

5.1.22

LO: To use a place value grid accurately to compare numbers.

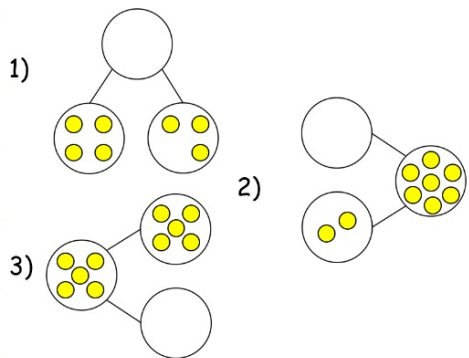
I know that when I compare numbers I start with the highest place value column.

I can compare numbers using a place value chart to help me.

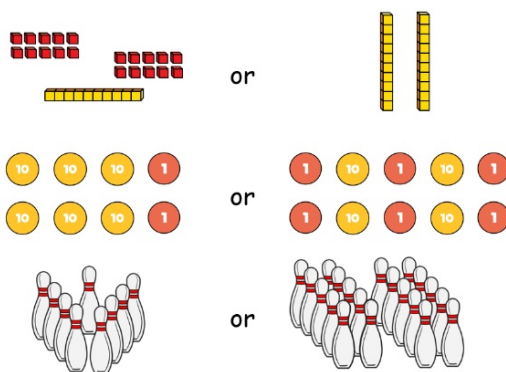
I understand that each place value column can have no more than 9 in.

Complete your flashback 4

Complete the part-whole models



Which represents more?



1) $200 + 50 + 9 =$


2) $400 + 8 =$

3) Partition 267 into hundreds, tens and ones.



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

500 is _____ 3 hundreds

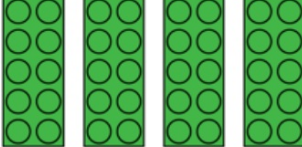

40 is _____ 4 hundred

Tens	Ones
	

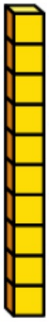
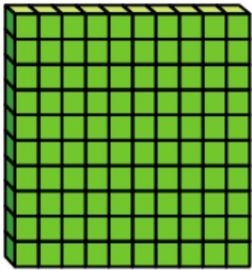
=

Tens	Ones
	

=

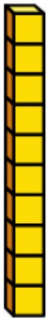
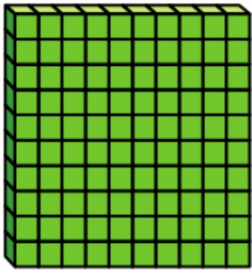
Tens	Ones
	

=



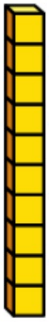
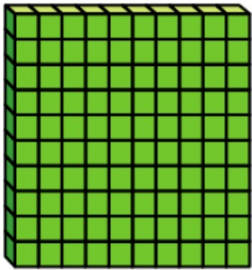
Hundreds	Tens	Ones

Make the number : 45



Hundreds	Tens	Ones

Make the number : 4 5 2

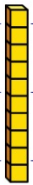
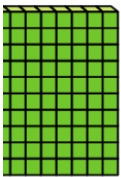
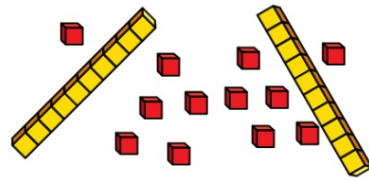
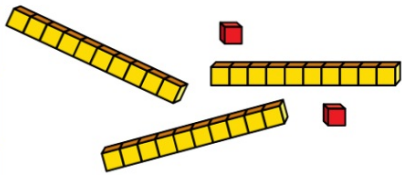


Hundreds	Tens	Ones

Make the number : 2 3 1

Who is correct?

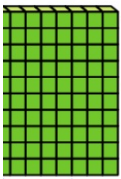
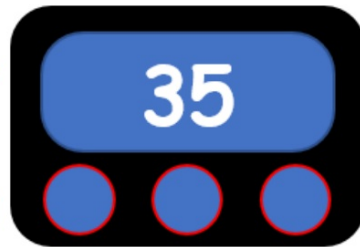
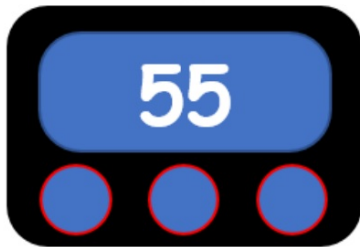
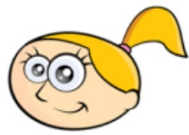
32



Hundreds	Tens	Ones

Hundreds	Tens	Ones

Who gets the gold medal?



Hundreds	Tens	Ones

Hundreds	Tens	Ones

Send group off

Which number is the greatest?

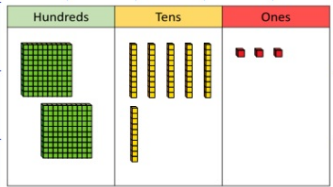
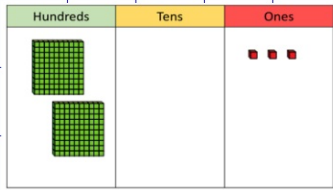
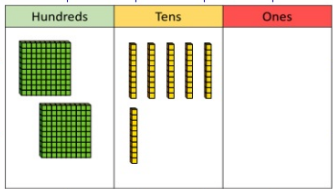
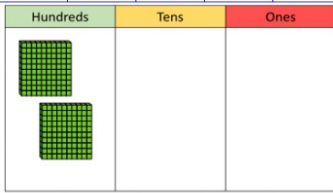
5 2 8

5 2 6

Hundreds	Tens	Ones

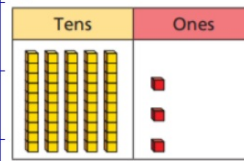
Hundreds	Tens	Ones

What numbers are shown here.



Complete the sentences.

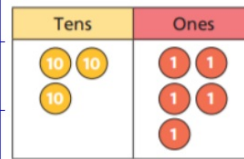
a)



There are tens
and ones.

The number represented is

b)



There are tens
and ones.

The number represented is

c) What is the same and what is different about the place value charts?

Your turn!

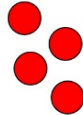
Which 3-digit numbers can we make using 2 counters?

Hundreds	Tens	Ones



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

Hundreds	Tens	Ones



Circle all the numbers less than 716

634 800 715 720 66 1,000

Circle all the numbers greater than 333

700 396 299 167 342 400

Complete the place value charts to represent the number 47

Tens	Ones

Tens	Ones
	7

Tens	Ones

Tens	Ones

Write >, < or = to make the statements correct.

a)

100s	10s	1s
2	9	5



100s	10s	1s
2	7	2

b)

100s	10s	1s
4	0	1






100s	10s	1s
4	1	0

c)

100s	10s	1s
1	5	7



100s	10s	1s
		

d) Which place value columns did you have to compare in part c)?

What number is represented in each place value chart?
Complete the number sentences.

a)

Tens	Ones
2	6

$$20 + 6 = \square$$

b)

Tens	Ones
3	0

$$\square + \square = \square$$

c)

Tens	Ones
0	9

$$\square + \square = \square$$

Use $>$, $<$ or $=$ to compare the amount of each potion:

562ml 785ml

603ml 360ml

413ml 431ml

242ml 242ml



Three hundred and forty-nine

$700 + 70 + 5$

1 hundred, 7 tens and 4 ones

9 hundreds and 2 ones

1 hundred, 11 tens and 3 ones

407

a) What is the greatest amount?

b) What is the smallest amount?

Wizard Wanda is experimenting with exploding potions.

She uses 670 newt eyes and 410g of dragon scales in her first potion and it does nothing! She knows she needs more of each of the ingredients for it to work.

She uses 720 newt eyes and 450g of dragon scales in her next batch and the explosion is far too big! She knows she has used too much of each ingredient.

a) Suggest how much of each ingredient she should try next.

b) Explain your reasoning.

Read each statement and decide whether it is correct or incorrect. If it is incorrect, explain how you would correct it.

- $516 > 498$
- Eight hundred and sixty-three $>$ eight hundred and ninety
- Three hundred and five $<$ 299
- $473 = 4$ hundreds, 7 tens and 3 ones



Write the missing phrase.

greater than

less than

equal to

a) 31 is _____ 34

b) 18 is _____ 8

c) seventy is _____ seventeen

d) $40 + 5$ is _____ 45

e) 9 tens is _____ 9 ones

f) 23 ones is _____ $30 + 7$

Extension

- 1) 671, seven hundred and sixty-one, 167, six hundred and seventeen, $700 + 10 + 6$

Explain how someone would work out which of these numbers would be the greatest.

- 2) The label on Wizard Will's bottle of mermaid tears has been torn off.

He knows that the number of tears on the label:

- was more than 500;
- was less than 800;
- had a digit sum of 16;
- was a 3-digit number;
- was a number where the smallest digit and greatest digit had a difference of 3.



- a) What number could have been on his label?
b) How many different possibilities can you find?

6.1.2 2


Geography launch - memorable experience

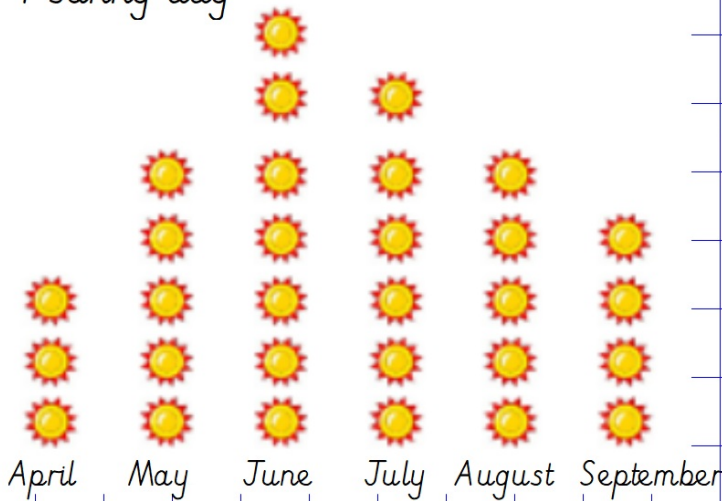
LO: To create and interpret data based around weather.

I know how to read a graph.

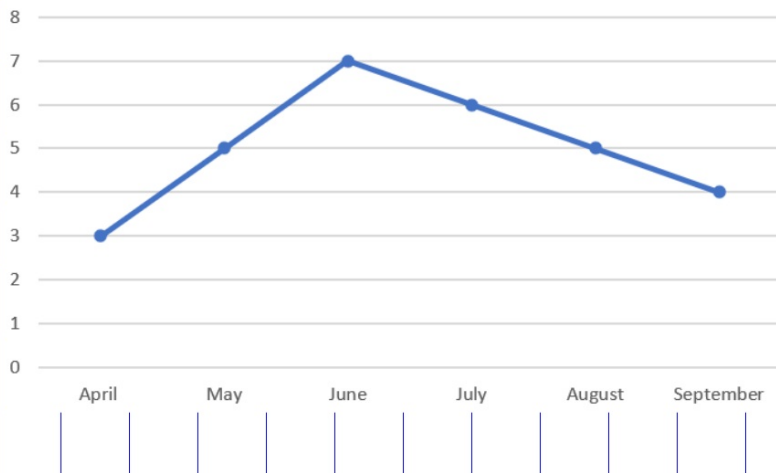
I can answer questions based on data in a graph or table.

I understand that graphs need to have equal distance between measurements.

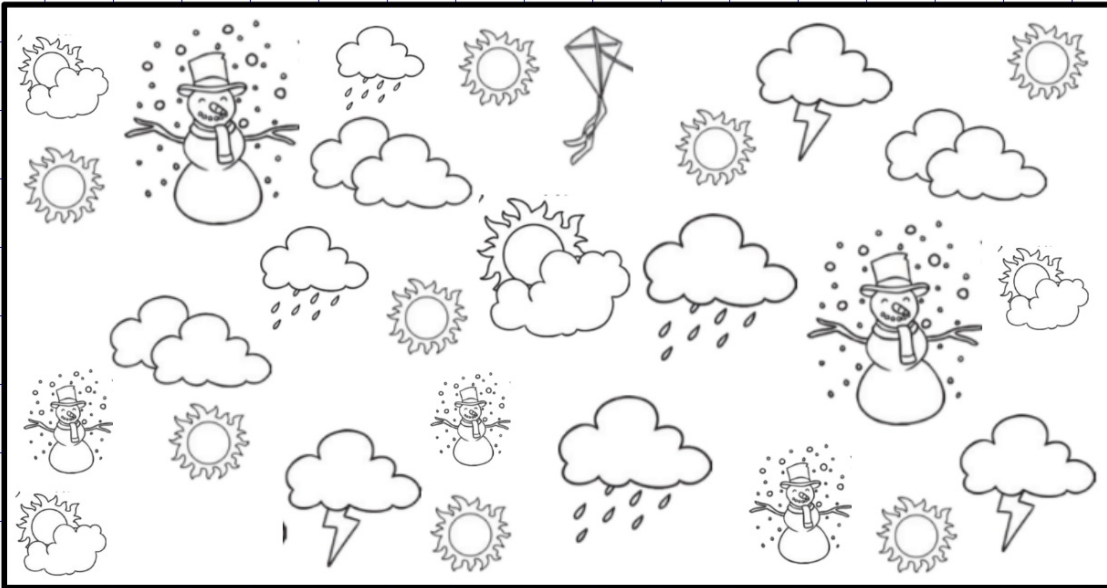
 = 1 sunny day



Sunny days

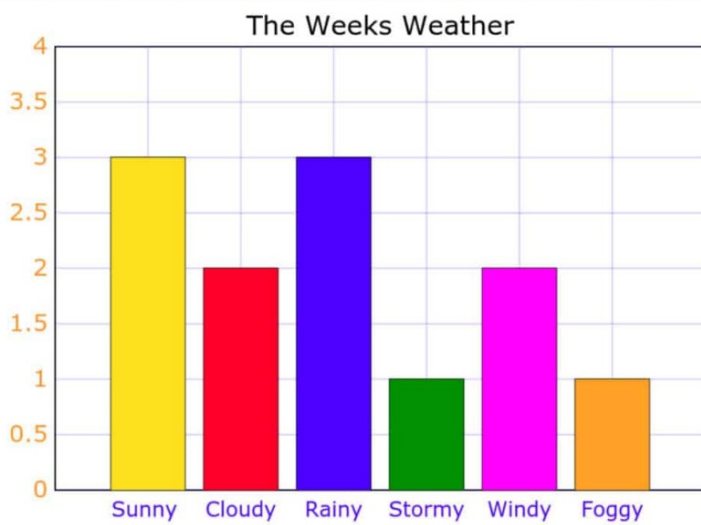


- 1) How many days were sunny in May?
- 2) Which month had the most sunny days?
- 3) Which two months had the same number of sunny days?
- 4) How many sunny days were there in July, August and September altogether?
- 5) What is the difference between the number of sunny days in April and June?
- 6) How many sunny days were there altogether?



1)a) Complete the table including a tally chart.

b) Complete a bar chart of your results.



2) a) Put this data into a table and a tally chart.

b) Which weathers were seen for the same amount of time?

c) What is the difference between the time it was sunny and stormy?

d) What was the total amount of time it was cloudy, rainy and foggy?



Weather Chart for March

Here is a weather chart for March. Look at the key to see what each of the pictures mean and then try to answer the questions.

SUN	MON	TUE	WED	THU	FRI	SAT

KEY
Sunny
Windy
Cloudy
Rainy

3)a) How many days was it sunny?

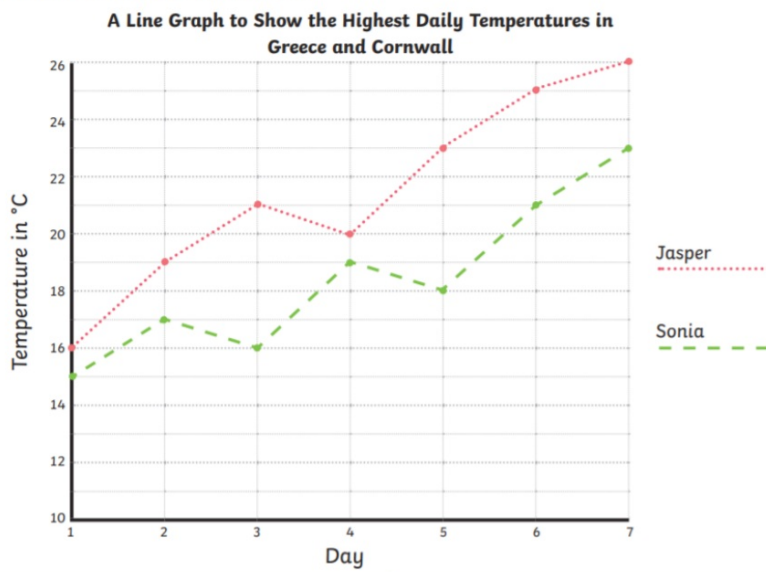
b) How many days was it windy or rainy?

c) How many more days was it cloudy than rainy?

d) Now draw a tally chart and bar graph on the next page, showing the weather.

4) Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Here is a line graph showing the highest daily temperature on each day of their summer holidays.

Use the graph to answer the questions.



a) What was the temperature on day 4 of Jasper's holiday?

b) What was the temperature on day 1 on Sonia's holiday?

c) What was the difference in temperature between Greece and Cornwall on day 3?

d) How much warmer was it in Greece than Cornwall on day 7?

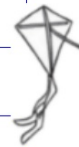
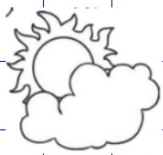
e) On which day was the temperature of Sonia's holiday 21°C?

f) On which day did the temperature in Greece decrease?

Extension

Create your own weather picture using the images below, using as many of each as you like.

Then put your results into a table, tally chart and a bar chart.



When you have finished, think of some questions about your data that you could ask your partner.

7.1.22

Arithmetic

LO: To Recall and use addition and subtraction facts to 100 fluently.

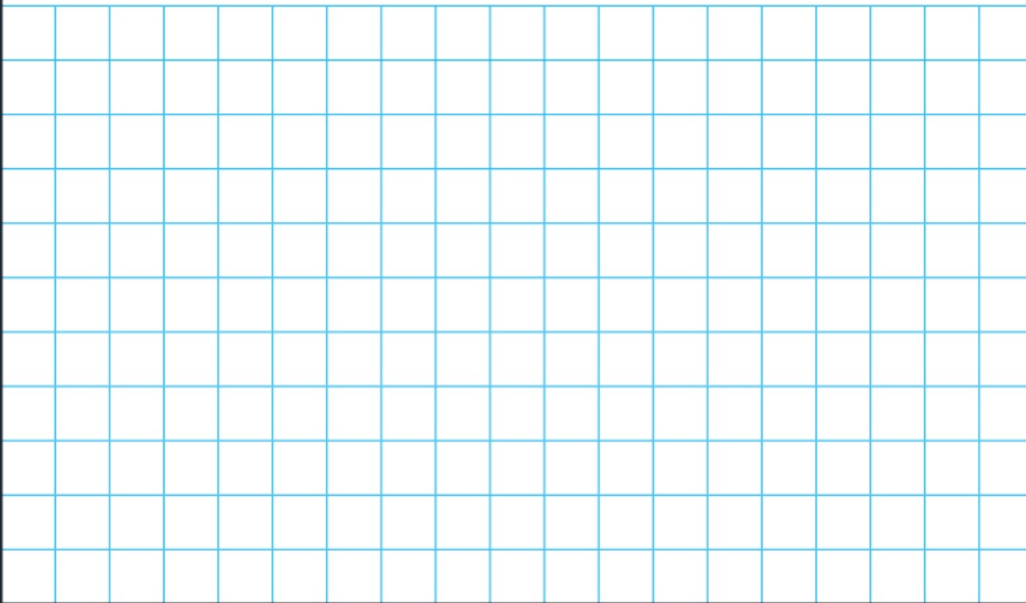
I know how many tens are in 100.

I can use hundred squares, base 10 and bead strings to help me with addition and subtraction to 100.

I understand I understand how number bonds to 10 link to number bonds to 20.

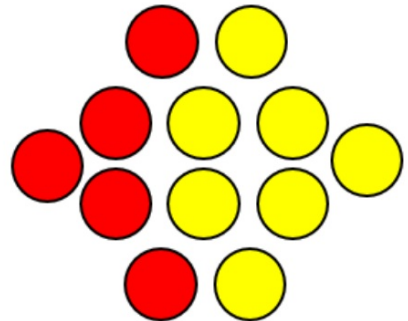
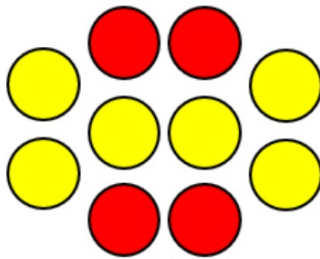
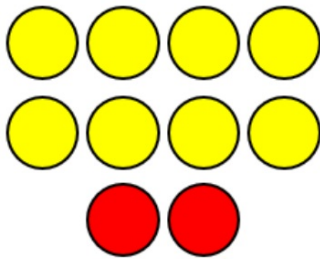
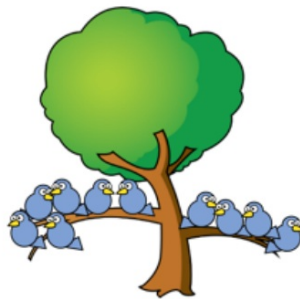
9

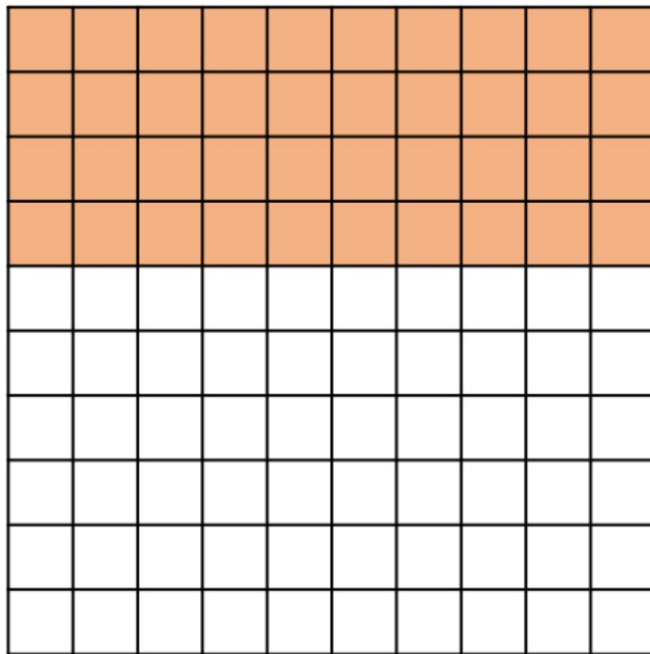
$$= 100 - 45$$



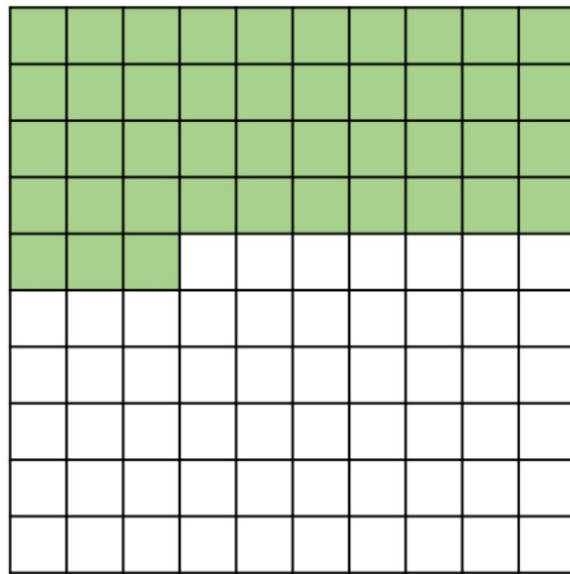
1 mark

Which of these represent a bond to 10?





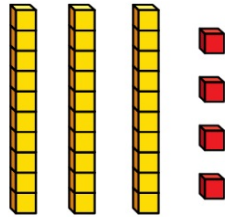
How many squares has Annie shaded?



How many squares has Tommy shaded?



Here is my number!



Our numbers
add together
to make 100



What number has Amir made?

Dora, Whitney and Teddy are trying to work out the missing number.

$$39 + \square = 100$$

I don't have any Base 10 to help me!



$$1) 31 + \square = 100$$

$$2) 58 + \square = 100$$

$$3) 100 = 92 + \square$$

$$4) 50 + \square = 100$$

$$5) 1 + \square = 100$$

Q.6 - 10, use the inverse to check your answers.

1) Complete the number bonds.

a) $4 + 6$

$4 + 16$

b) $5 + 5$

$5 + 15$

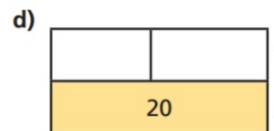
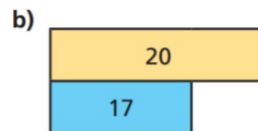
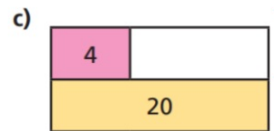
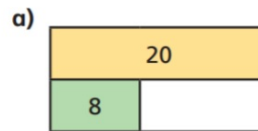
c) $10 = \square + 1$

$20 = \square + 1$

d) $10 = 3 + \square$

$20 = \square + 13$

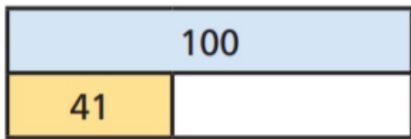
2) Complete the bar models.



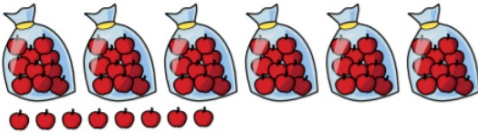
3) Colour all the number bonds to 20

14 + 3	17 + 3	2 + 18	0 + 20	3 + 16	9 + 11	17 + 3	18 + 2	2 + 0
18 + 1	3 + 7	12 + 7	5 + 15	4 + 8	1 + 19	13 + 5	20 + 0	1 + 15
11 + 8	11 + 9	19 + 1	3 + 17	10 + 0	13 + 7	16 + 2	8 + 12	5 + 5
5 + 6	4 + 16	19 + 0	10 + 1	2 + 0	14 + 6	17 + 1	11 + 9	11 + 8
12 + 5	12 + 8	18 + 2	15 + 5	4 + 15	16 + 4	10 + 10	15 + 5	13 + 3

Complete the bar model.



Mrs Harris has these apples for Sports Day.



She needs 100 apples.

How many more apples does Mrs Harris need?

A coat costs £100

Mr Farmer has £58

How much more money does Mr Farmer need to buy the coat?

Extension

- 1) Teddy has completed the missing number sentence.

$$46 + 64 = 100$$

Is Teddy correct?
Explain your answer.

- 2) Each row and column adds up to 100.

Complete the grid.

45	45	
	35	
15		65

- 3) Complete the pattern.

$$\begin{aligned} 15 + 85 &= 100 \\ 20 + 80 &= 100 \\ 25 + 75 &= 100 \\ 30 + \underline{\quad} &= 100 \\ \underline{\quad} + \underline{\quad} &= 100 \end{aligned}$$

Can you explain the pattern?

- 1) Use equipment to represent each of the calculations below.


What is the same?
What is different?

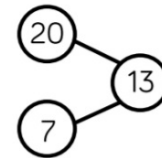
$$7 + 3 = 10$$

$$17 + 3 = 20$$

$$20 = 7 + 13$$

Explain your thinking.

- 2)  Jack represents a number bond to 20 in the part whole model.



Can you spot his mistake?

True or false?

There are double the amount of numbers bonds to 20 than there are number bonds to 10

Prove it - can you use a systematic approach?