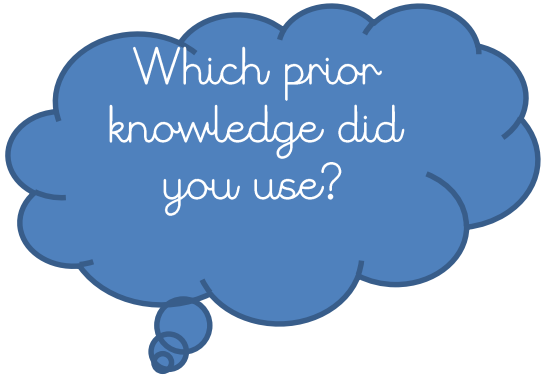
RECALL

Linked to your previous learning, discuss and complete the following questions:

1. What are the value of the underlined digits in the following numbers?

1,2<u>6</u>3
7,24<u>5</u>
<u>9</u>,104
<u>3</u>45



WALT: Use and apply numbers to 100,000

Introduction

90000	9000	900	90	9
80000	8000	800	80	8
70000	7000	700	70	7
60000	6000	600	60	6
50000	5000	500	50	5
40000	4000	400	40	4
30000	3000	300	30	3
20000	2000	200	20	2
10000	1000	100	10	1

How can the place value grid help you to add 10, 100 or 1,000 to any number?
How many digits change when you add 10, 100 or 1,000? Is it always the same number of digits that change?
How can we represent 65,048 on a number line?
How can we estimate a number on a number line if there are no divisions?
Do you need to count forwards and backwards to find out if a number is in a number sequence? Explain.

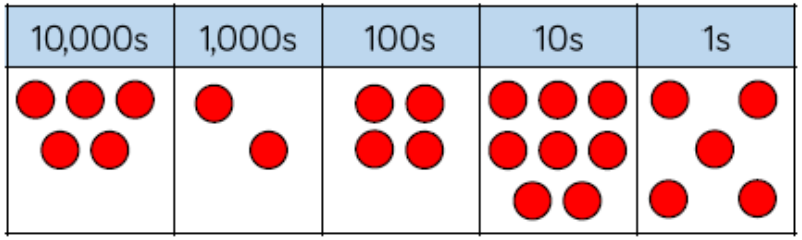
Key Vocabulary

- Digit
- Ones
- Hundred
- Thousand
- Partition
- Number
- Place value
- Smallest
- Largest
- Ordered

Use the class maths display and your table top resource pack to generate your own examples of key vocabulary too.

Fluency - Do it!

1. A number is shown in the place value grid.



Write the number in figures and in words.

- Alex adds 10 to this number
- Tommy adds 100 to this number
- Eva adds 1,000 to this number

Write each of their new numbers in figures and in words.

2. Complete the missing numbers.

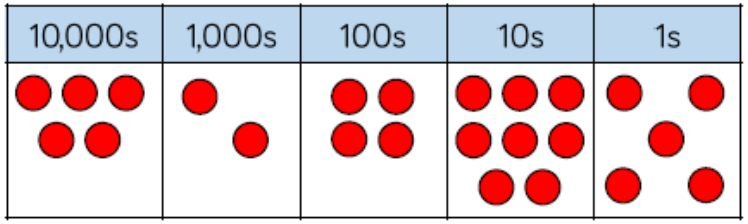
$59{,}000 = 50{,}000 + \_\_\_\_\_$

$\_\_\_\_\_ = 30{,}000 + 1{,}700 + 230$

Fluency – Do it! ANSWERS

1

A number is shown in the place value grid.



Write the number in figures and in words.

- Alex adds 10 to this number
- Tommy adds 100 to this number
- Eva adds 1,000 to this number

Write each of their new numbers in figures and in words.

Number: 52,485 or fifty two thousand, four hundred and eighty five

Alex's number: 52,495 or fifty two thousand, four hundred and ninety five

Tommy's number: 52,585 or fifty two thousand, five hundred and eighty five

Eva's number: 53,485 or fifty three thousand, four hundred and eighty five

2.

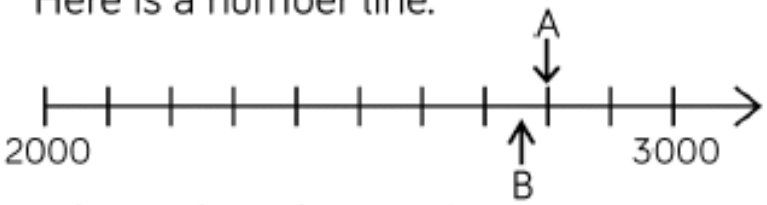
Complete the missing numbers.

59,000 = 50,000 + 9,000

31,930 = 30,000 + 1,700 + 230

Reasoning – Secure it!

Here is a number line.



What is the value of A?

B is 40 less than A.
What is the value of B?

C is 500 less than B.
Add C to the number line.

Here are three ways of partitioning 27,650

27 thousands and 650 ones
27 thousands, 5 hundreds and 150 ones
27 thousands and 65 tens

Write three more ways

Problem solving 1 – Deepen it!

Rosie counts forwards and backwards in 10s from 317

Circle the numbers Rosie will count.

427	997	−7
1,666	3,210	5,627
−23	7	−3

Explain why Rosie will not say the other numbers.

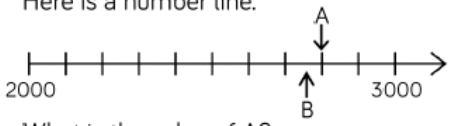
Use your Maths Sentence Starters in your explanation:
E.g. I already knew ... so ...

** Highlight sentence starters in green and key vocabulary in yellow.

Reasoning and Problem solving

Answers

Here is a number line.



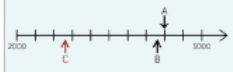
What is the value of A?

B is 40 less than A.
What is the value of B?

C is 500 less than B.
Add C to the number line.

A = 2,800

B = 2,760



Here are three ways of partitioning 27,650

27 thousands and 650 ones
27 thousands, 5 hundreds and 150 ones
27 thousands and 65 tens

Write three more ways

Possible answers:

2 ten thousands, 6 hundreds and 5 tens

20 thousands, 7 thousands and 650 ones

Rosie counts forwards and backwards in 10s from 317

Circle the numbers Rosie will count.

427	997	−7
1,666	3,210	5,627
−23	7	−3

Explain why Rosie will not say the other numbers.

427
997
5,627
7
−3
−23

Any positive number will have to end in a 7

Any negative number will have to end in a 3

Plenary

Assess your learning today in gel pen using one of the sentence starter below:

To help me to understand this more, I need to...
Using my prior knowledge of _____ helped me to understand how to use and apply numbers to 100,000

Remember to use an emoji to show how well you understood the WALT.

Roll a dice 6 times to create 6 digits.

How many different numbers can you create from the digits?
What is the largest number you can create?
What is the smallest number you can create?