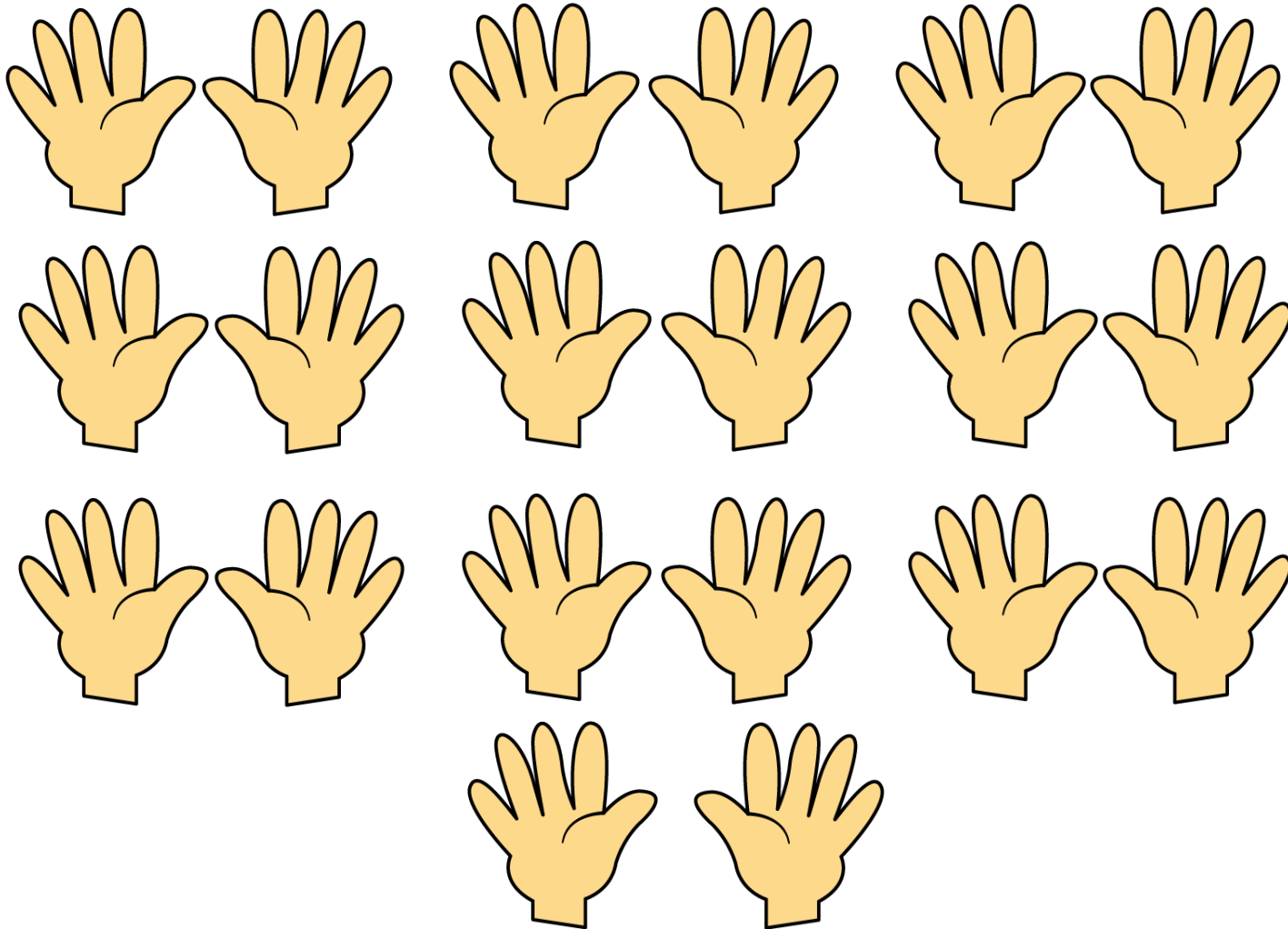
3) $10 + 10 + 10 + 10 = 40$

4) $100 + 100 + 100 + 100 = 400$

LET'S LEARN



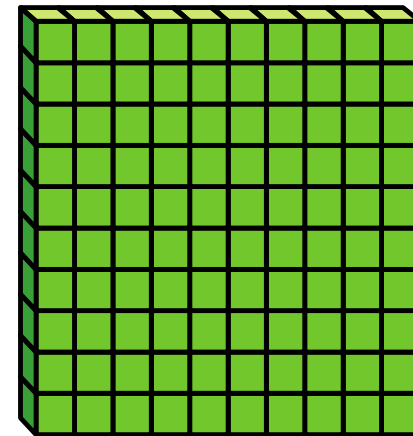
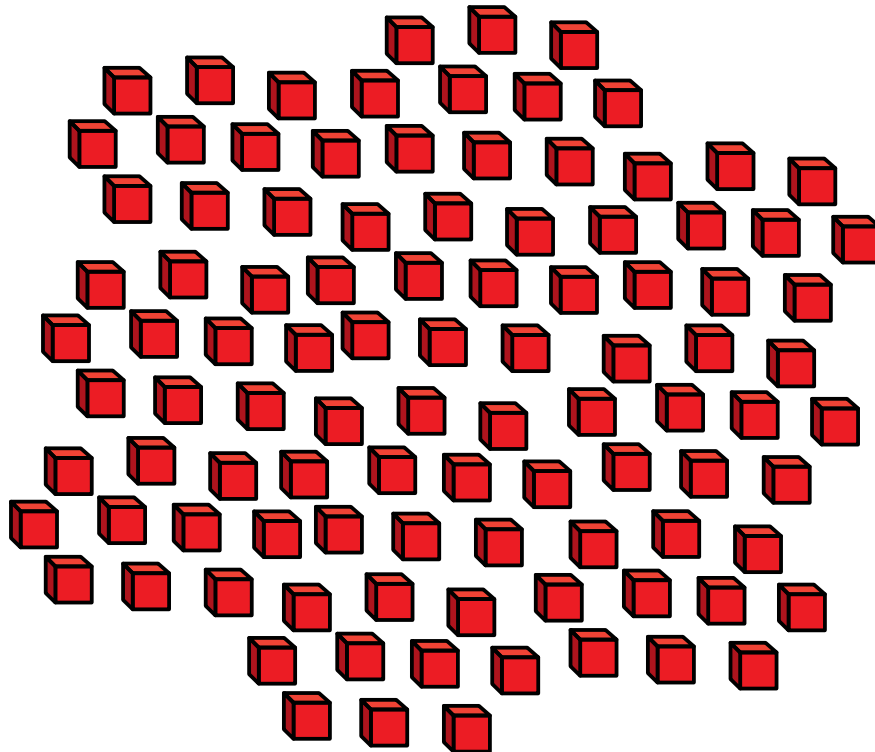
What does 100 look like?



What does 100 look like?

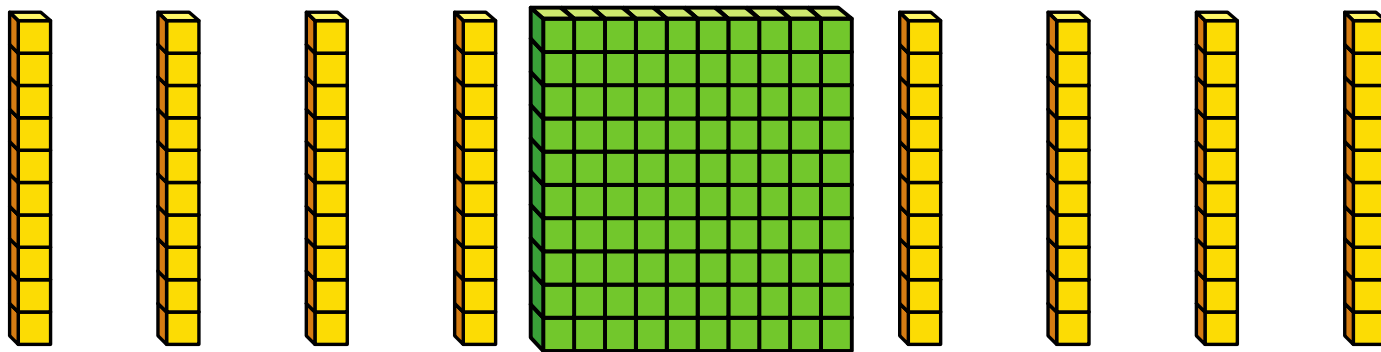


What does 100 look like?



100 ones is equal to 1 hundred.

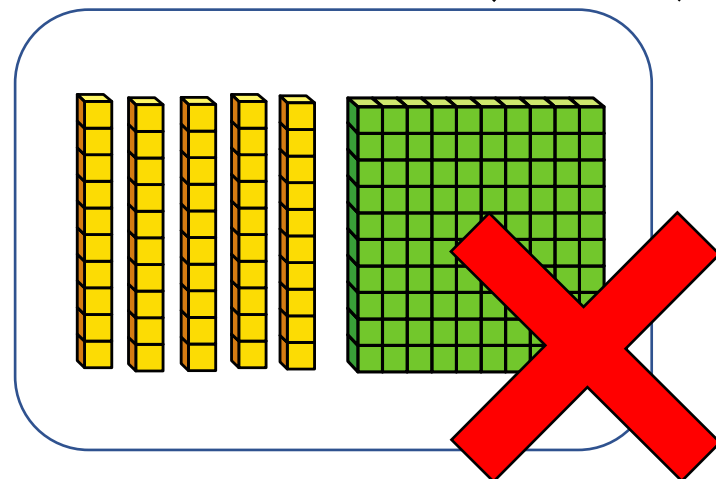
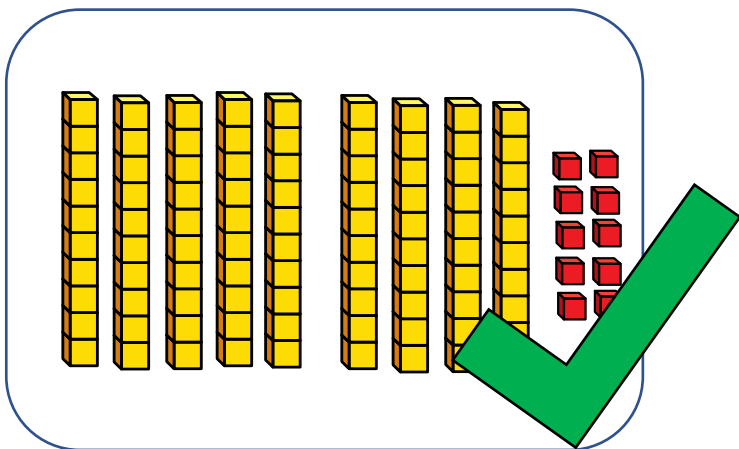
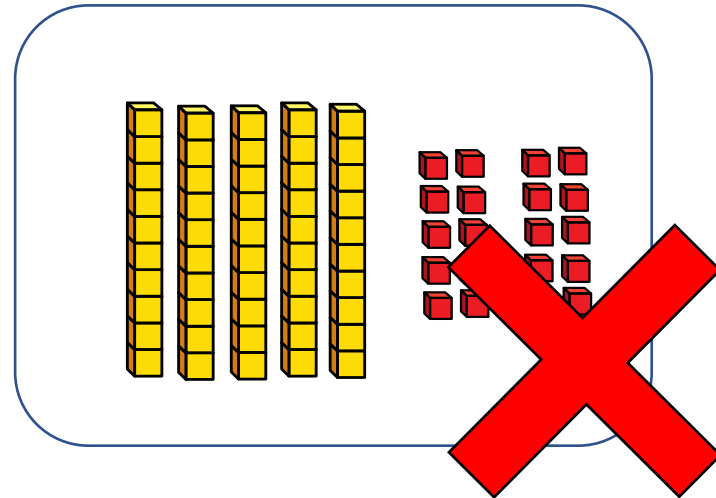
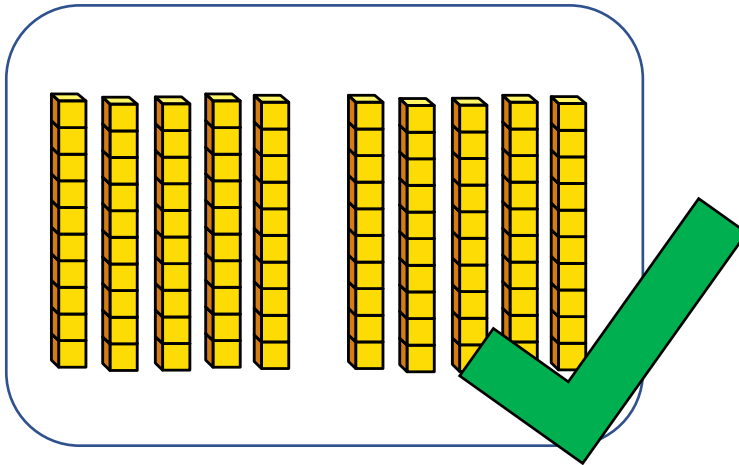
What does 100 look like?



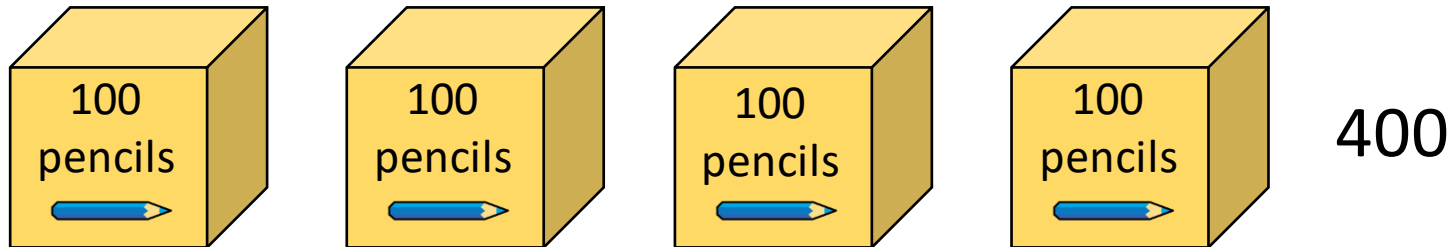
10 tens is equal to 1 hundred.

Which show 100?

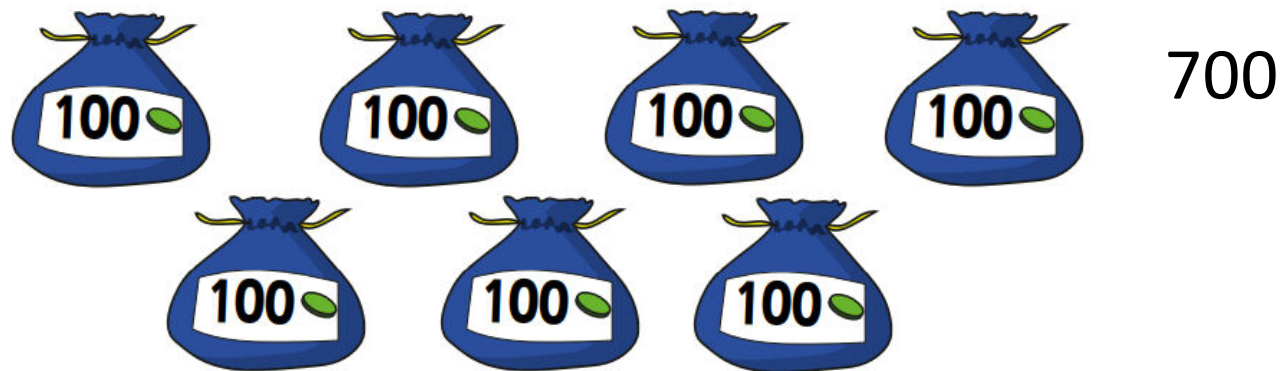
Have a think



How many pencils?



How many counters?

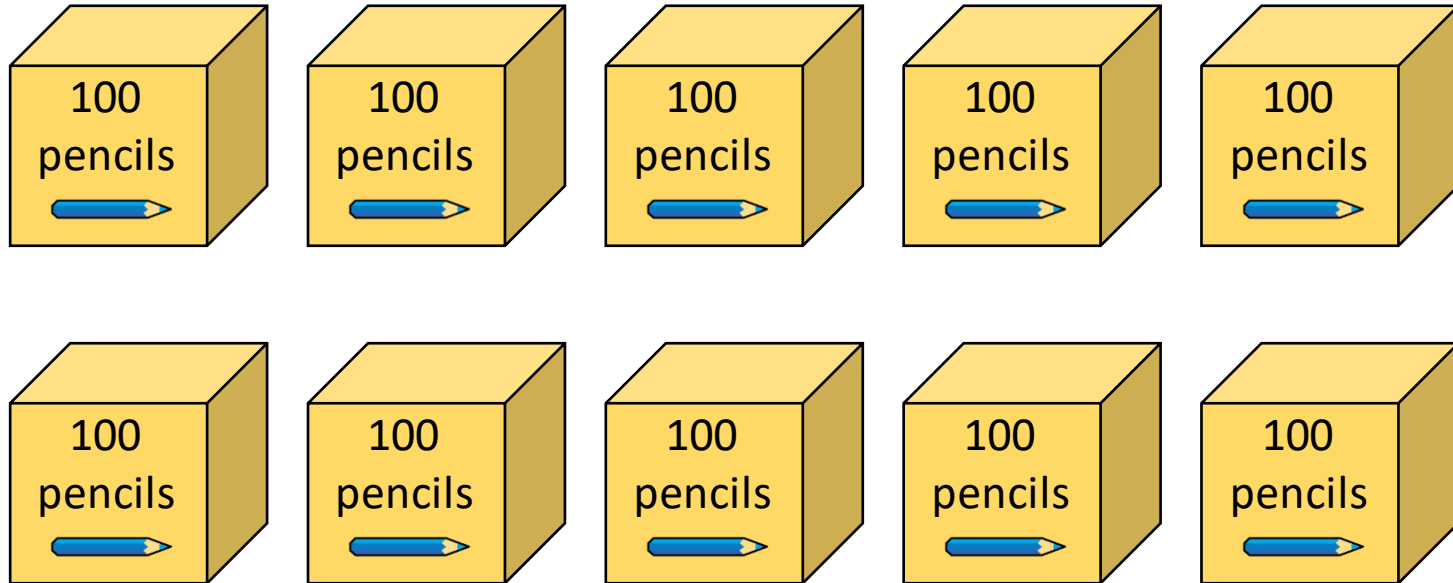


YOUR TURN

Have a go at questions
1 - 4 on the worksheet



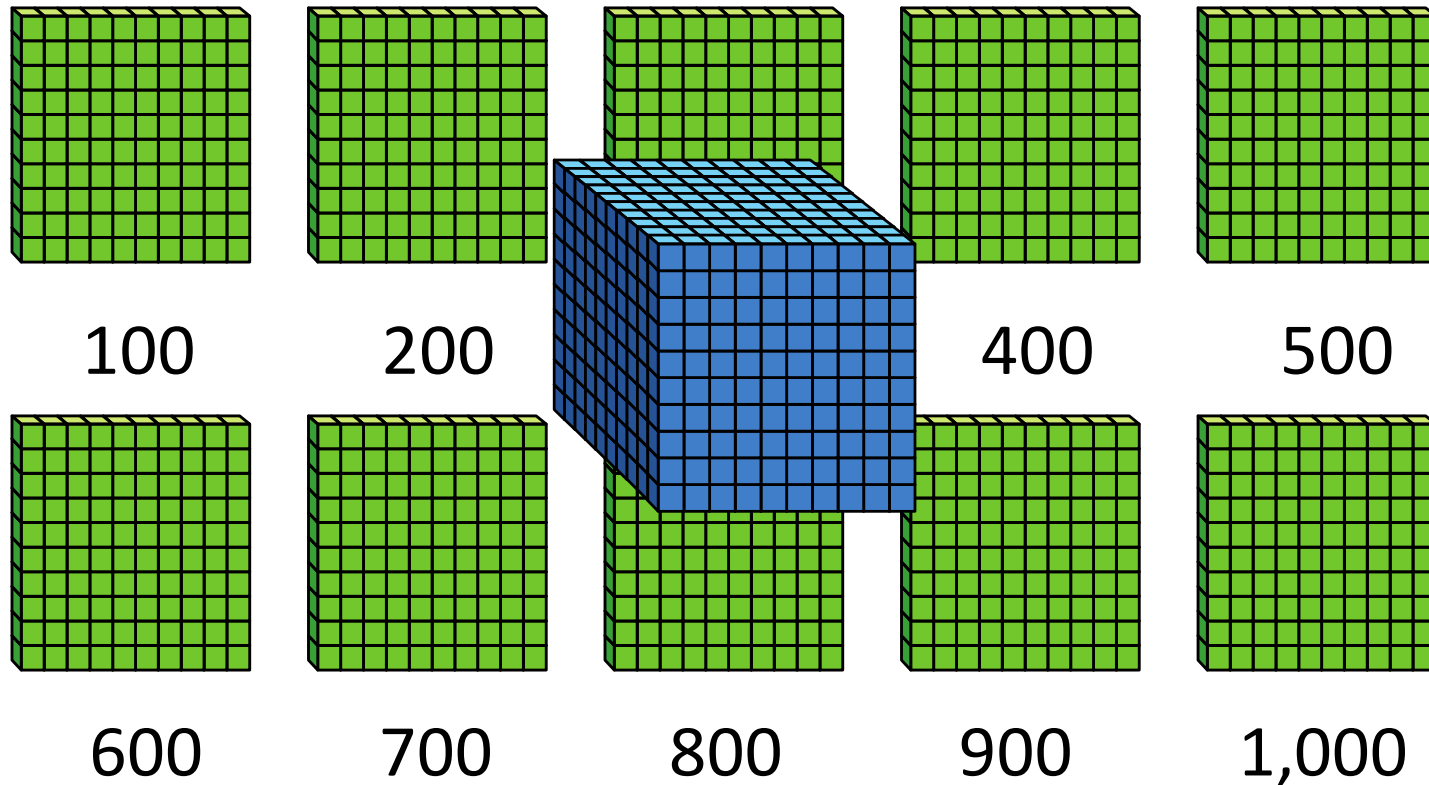
How many pencils?



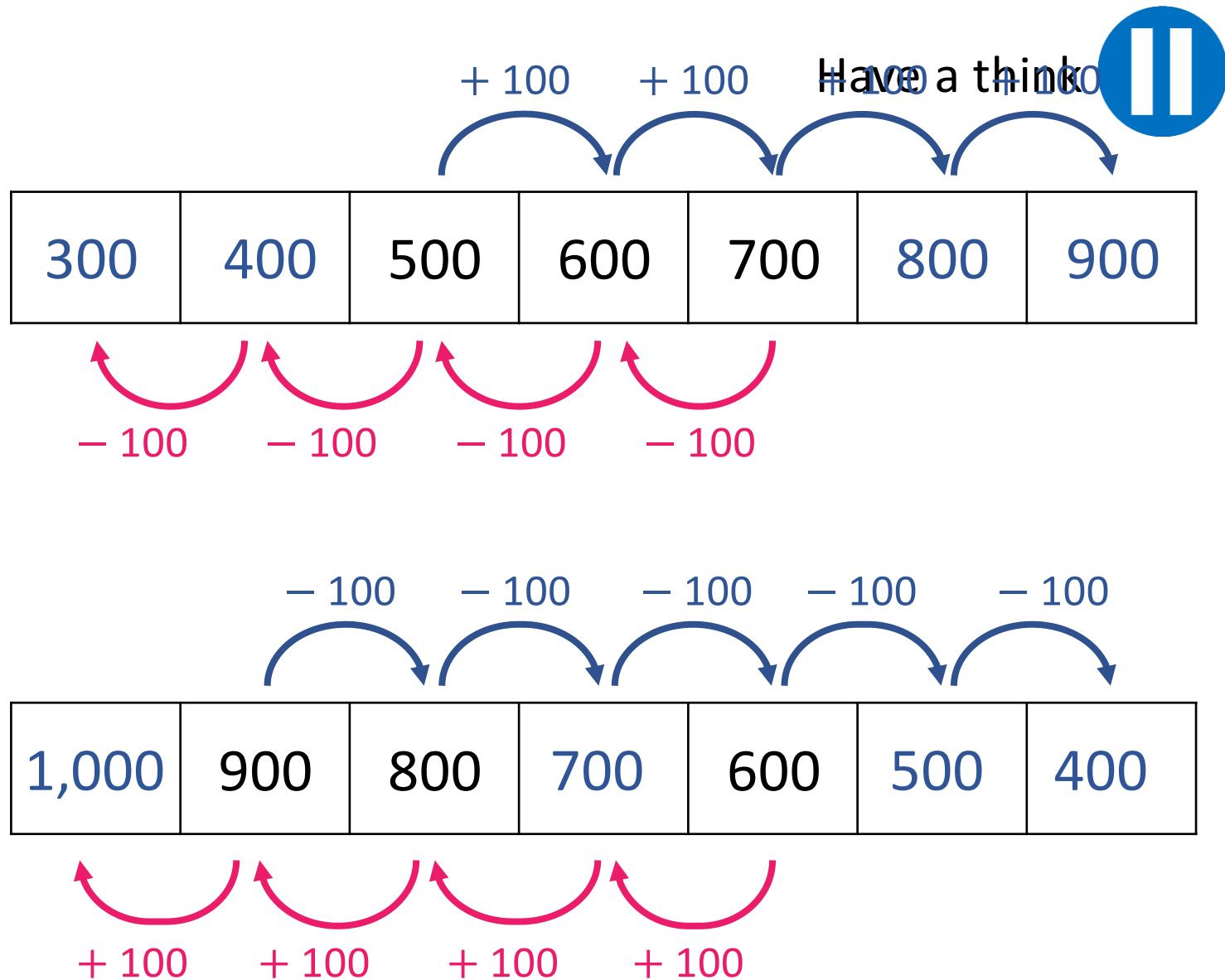
There are ten hundred



What does 1,000 look like?



10 hundreds is equal to 1 thousand



YOUR TURN

Have a go at the rest of
the worksheet



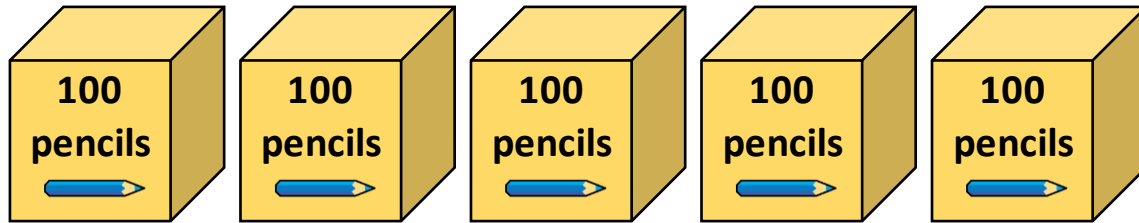
NUMBERS TO 1,000



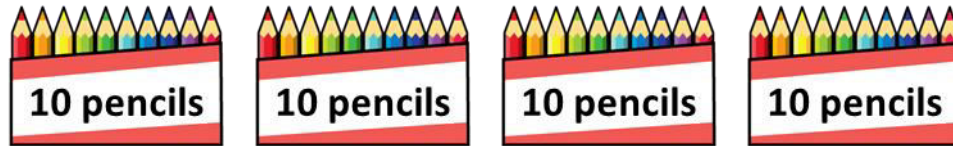
GET READY



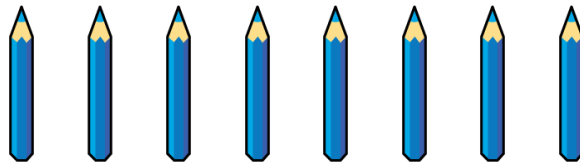
1) How many pencils?



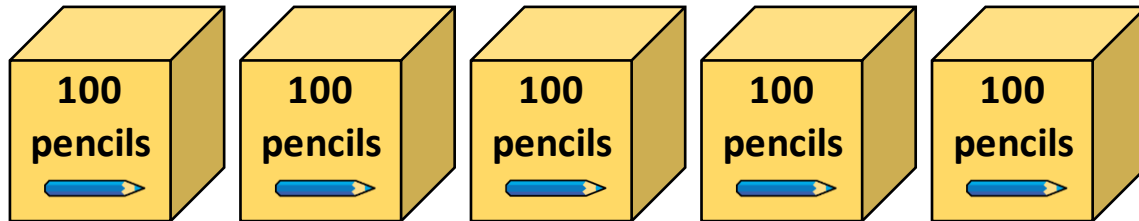
2) How many pencils?



3) How many pencils?

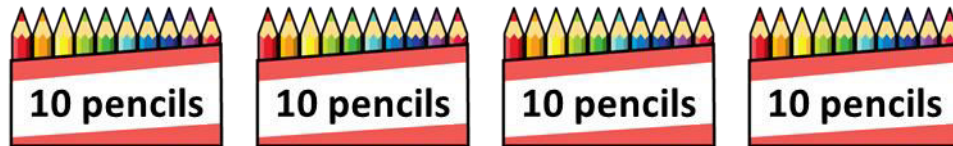


1) How many pencils?



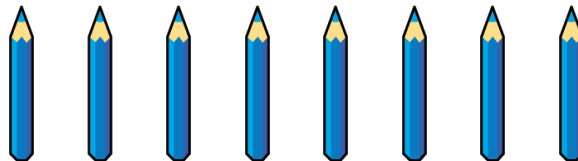
500

2) How many pencils?



40

3) How many pencils?

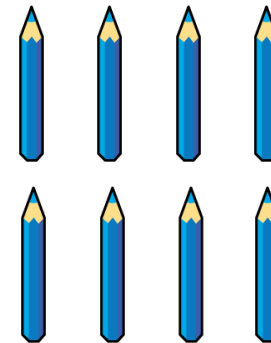
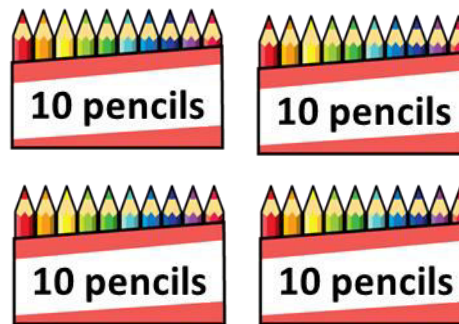
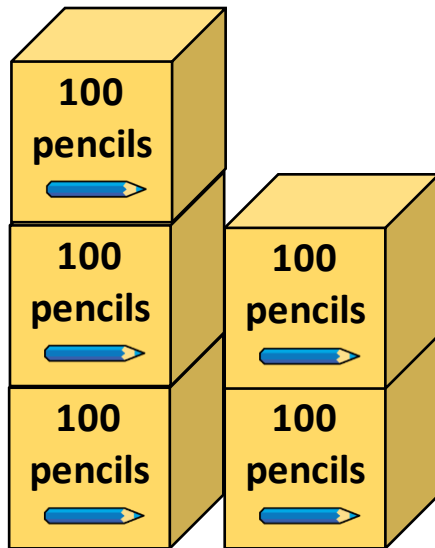


8

LET'S LEARN



How many pencils altogether?

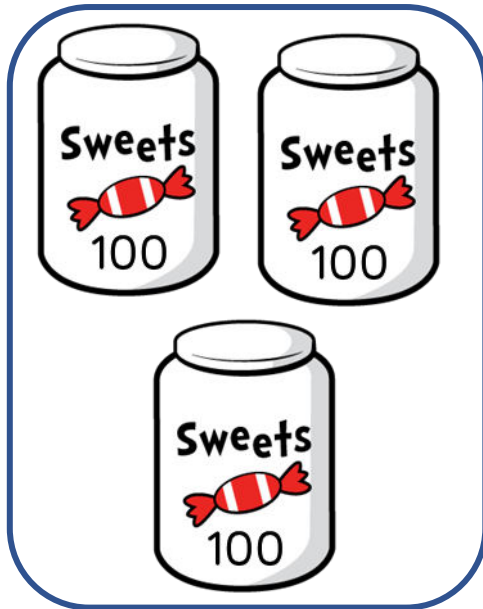


500

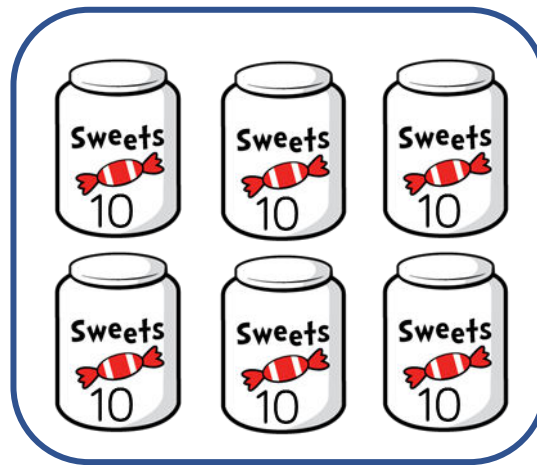
40

8

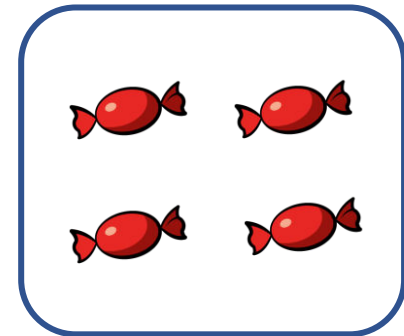
How many sweets are there altogether?



3 0 0



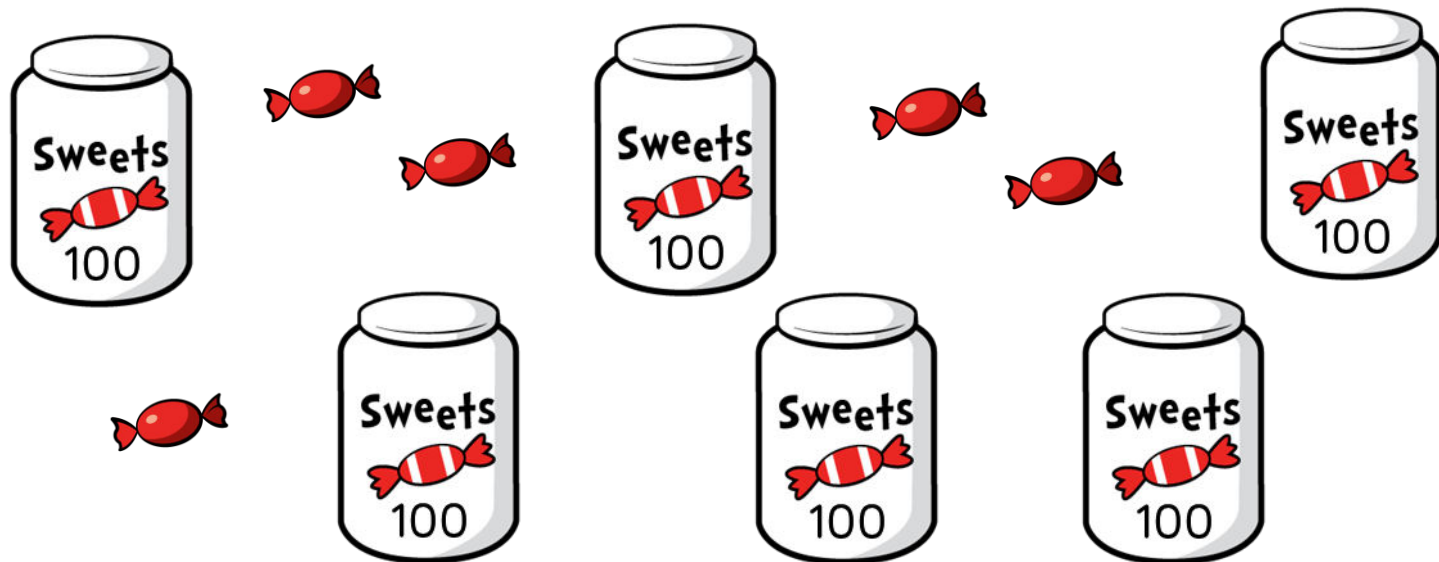
6 0



4

There are 364 sweets.

How many sweets are there altogether?



600

5

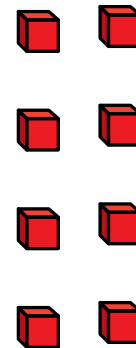
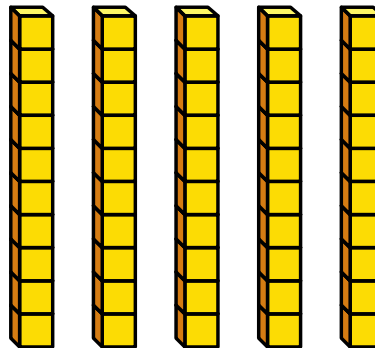
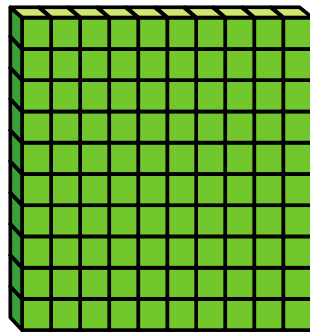
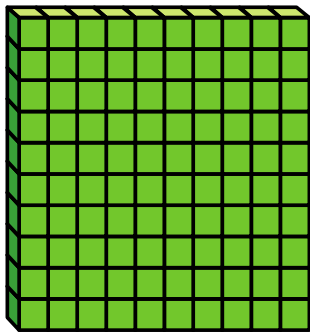
There are 605 sweets.

YOUR TURN

Have a go at questions
1 - 3 on the worksheet.



What number has been made?



200

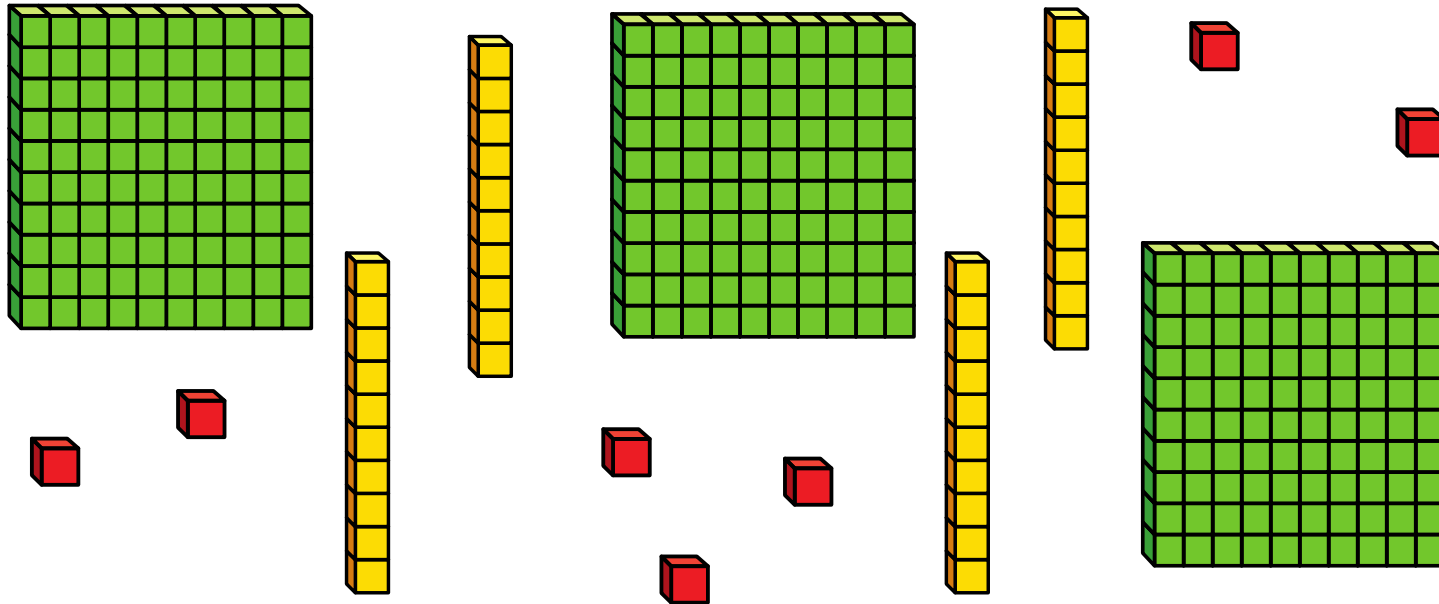
50

8

Have a think



What number has been made?



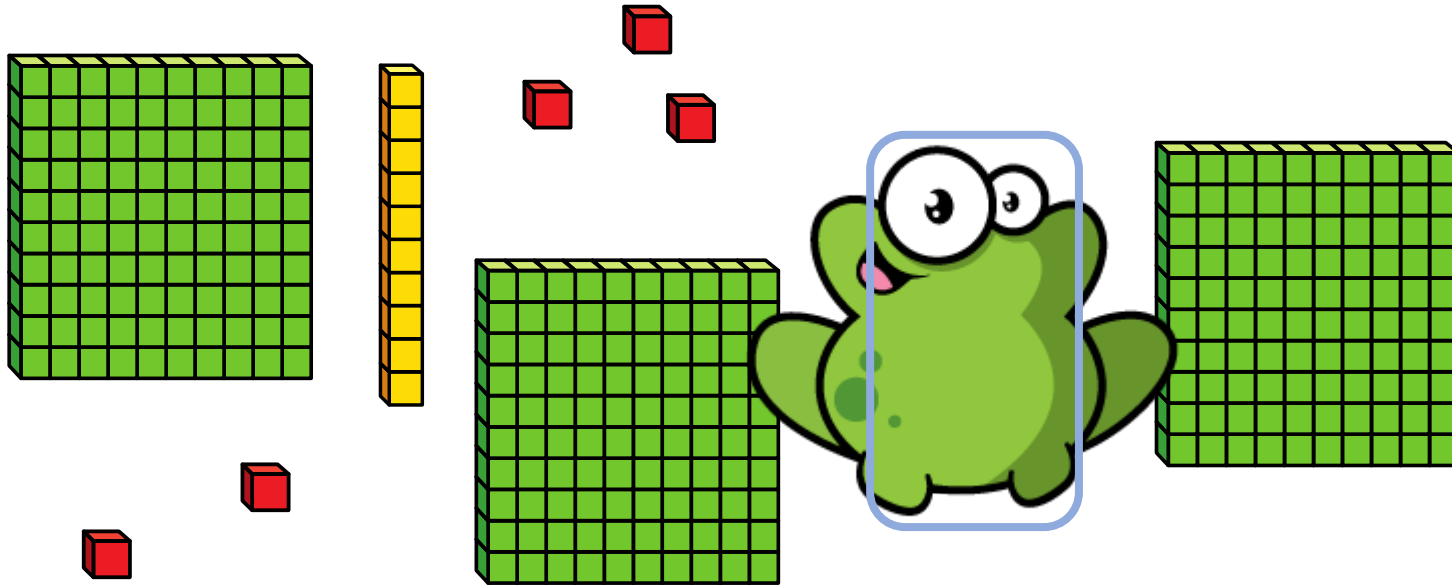
3

4

7

3 2 7

Have a think



Which base 10 pieces are hidden?

YOUR TURN

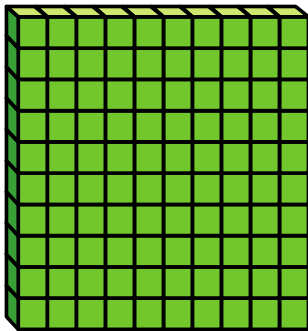
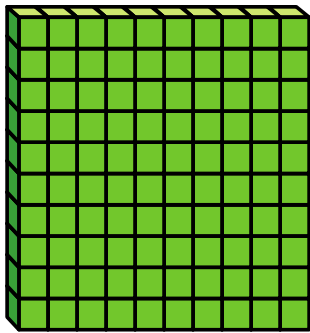
Have a go at questions
4 - 7 on the worksheet



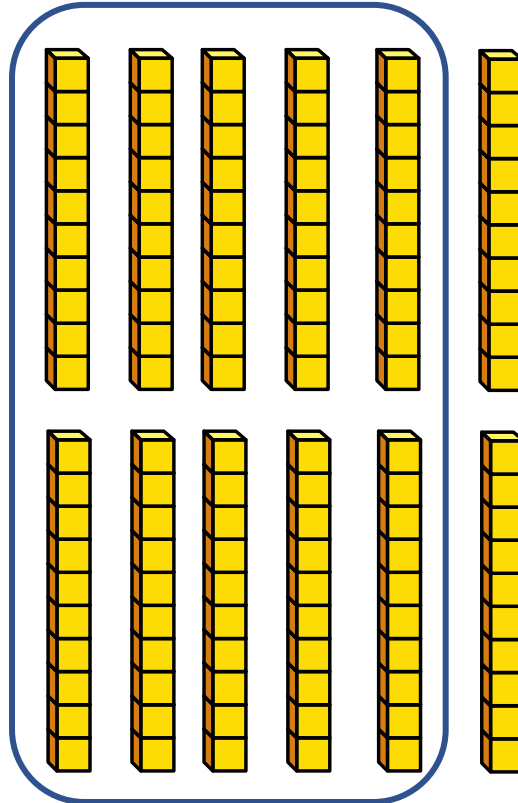
Have a think



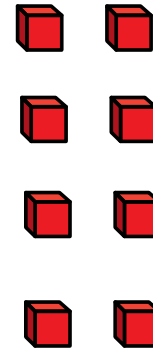
What number has been made?



2



12



8

YOUR TURN

Have a go at the rest of
the questions on the
worksheet



NUMBERS TO 1,000 ON A PLACE VALUE GRID ACTIVITY



GET READY



1) $200 + 50 + 9 =$

2) $400 + 8 =$

3) Partition 267 into hundreds, tens and ones.

4) Partition 430 into hundreds, tens and ones.

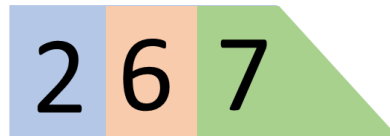
1) $200 + 50 + 9 = 259$



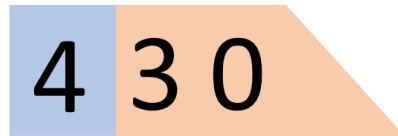
2) $400 + 8 = 408$



3) Partition 267 into hundreds, tens and ones.

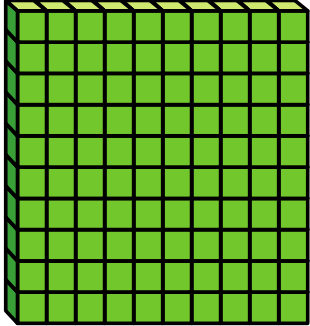
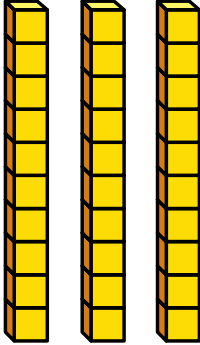



4) Partition 430 into hundreds, tens and ones.



LET'S LEARN

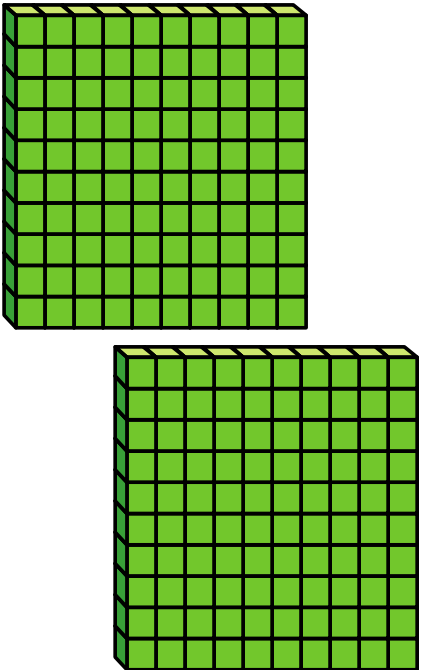
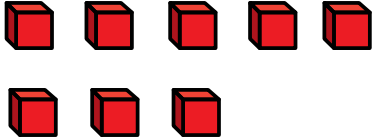


Hundreds	Tens	Ones
		

1

3

4

Hundreds	Tens	Ones
		

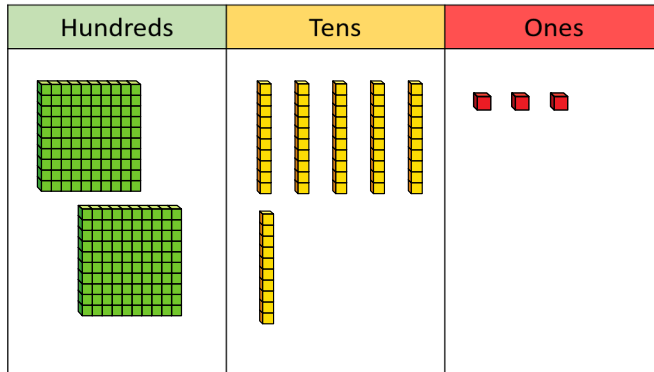
2

0

8

What 3-digit numbers are being represented here?

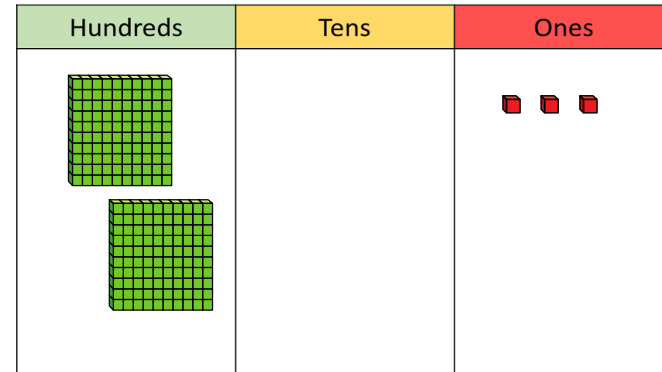
Have a think



2

6

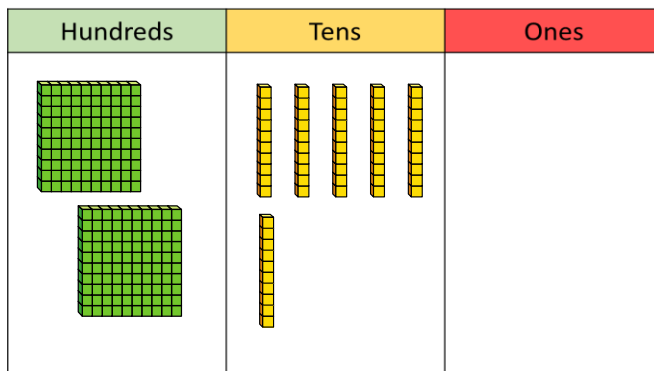
3



2

0

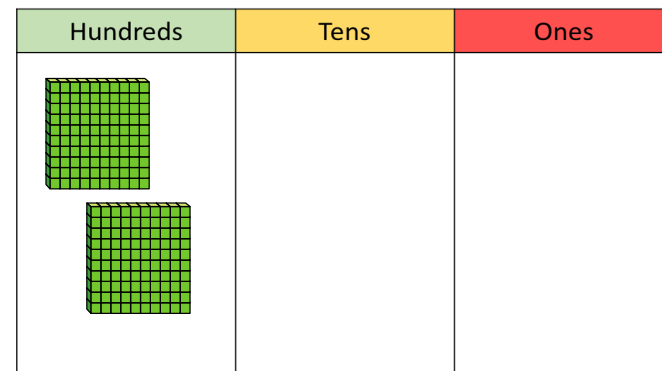
3



2

6

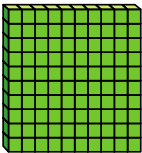
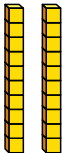

0



2

0

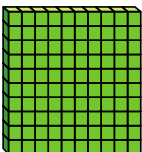
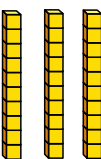

0

Hundreds	Tens	Ones
		

1

2

4

Hundreds	Tens	Ones
		

1

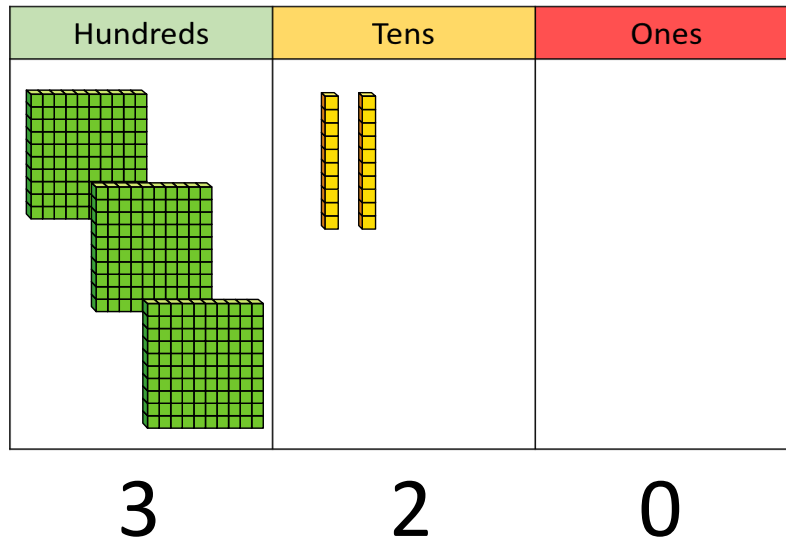
3

4

Have a think



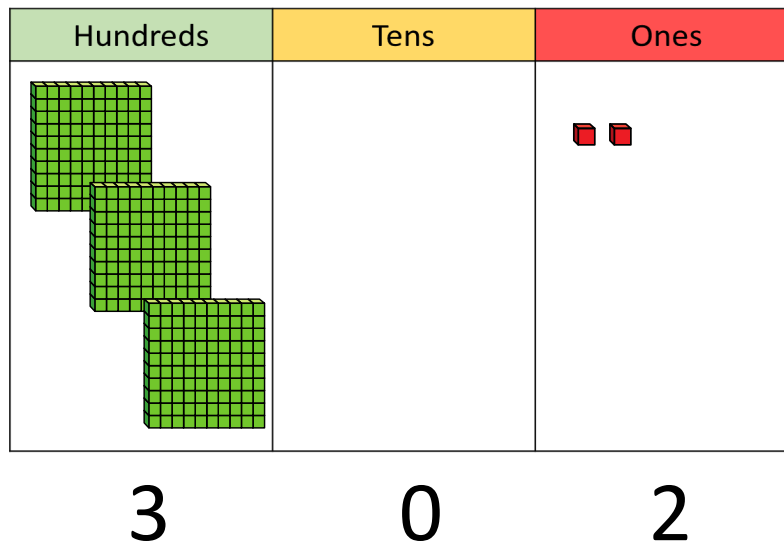
Draw or use base
10 to represent
these 3-digit
numbers.



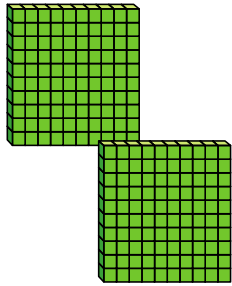


Have a think



What is the
same?





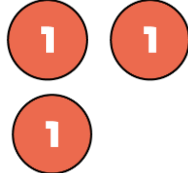
What is
different?

Hundreds	Tens	Ones
		

2

1

3

Hundreds	Tens	Ones
		

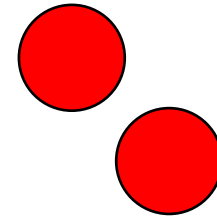
2

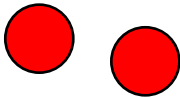
1

3

Which 3-digit numbers can we make
using 2 counters?

Hundreds	Tens	Ones





Hundreds	Tens	Ones
		

2

0



0

Hundreds	Tens	Ones
		

1

1

0

Hundreds	Tens	Ones
		

1

0

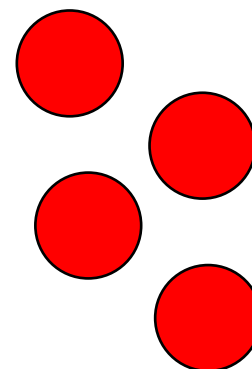
1

Have a go



How many different 3-digit numbers can be made
with 4 counters?

Hundreds	Tens	Ones

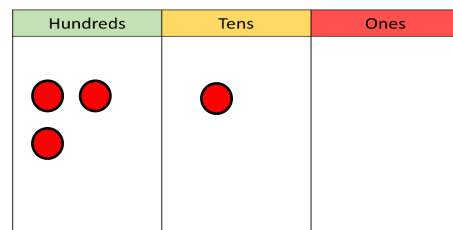


I think there are ten different 3-digit numbers

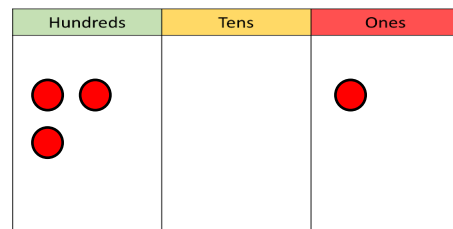




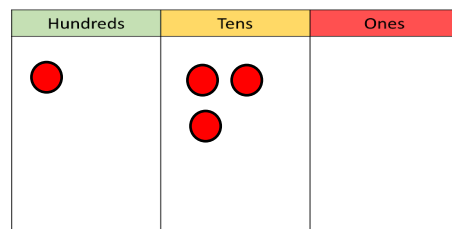
4 0 0



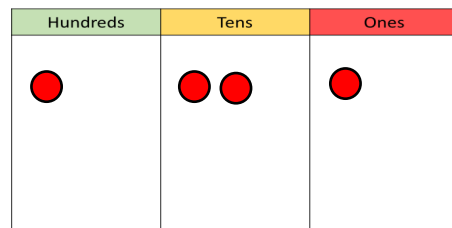
3 1 0



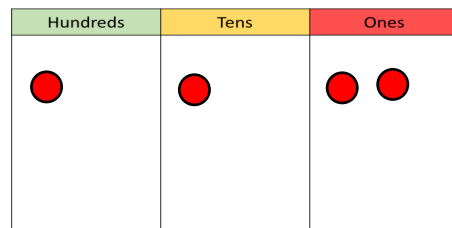
3 0 1



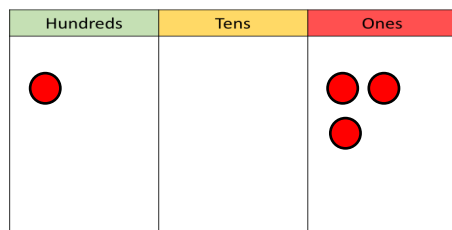
1 3 0



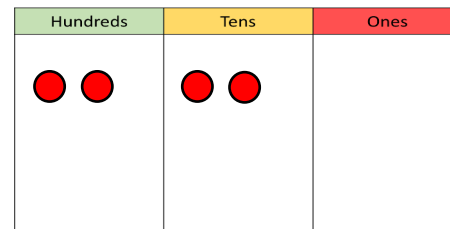
1 2 1



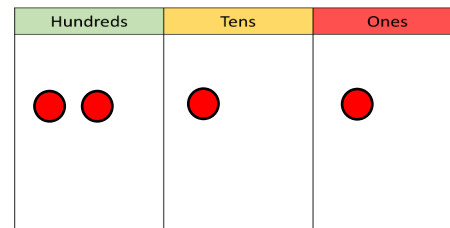
1 1 2



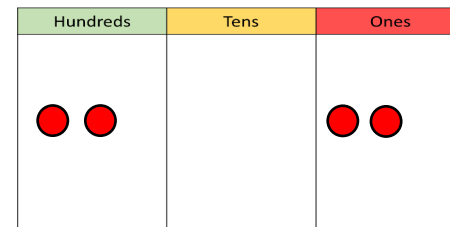
1 0 3



2 2 0



2 1 1



2 0 2

100s, 10s AND 1s (1)



GET READY



Write the numbers in words.

1) 26

2) 15

3) 89

4) 34

Write the numbers in words.

1) 26 twenty-six

2) 15 fifteen

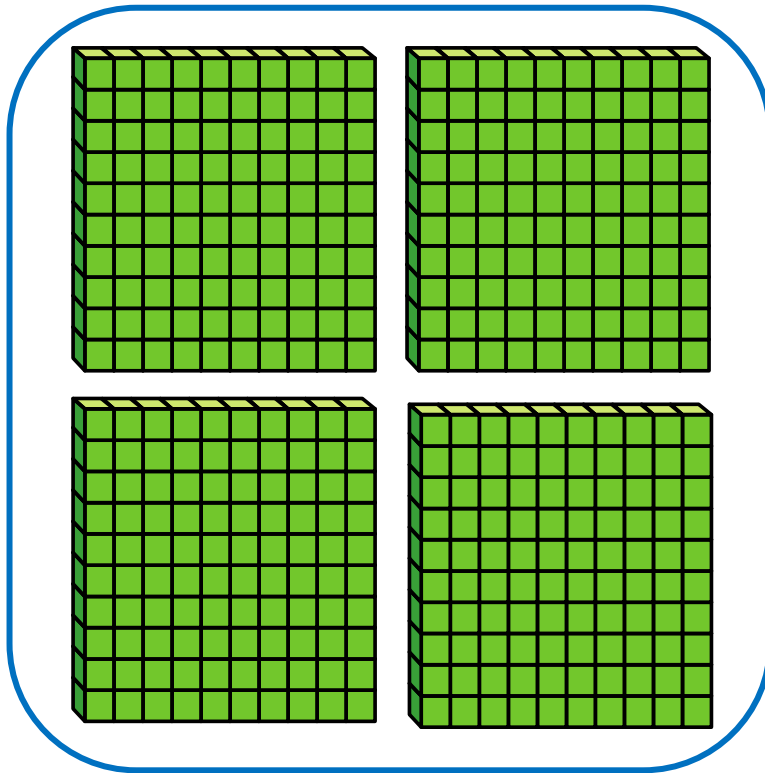
3) 89 eighty-nine

4) 34 thirty-four

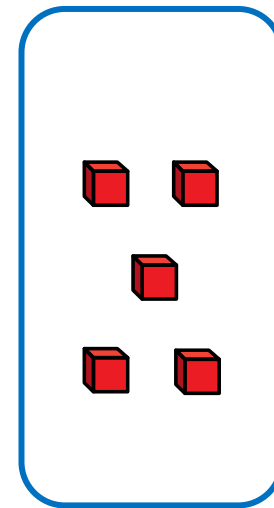
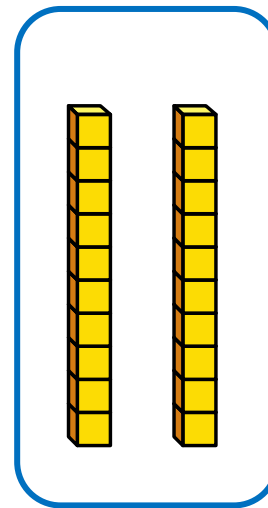
LET'S LEARN



Write the number in digits and words.

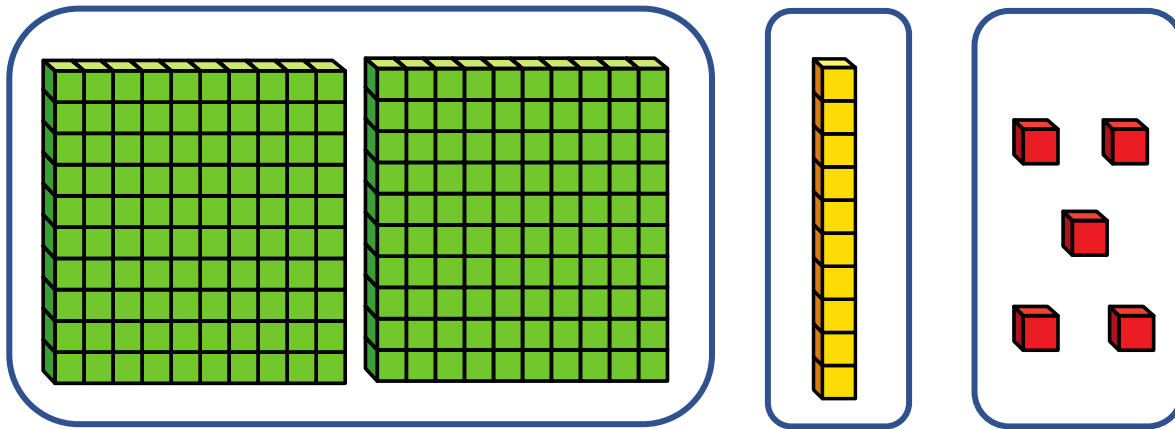


425



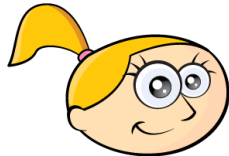
Four hundred and
twenty-five

Write the number in numerals and words.



215

The number is two
hundred and fifty.



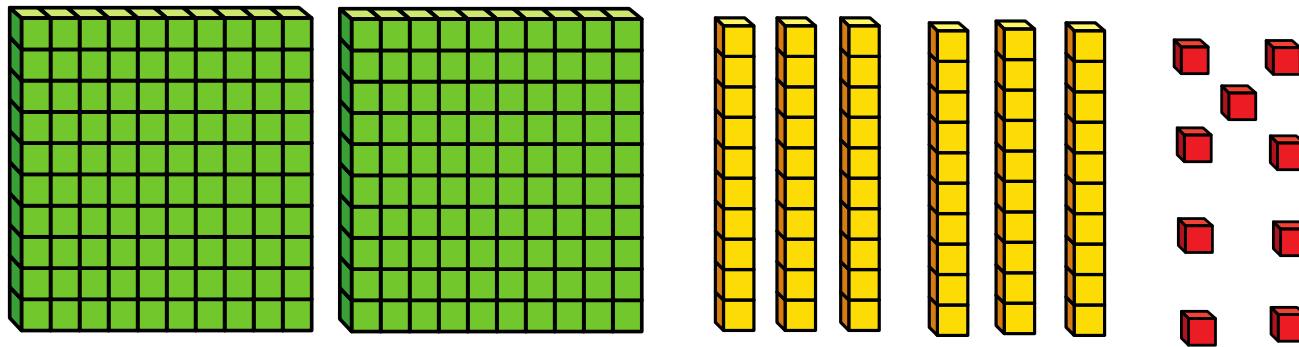
The number is two
hundred and fifteen.

YOUR TURN

Have a go at questions
1 - 3 on the worksheet



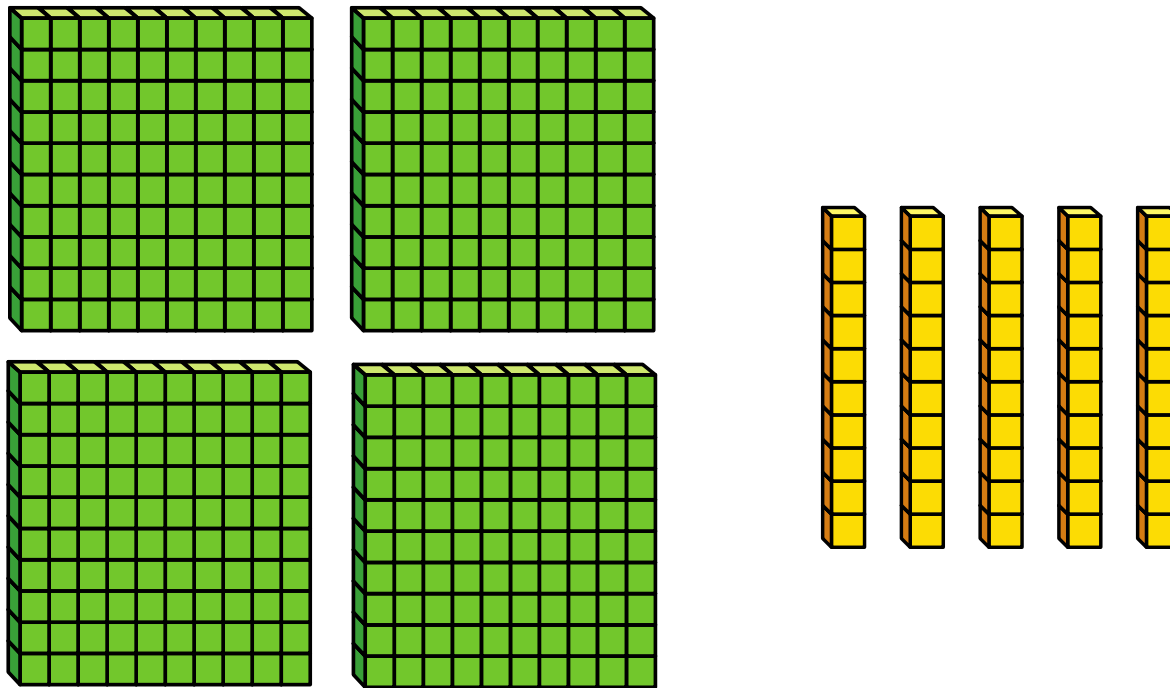
Partition the number into 100s, 10s and 1s



$$269 = \underline{2} \text{ hundreds} + \underline{6} \text{ tens} + \underline{9} \text{ ones}$$

$$269 = 200 + 60 + 9$$

Partition the number into 100s, 10s and 1s



$$450 = \underline{4} \text{ hundreds} + \underline{5} \text{ tens} + \underline{0} \text{ ones}$$

$$450 = 400 + 50$$

What is the value of the 6 in each number?

H T O

462

621

206

60

600

6

6 tens

6 hundreds

6 ones

Have a think



YOUR TURN

Have a go at questions
4 - 6 on the worksheet



Dexter is making numbers using digit cards.
What 3-digit numbers could Dexter make?



3

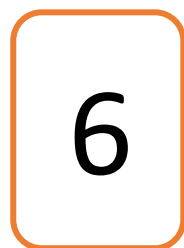
6

7

367

376

Dexter is making numbers using digit cards.
What 3-digit numbers could Dexter make?



Have a think



367 376 673 637 736 763

Can you partition the numbers?

$$367 = 3 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones}$$

$$367 = 300 + 60 + 7$$

YOUR TURN

Have a go at the rest of
the worksheet



100s, 10s AND 1s (2)



GET READY



Write the numbers in numerals.

- 1) One hundred and forty
- 2) One hundred and four
- 3) Four hundred and one
- 4) Four hundred and forty-one

Write the numbers in numerals.

1) One hundred and forty 140

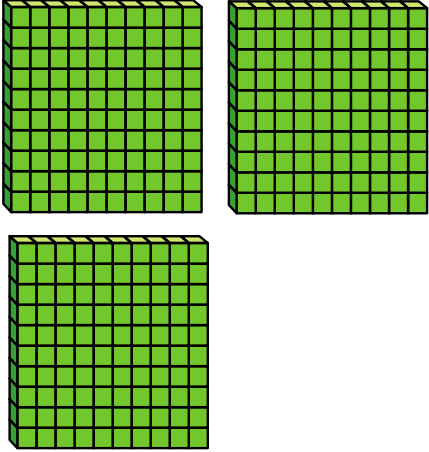
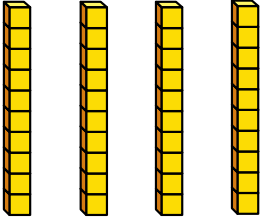
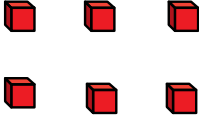
2) One hundred and four 104

3) Four hundred and one 401

4) Four hundred and forty-one 441

LET'S LEARN

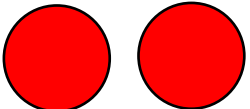
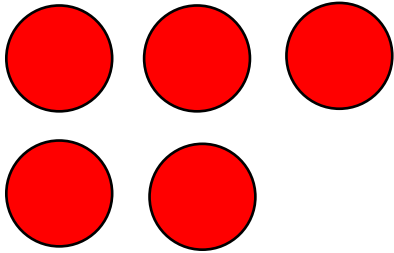
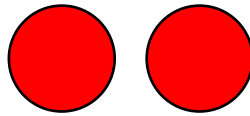


Hundreds	Tens	Ones
		

3

4

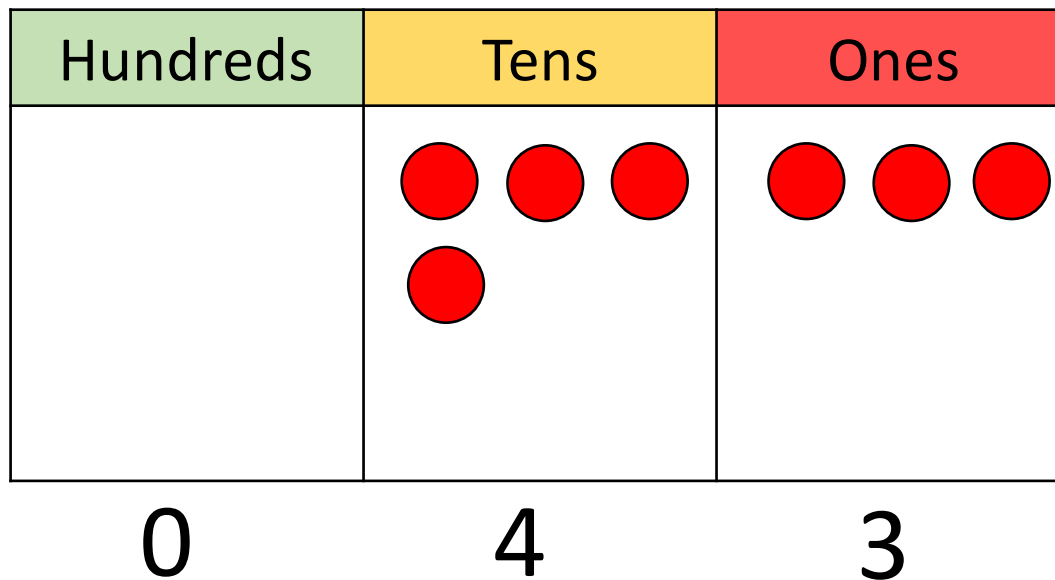
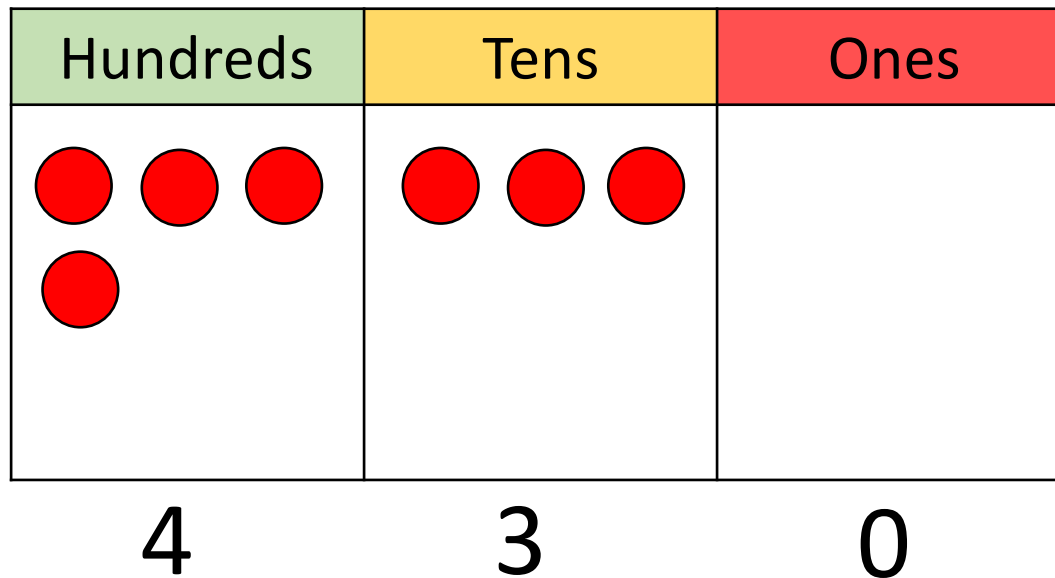
6

Hundreds	Tens	Ones
		

2

5

2

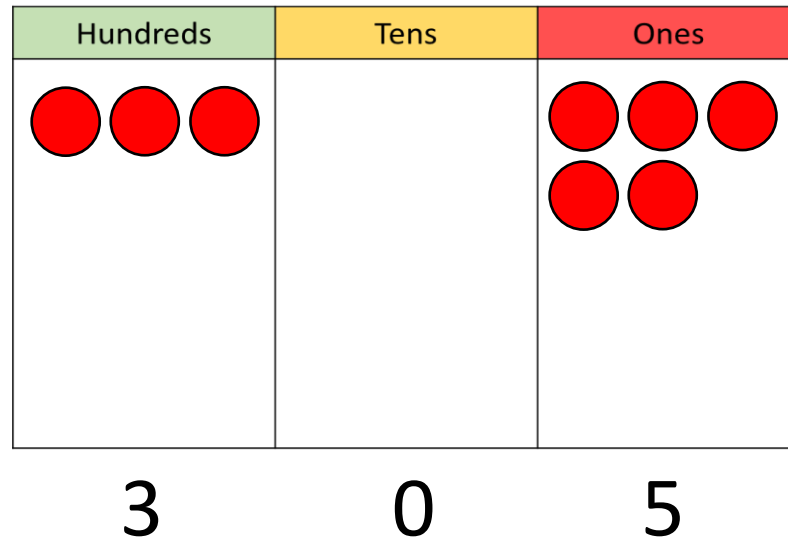


YOUR TURN

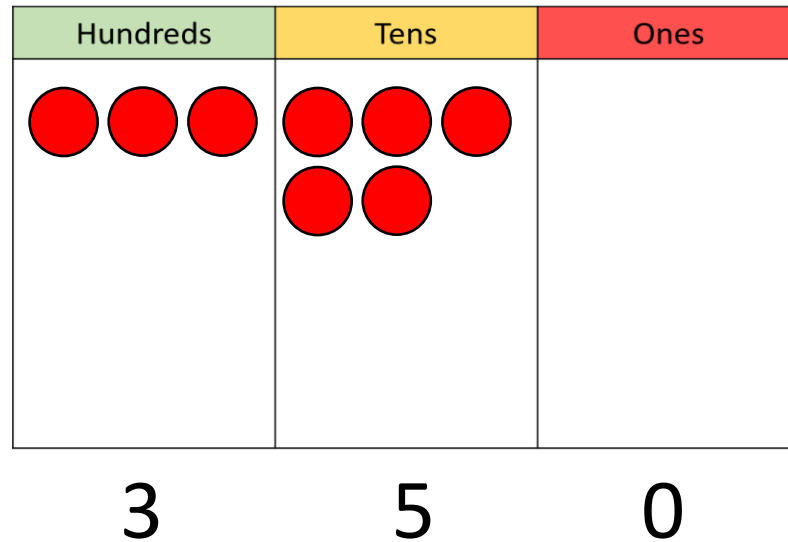
Have a go at questions
1 - 3 on the worksheet

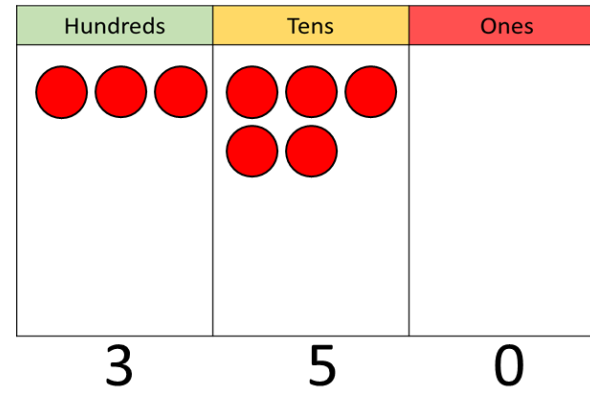
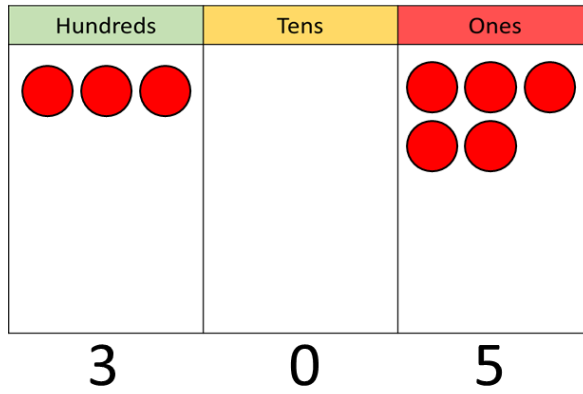


Three hundred
and five



Three hundred
and fifty





Which of the numbers below can be made
with 8 counters?

611

802

233

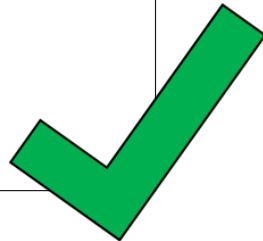
314

Have a think



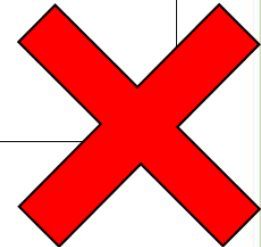
611

Hundreds	Tens	Ones
● ● ● ● ● ●	●	●



802

Hundreds	Tens	Ones
● ● ● ● ● ● ● ●		● ●



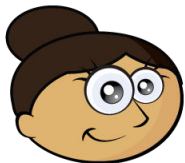
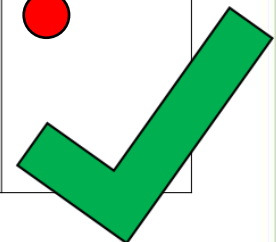
233

Hundreds	Tens	Ones
● ●	● ● ●	● ● ●



314

Hundreds	Tens	Ones
● ● ●	●	● ● ● ●



I notice that $6 + 1 + 1 = 8$
I wonder if there is a pattern.

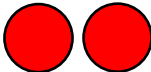

YOUR TURN

Have a go at questions
4 - 6 on the worksheet



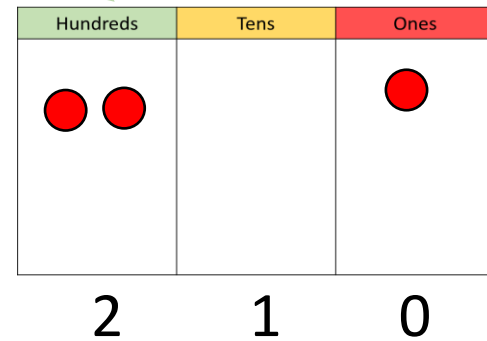
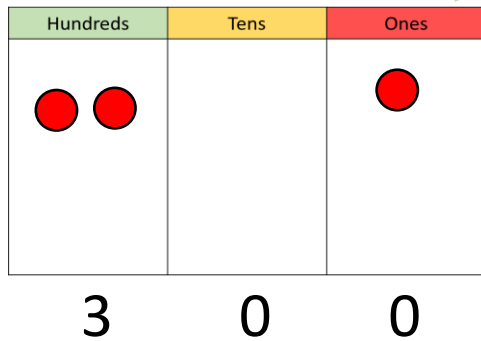
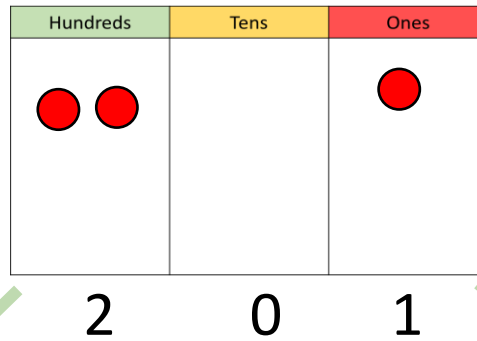
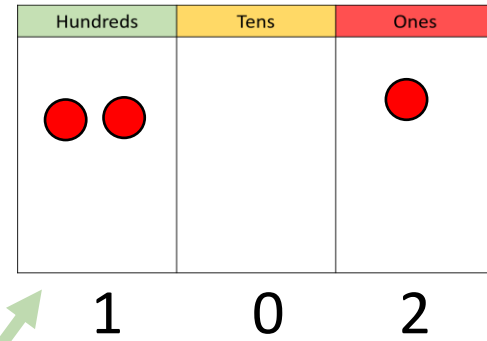
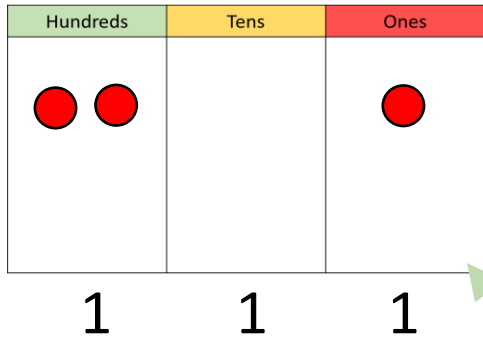
Teddy has made 201 on the place value grid.
He moves one counter to make a new number.
What could his new number be?



Hundreds	Tens	Ones
		
2	0	1

Have a think





YOUR TURN

Have a go at the rest of
the worksheet



NUMBER LINE TO 100



GET READY



1) 10, 20, 30, 40, _____, _____, _____, _____

2) 2, 4, 6, 8, _____, _____, _____, _____

3) $100 \div 10 =$

4) $20 \div 10 =$

1) 10, 20, 30, 40, 50, 60, 70, 80

2) 2, 4, 6, 8, 10, 12, 14, 16

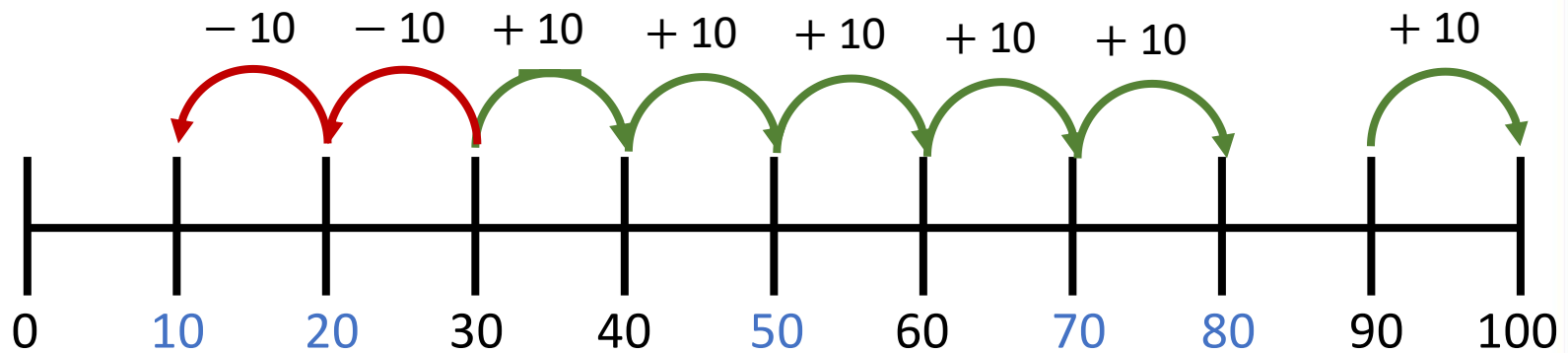
3) $100 \div 10 = 10$

4) $20 \div 10 = 2$

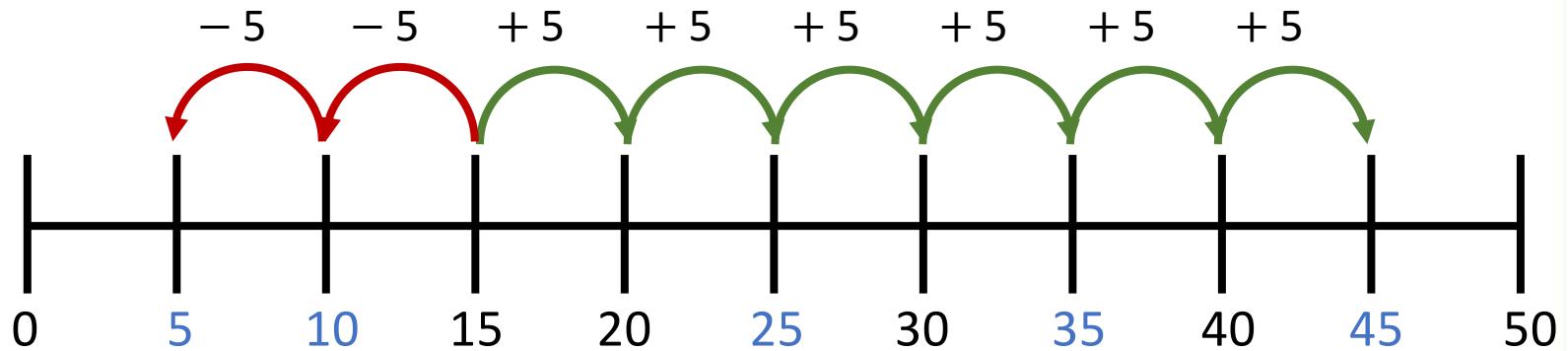
LET'S LEARN



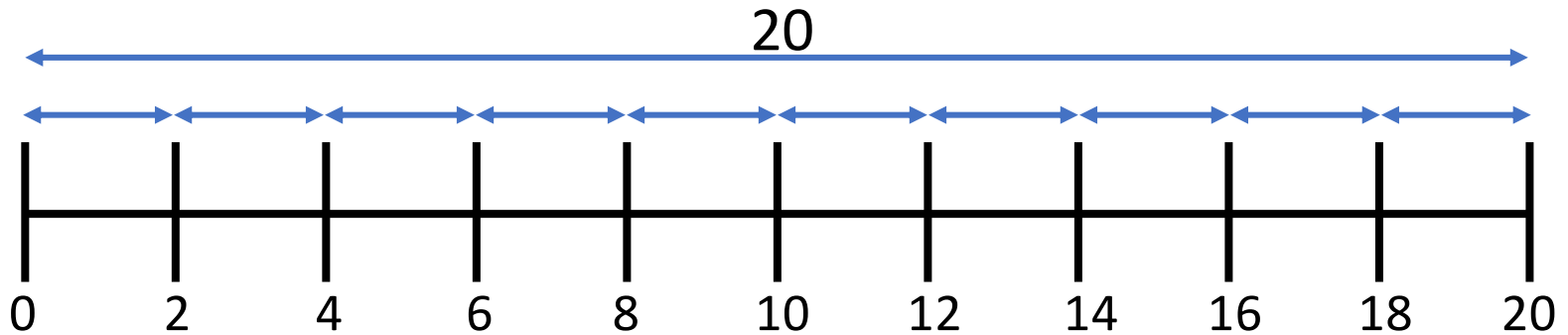
Complete the number line.



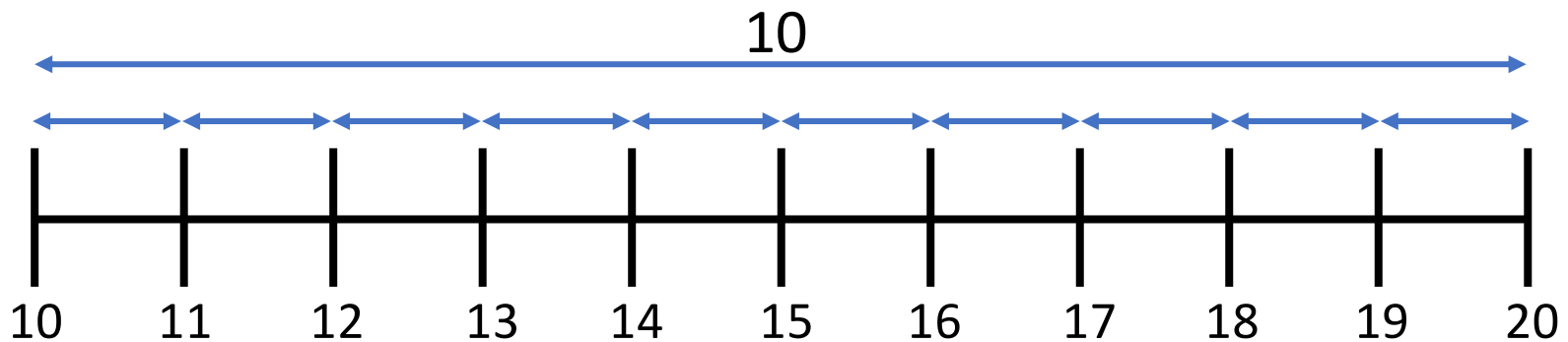
Complete the number line.



Complete the number lines.



$$20 \div 10 = 2$$



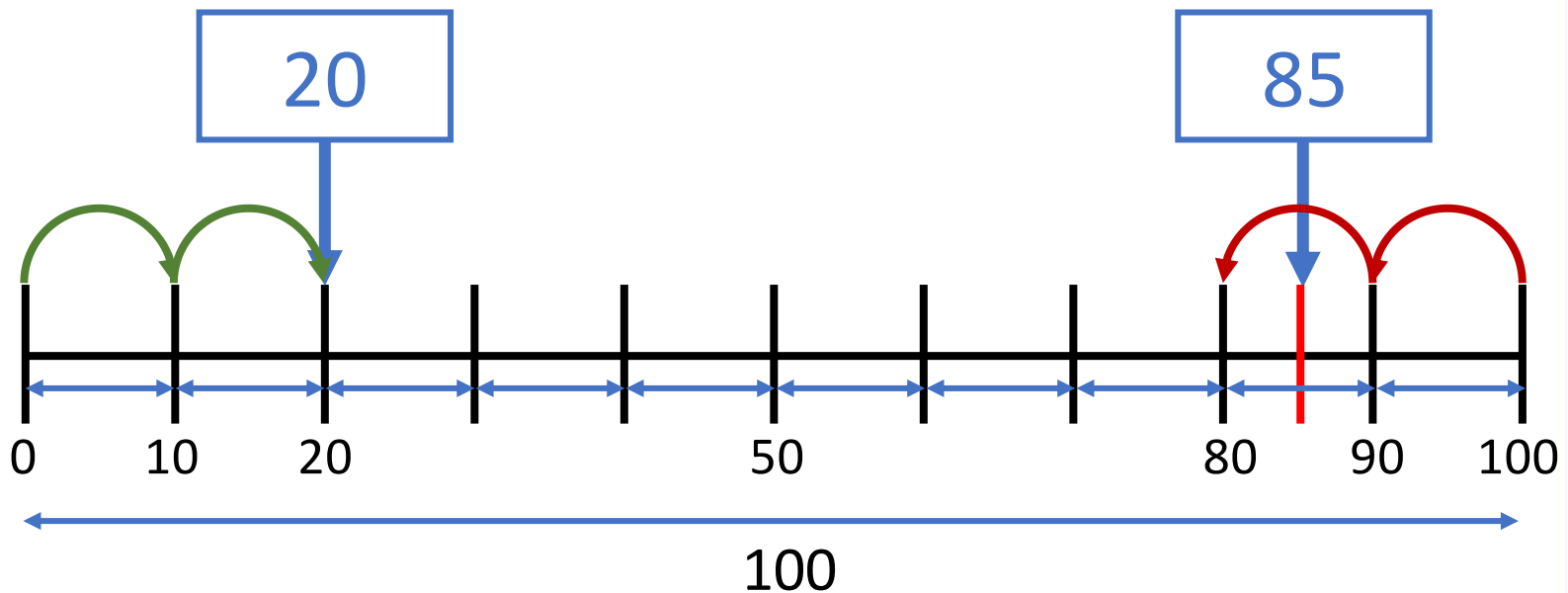
$$10 \div 10 = 1$$

YOUR TURN

Have a go at questions
1 and 2 on the
worksheet



Write the missing numbers.



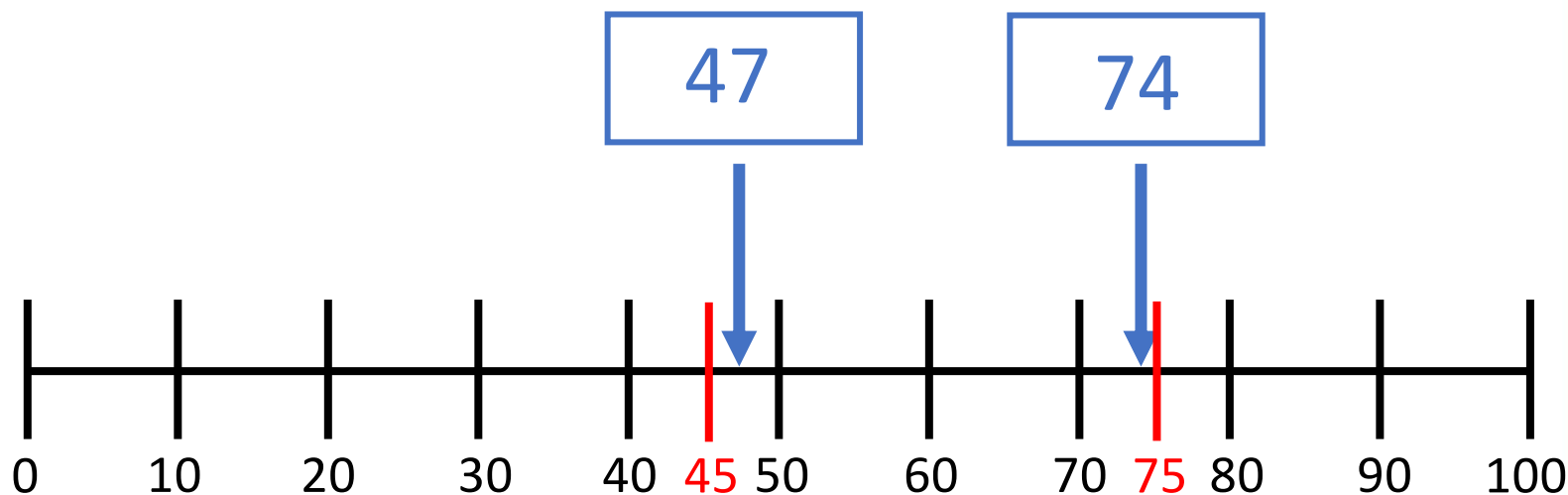
$$100 \div 10 = 10$$

YOUR TURN

Have a go at questions
3 and 4 on the
worksheet



Estimate the numbers indicated by the arrows.



YOUR TURN

Have a go at the rest of
the worksheet



NUMBER LINE TO 1,000



GET READY



1) 900, 800, 700, 600, _____, _____, _____

2) 20, 40, 60, _____, _____, _____, _____

3) $100 \div 10 =$

4) $200 \div 10 =$

1) 900, 800, 700, 600, 500, 400, 300

2) 20, 40, 60, 80, 100, 120, 140

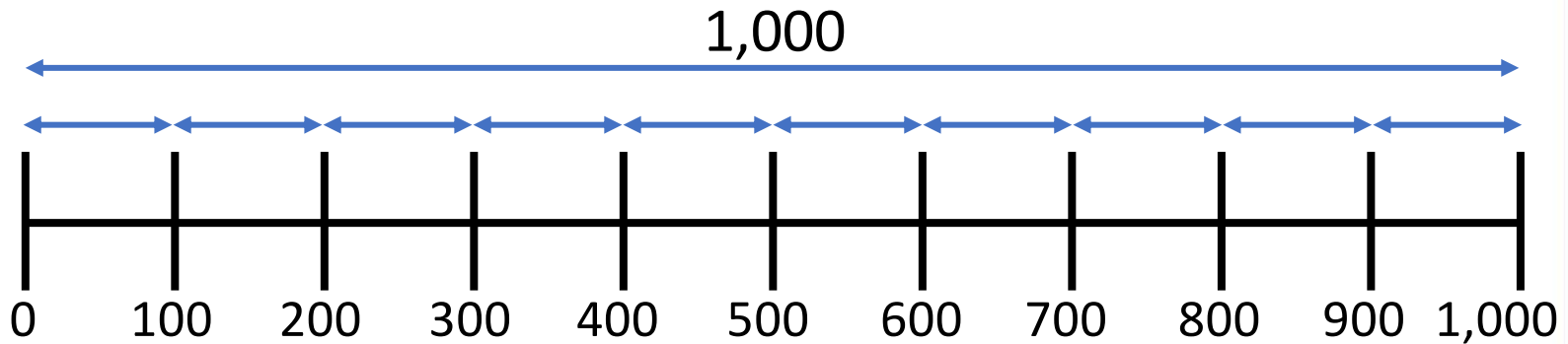
3) $100 \div 10 = 10$

4) $200 \div 10 = 20$

LET'S LEARN

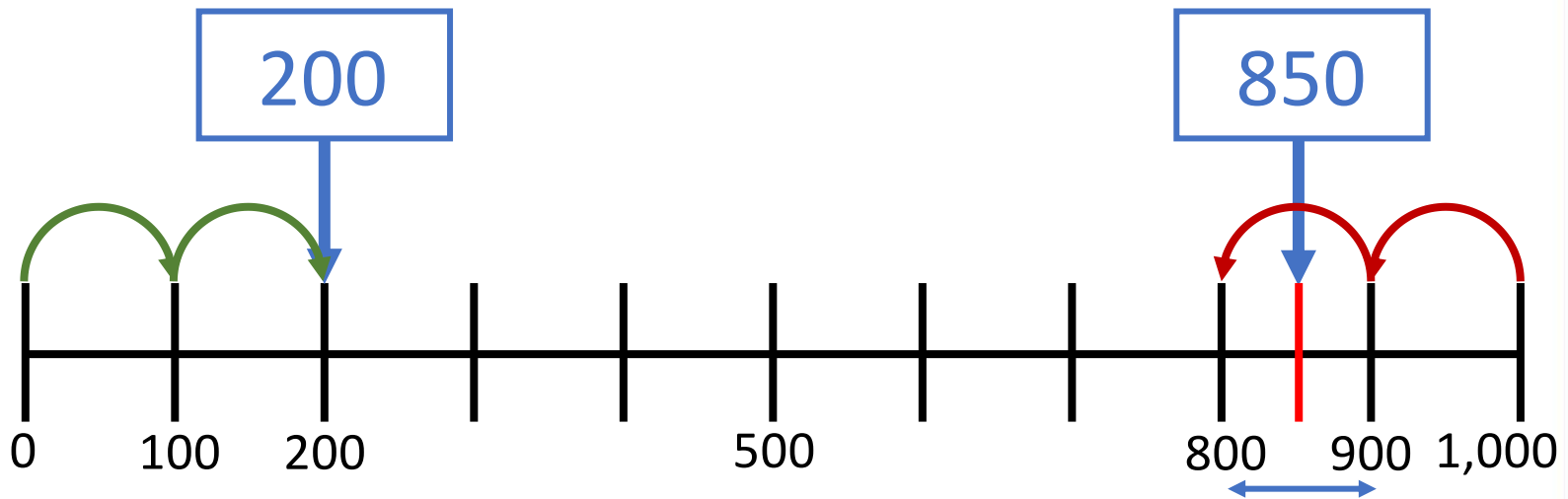


Complete the number line.



$$1,000 \div 10 = 100$$

Write the missing numbers.



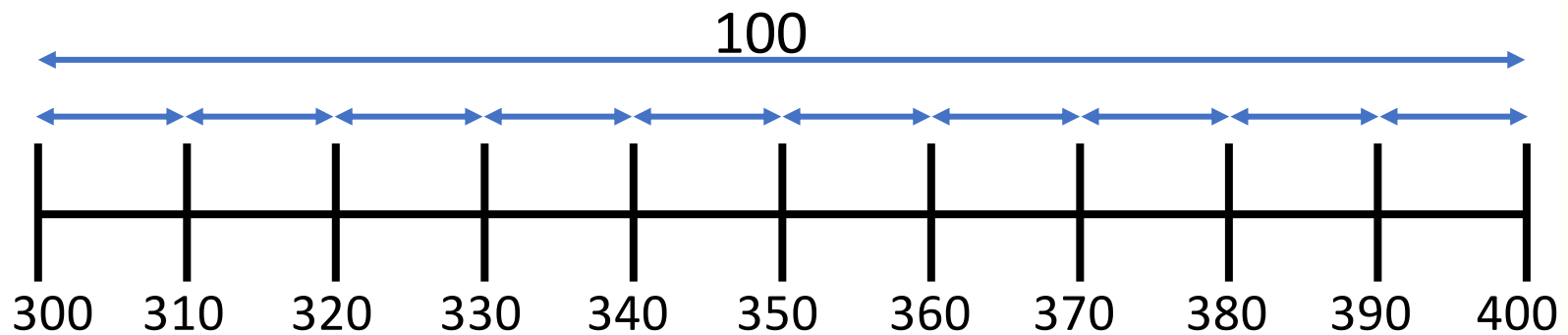
$$100 \div 2 = 50$$

YOUR TURN

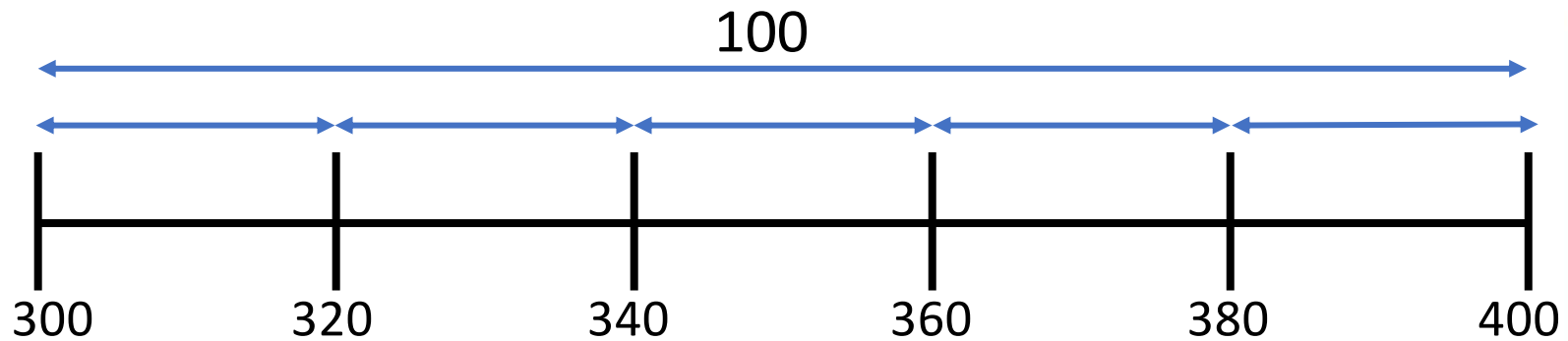
Have a go at questions
1 - 4 on the worksheet



Complete the number line.



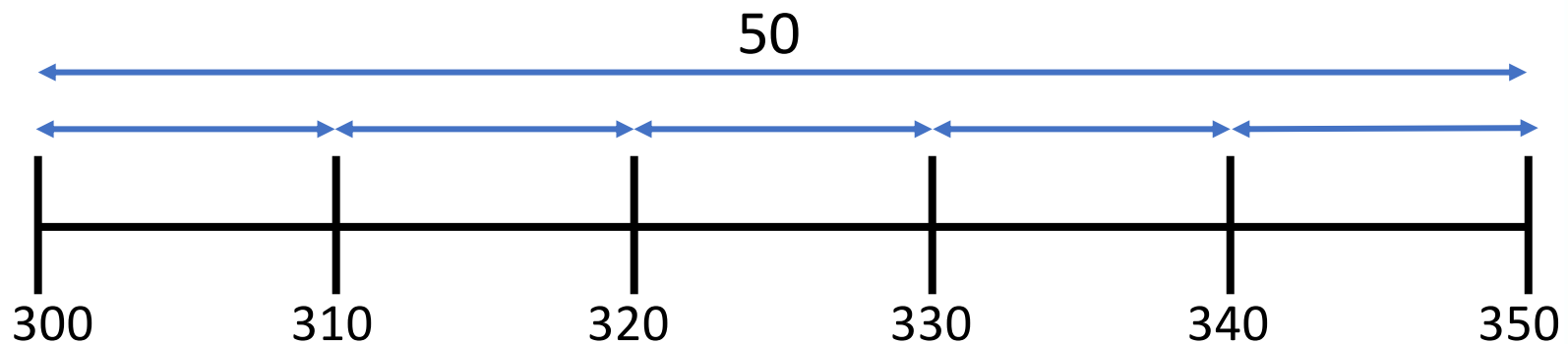
$$100 \div 10 = 10$$



What's the
same?

$$100 \div 5 = 20$$

What's
different?



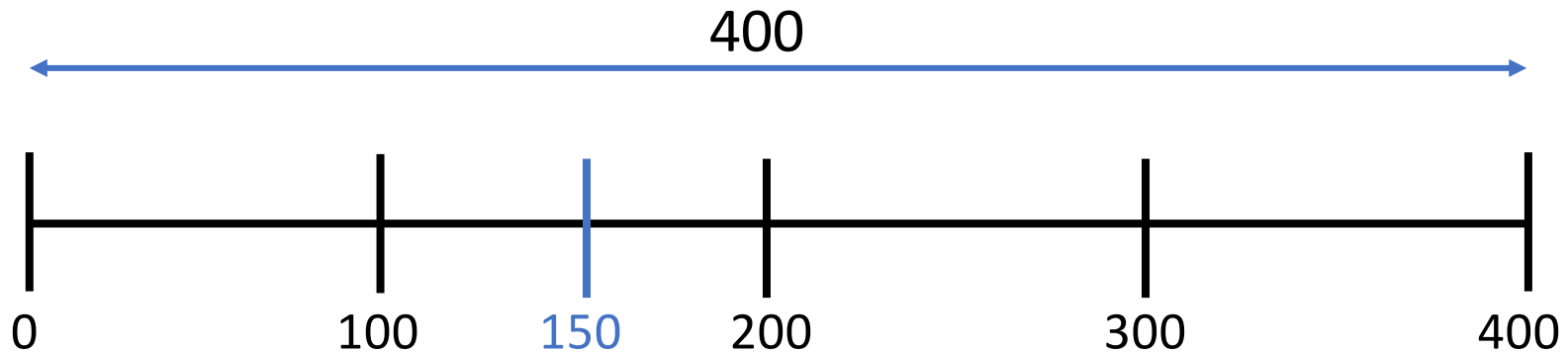
$$50 \div 5 = 10$$

YOUR TURN

Have a go at questions
5 - 8 on the worksheet



Estimate where 150 goes on the number line.



$$400 \div 2 = 200$$

$$400 \div 4 = 100$$

YOUR TURN

Have a go at the rest of
the worksheet



FIND 1, 10, 100
MORE OR LESS



GET READY



Continue the sequences

1) 17, 18, 19, ____, ____, ____

2) 86, 85, 84, ____, ____, ____

3) 23, 33, 43, ____, ____, ____

4) 180, 170, 160, ____, ____, ____

Continue the sequences

1) 17, 18, 19, 20, 21, 22

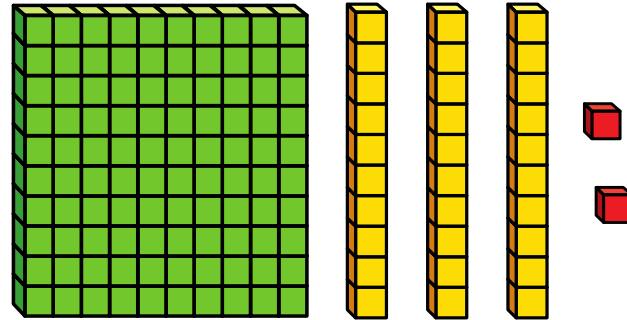
2) 86, 85, 84, 83, 82, 81

3) 23, 33, 43, 53, 63, 73

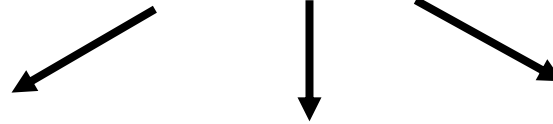
4) 180, 170, 160, 150, 140, 130

LET'S LEARN

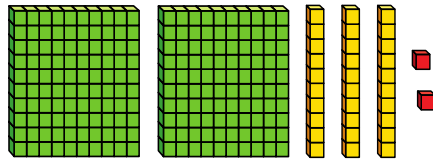




132

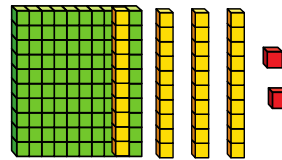


100 more



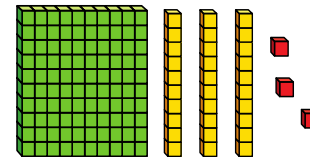
232

10 more



142

1 more



133

Have a think



Hundreds	Tens	Ones

354

100 less

254

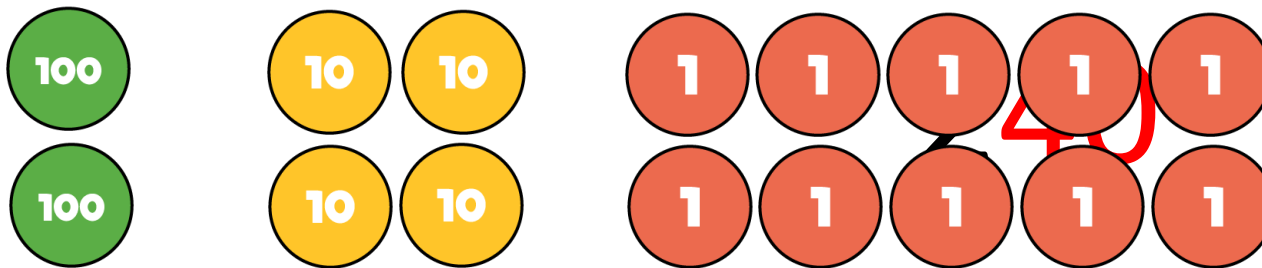
10 less

344

1 less

353

What is 1 more than 239?

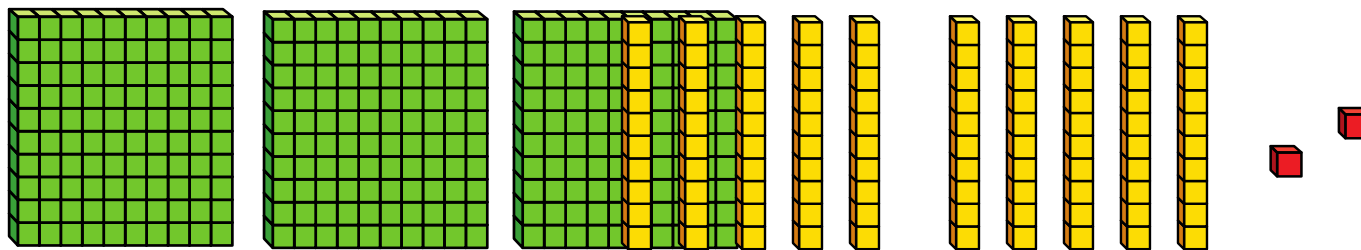


YOUR TURN

Have a go at questions 1
and 2 on the worksheet



292 is 10 less than 302



Impossible! There are no tens to take away.



YOUR TURN

Have a go at questions
3 - 6 on the worksheet



Have a think



Hundreds	Tens	Ones

Dexter adds one more counter.
What new number could he make?

404

314

305

560 is one hundred less than
the number I am hiding.



100 less



560



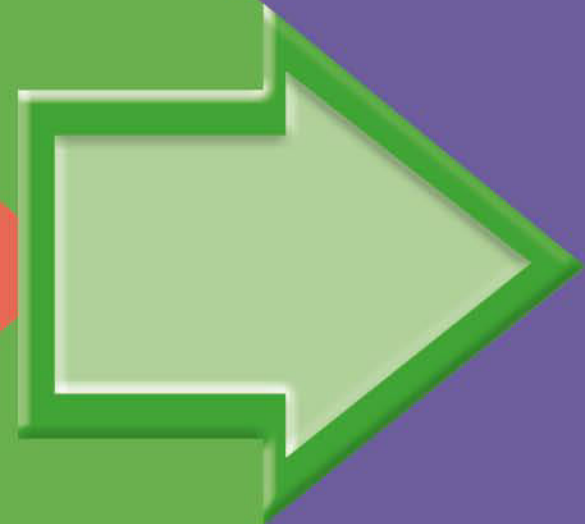
100 more

YOUR TURN

Have a go at the rest of
the worksheet



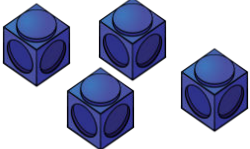
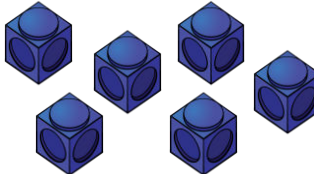
COMPARE OBJECTS



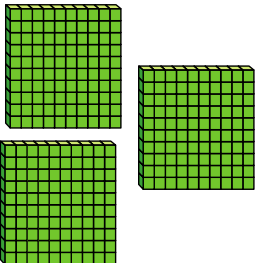
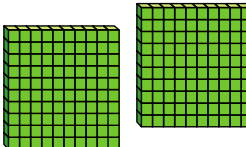
GET READY

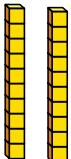
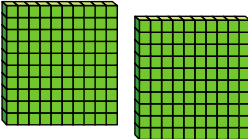


Use **more than** or **less than** to complete the comparison.

1)  is _____ 

Use **greater than** or **less than** to complete the comparisons.

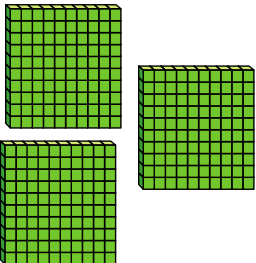
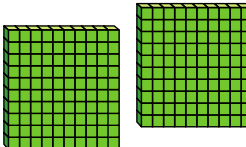
2)  is _____ 

3)  is _____ 

Use **more than** or **less than** to complete the comparison.

1)  is less than 

Use **greater than** or **less than** to complete the comparisons.

2)  is greater than 

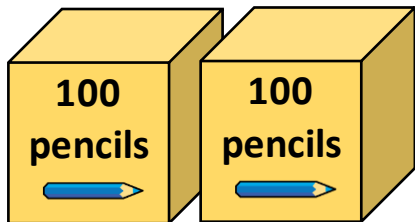
3)  is less than 

LET'S LEARN



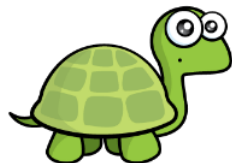
Which class has the most pencils?

Class 3

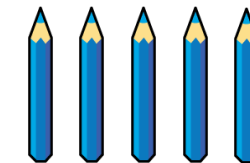
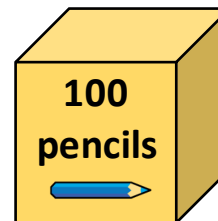


200

Class 4 has lots more pencils.

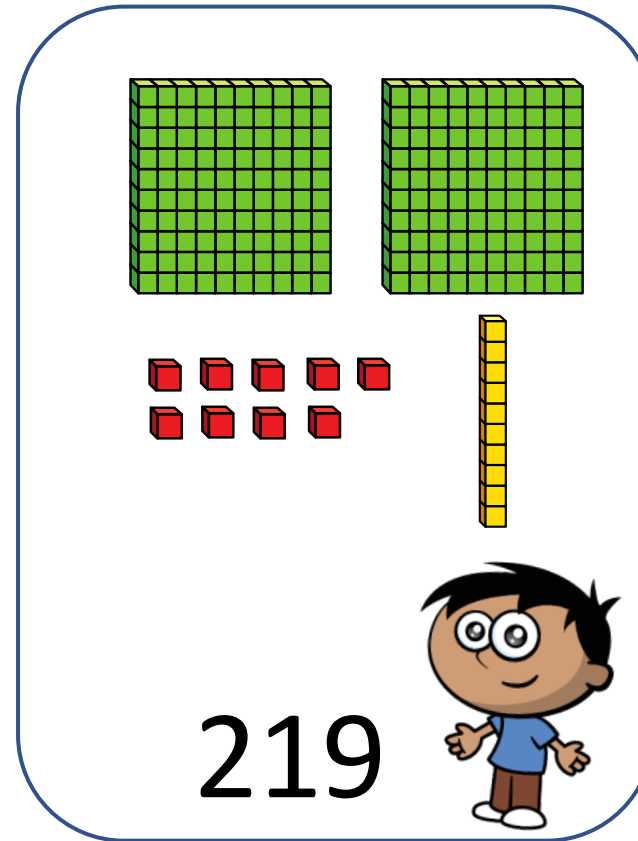
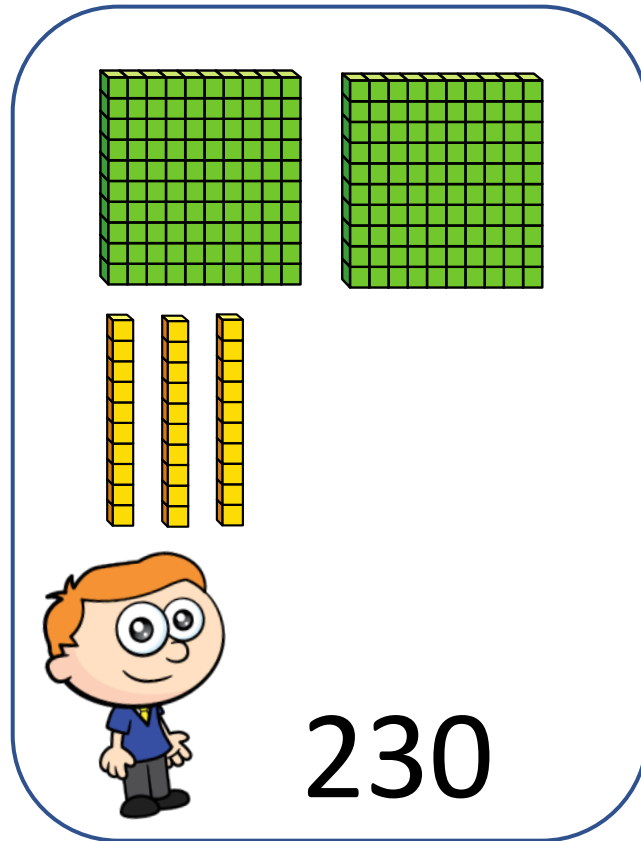


Class 4



145

Who has made the greatest number?



230 is greater than 219

219 is less than 230

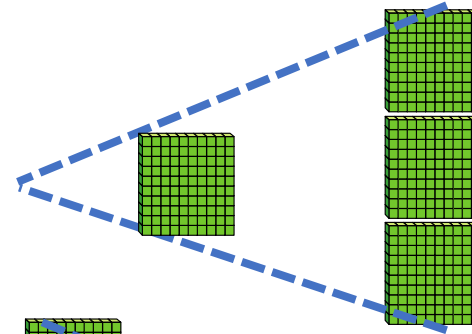
YOUR TURN

Have a go at questions
1 - 4 on the worksheet

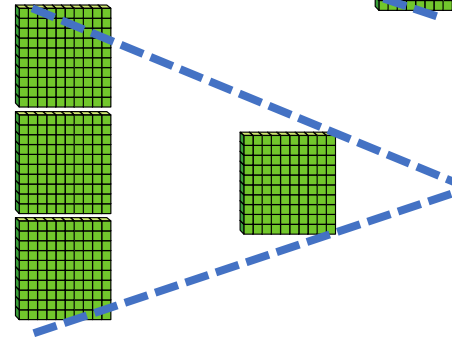


< > =

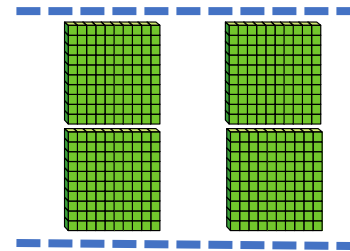
$$100 < 300$$



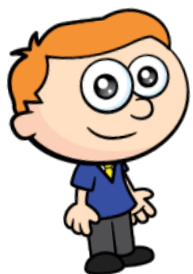
$$300 > 100$$



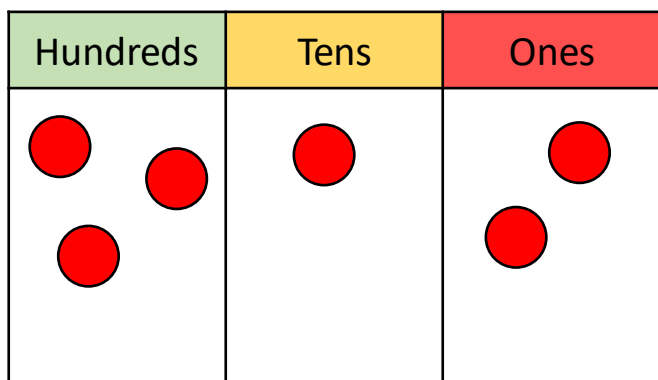
$$200 = 200$$



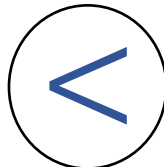
Use $<$, $>$ or $=$ to compare the numbers



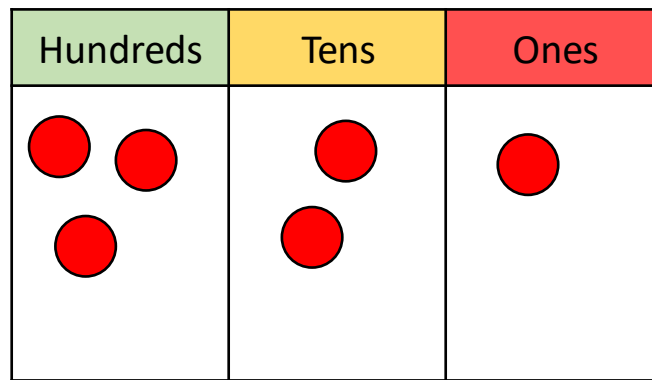
I have used 6
counters!



312



So have I!



321

312 is less than 321

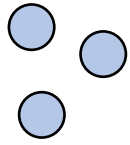
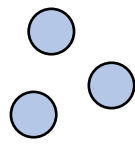
Jack uses 6 counters to make a number.
His number is greater than 300 and less than 400
What could Jack's number be?

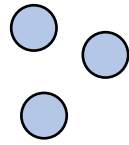
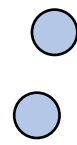

Hundreds	Tens	Ones

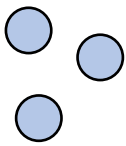

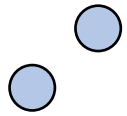
Have a think

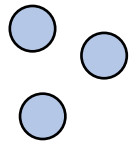
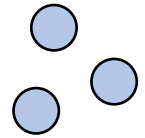


Jack uses 6 counters to make a number.
His number is greater than 300 and less than 400
What could Jack's number be?

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

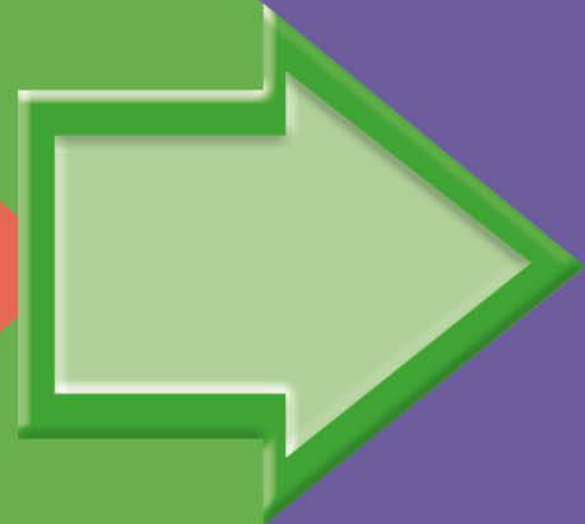
Hundreds	Tens	Ones
		

YOUR TURN

Have a go at the rest of
the questions on the
worksheet.



COMPARE NUMBERS



GET READY



Use **more than** or **less than** to complete the comparison.

1) 20 is _____ 30

2) 40 is _____ 6 tens

Use **greater than** or **less than** to complete the comparisons.

3) 500 is _____ 3 hundreds

4) 40 is _____ 4 hundred

Use **more than** or **less than** to complete the comparison.

1) 20 is less than 30

2) 40 is less than 6 tens

Use **greater than** or **less than** to complete the comparisons.

3) 500 is greater than 3 hundreds

4) 40 is less than 4 hundred

LET'S LEARN



Whose number is the smallest?



2 4 3

Hundreds	Tens	Ones



3 2 4

Hundreds	Tens	Ones



Mo's number is the smallest

Which number is the greatest?

5 2 8

Hundreds	Tens	Ones



5 2 6

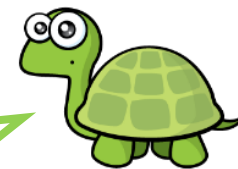
Hundreds	Tens	Ones



528 is the greatest

Which number is the greatest?

89 is the greatest because
8 is more than 2



8 9

2 0 0

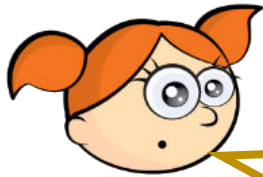
Hundreds	Tens	Ones



Hundreds	Tens	Ones



200 is the greatest



I scored 580

Have a think



How many children beat Alex's score?



607



586



567



405



YOUR TURN


Have a go at questions
1 - 5 on the worksheet



Use $<$, $>$ or $=$ to complete the comparisons

382 $=$ three hundred and eighty-two

203 $<$ $100 + 100 + 5$

Have a think 

YOUR TURN

Have a go at questions
6 - 9 on the worksheet



What could the missing digits be?

$$\underline{2}72 < 219$$

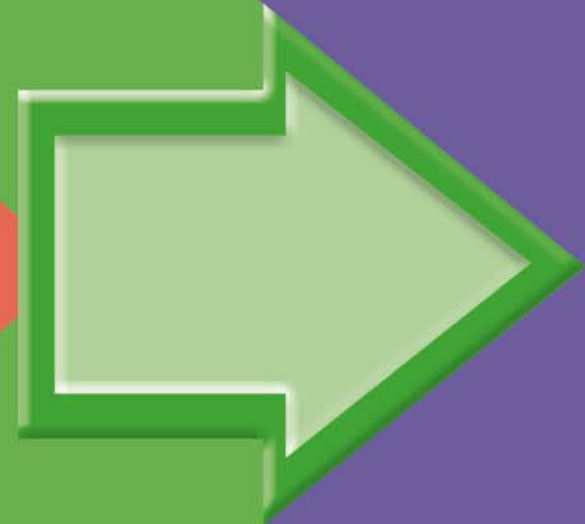
$$353 > 35\underline{0}$$

YOUR TURN

Have a go at questions
10 - 11 on the worksheet



ORDERING NUMBERS



GET READY



1) Circle the **smallest** number.

350 305 503

2) Circle the **greatest** number.

607 667 760

3) Circle the numbers which are **greater than** 250

240 260 300 205

1) Circle the **smallest** number.

350 **305** 503

2) Circle the **greatest** number.

607 667 **760**

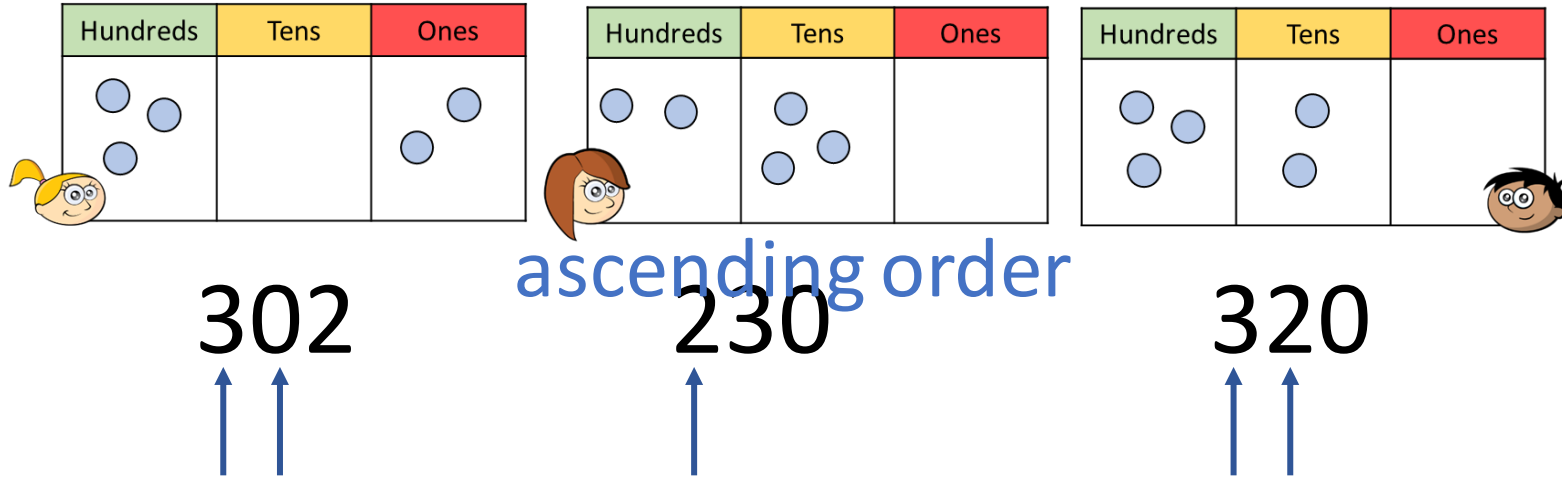
3) Circle the numbers which are **greater than** 250

240 **260** **300** 205

LET'S LEARN



Order the numbers from smallest to largest.



→

smallest
largest

descending order

greatest

smallest

YOUR TURN

Have a go at questions
1 - 5 on the worksheet



YOUR TURN

Have a go at questions
6 - 7 on the worksheet



What could the missing digit be?

$$625 < 6\underline{\quad}3 < 650$$

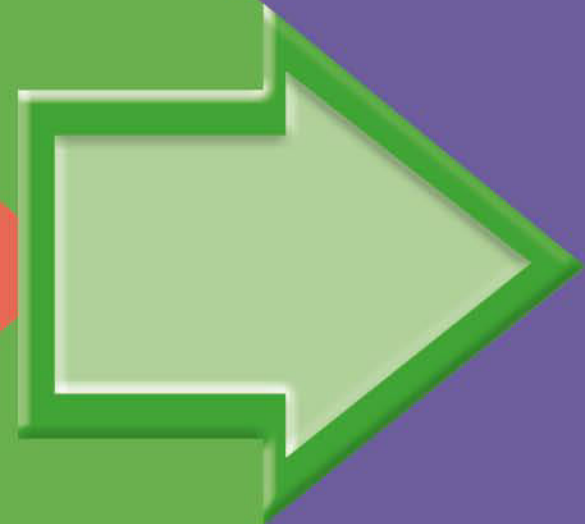
The missing digit could be 3 or 4

YOUR TURN

Have a go at the rest of
the questions on the
worksheet



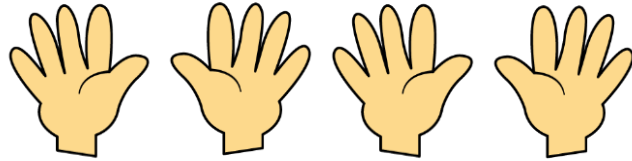
COUNT IN 50s



GET READY



1) How many fingers?



2) What is the total amount?



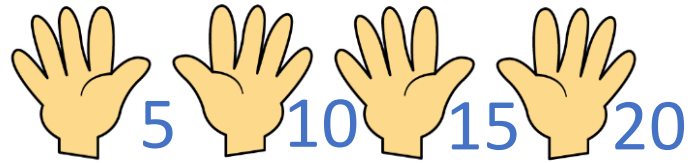
3) What comes next?

5, 10, 15, 20, 25 ____

4) What comes next?

50, 100, 150, 200, 250 ____

1) How many fingers?



2) What is the total amount?



3) What comes next?

5, 10, 15, 20, 25, 30

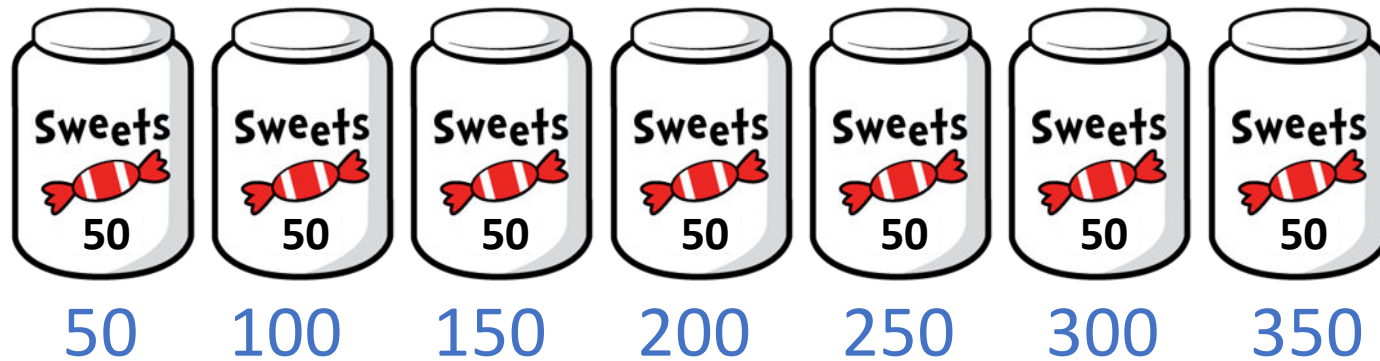
4) What comes next?

50, 100, 150, 200, 250, 300

LET'S LEARN



How many sweets are there altogether?



There are 350 sweets altogether.

Complete the number tracks.

50	100	150	200	250	300	350	400	450
----	-----	-----	-----	-----	-----	-----	-----	-----

900	850	800	750	700	650	600	550	500
-----	-----	-----	-----	-----	-----	-----	-----	-----

Which number is in the wrong place?

Multiple of 50

750 50

150 1000

300

150

Not multiple of 50

230 480

550 290

540

520

Have a think

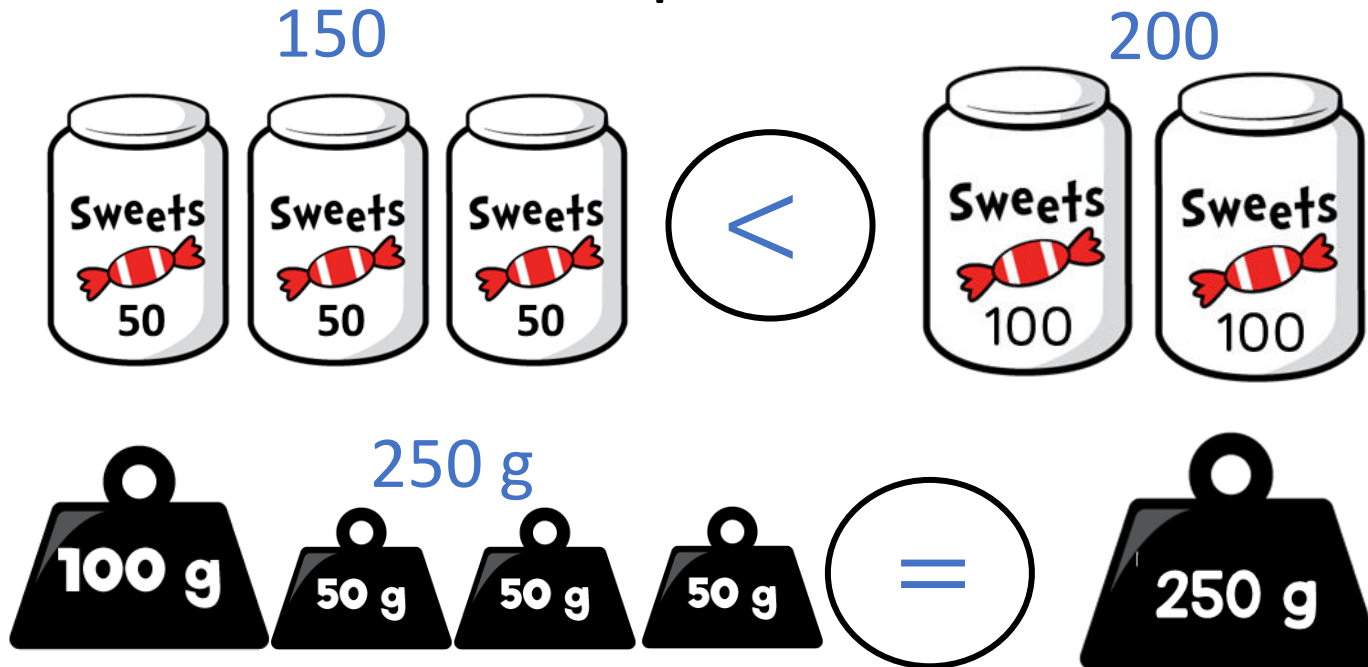


YOUR TURN

Have a go at questions
1 - 4 on the worksheet



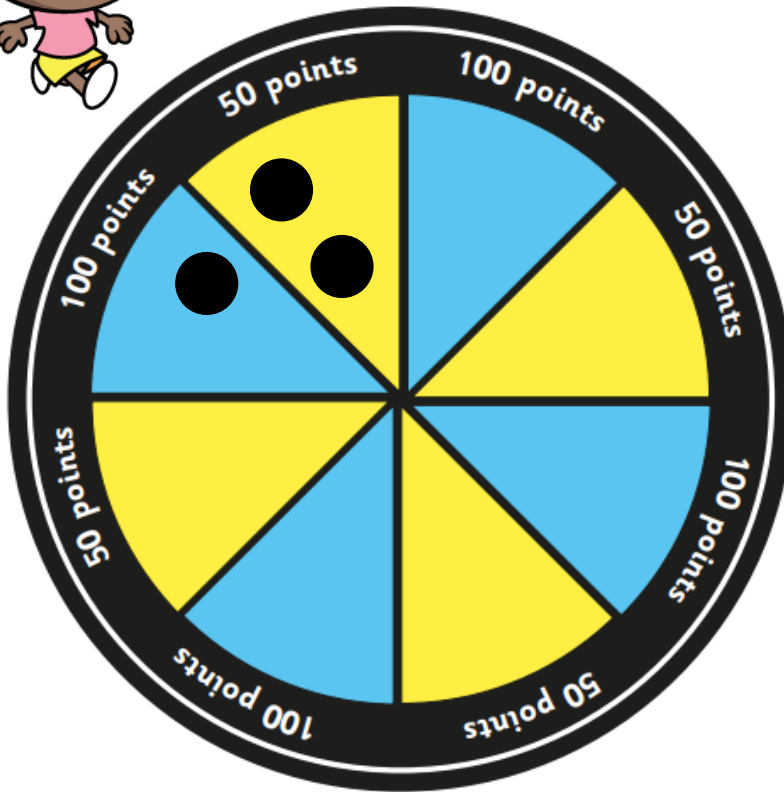
Use $<$, $>$ or $=$ to complete each comparison.



Have a think

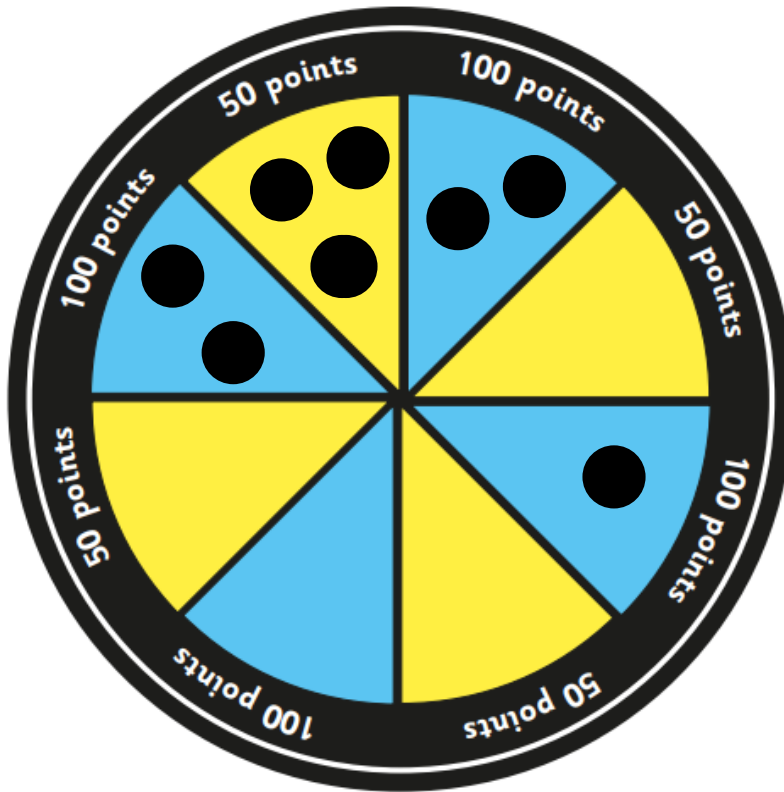


What is Whitney's score?



200

What other possible scores could you make with 3 tiddlywinks?



200

150

250

300

Have a think



YOUR TURN

Have a go at the rest of
the questions on the
worksheet

