Homework/Extension
Step 4: Numbers to 100,000

National Curriculum Objectives:

Mathematics Year 5: (5N2) Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Write the numbers shown by the representation and plot them on a number line when representing numbers up to 100,000 using pictorial representations and including conventional partitioning only.
Expected Write the numbers shown by the representation and plot them on a number line when representing numbers up to 100,000 using pictorial representations, with some unconventional partitioning. Numerals only.
Greater Depth Write the numbers shown by the representation and plot them on a number line when representing numbers up to 100,000 including unconventional partitioning. Numbers represented in numerals, words and some Roman numerals.

Questions 2, 5 and 8 (Varied Fluency)
Developing Partition the numbers to complete the diagrams when representing numbers up to 100,000 using pictorial representations and including conventional partitioning only.
Expected Partition the numbers to complete the diagrams when representing numbers up to 100,000 using pictorial representations, with some unconventional partitioning. Numerals only.
Greater Depth Partition the numbers to complete the diagrams when representing numbers up to 100,000 including unconventional partitioning. Numbers represented in numerals, words and some Roman numerals.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Decide whether a statement is correct and explain why when representing numbers up to 100,000 using pictorial representations and including conventional partitioning only.
Expected Decide whether a statement is correct and explain why when representing numbers up to 100,000 using pictorial representations, with some unconventional partitioning. Numerals only.
Greater Depth Decide whether a statement is correct and explain why when representing numbers up to 100,000 including unconventional partitioning. Numbers represented in numerals, words and some Roman numerals.

More Year 5 Place Value resources

Did you like this resource? Don't forget to review it on our website.

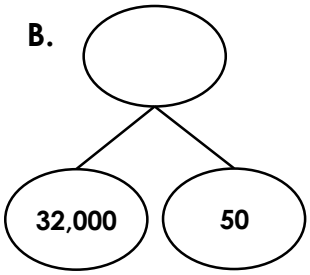
Numbers to 100,000

1. Add the numbers shown in the representations to the number line.

A.

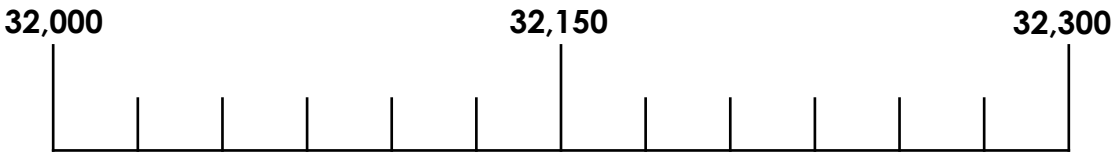
TTh	Th	H	T	O
●●	●	●		

B.



C.

30,000	2,000	200	50

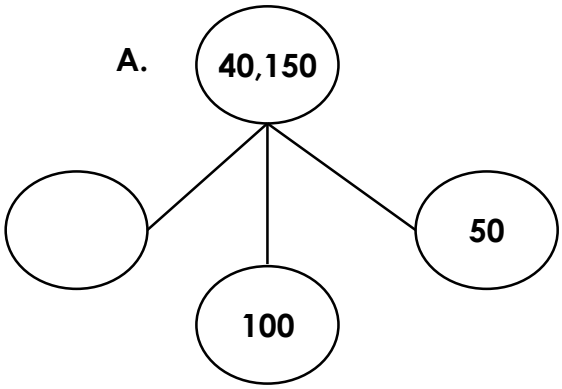


D

VF
HW/Ext

2. Complete the following diagrams.

A.



B.

45,500		
	5,000	

C.

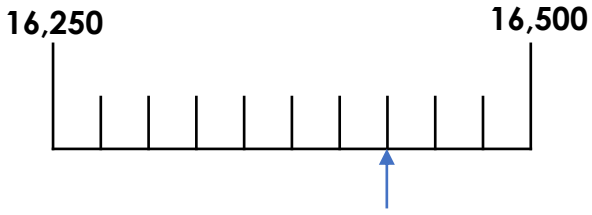
20,750		
	700	50

D

VF
HW/Ext

3. Hafsa is adding numbers represented in a place value chart on a number line.

Hafsa



TTh	Th	H	T	O
●	●●●●	●●●	●●●	●●●●●

Is she correct?
Explain how you know.

D

RPS
HW/Ext

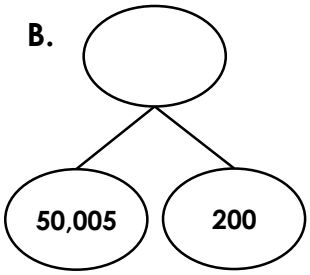
Numbers to 100,000

4. Add the numbers shown in the representations to the number line.

A.

TTh	Th	H	T	O
●● ●			●	●●●

B.



C.

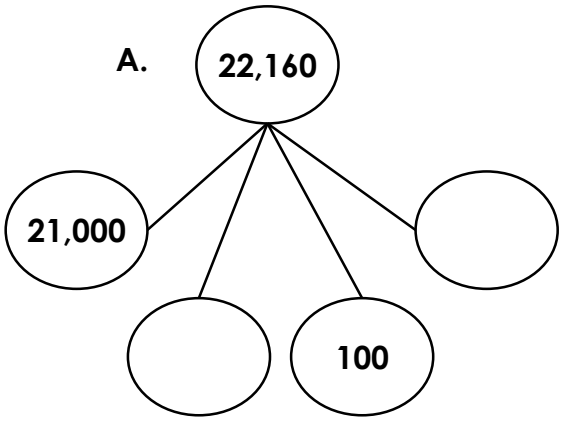
50,000	200	50

E

VF
HW/Ext

5. Complete the following diagrams.

A.



B.

83,050		
	3,000	

C.

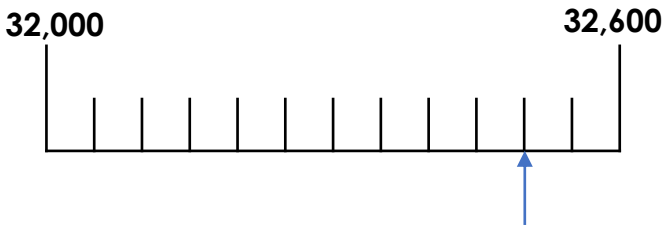
74,325				
	9,000			5

E

VF
HW/Ext

6. Steph is adding numbers represented in a place value chart on a number line.

Steph



TTh	Th	H	T	O
●●	●		●●●	

Is she correct?
Explain how you know.

E

RPS
HW/Ext

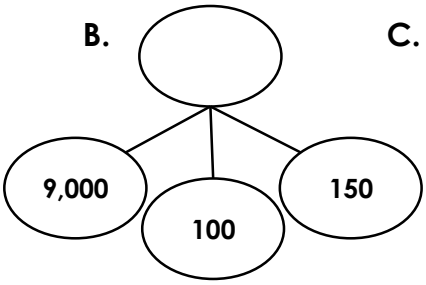
Numbers to 100,000

7. Add the numbers shown in the representations to the number line.

A.

TTh	Th	H	T	O

B.



C.

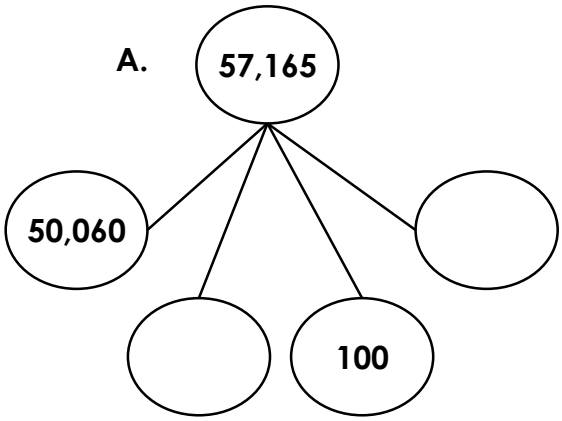
4,000 + MMCCL

GD

VF
HW/Ext

8. Complete the following diagrams.

A.



B.

64,309			
59,000		300	

C.

MMMMCCCCLXXVI			
	400		6

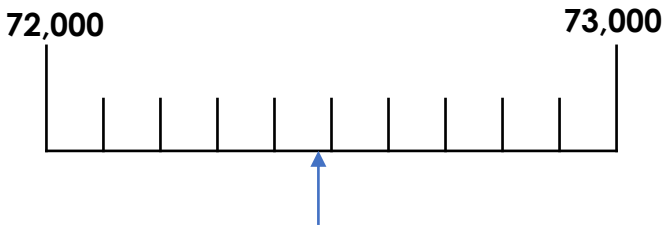
Write each number in words.

GD

VF
HW/Ext

9. Josh is adding numbers represented in words on a number line.

Josh



Seventy-two thousand, four hundred and seventy-five

Is he correct?
Explain how you know.

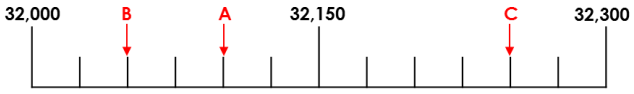
GD

RPS
HW/Ext

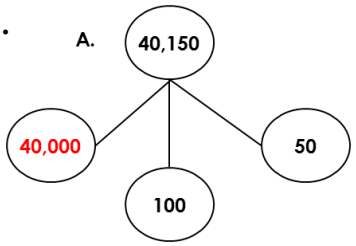
Homework/Extension
Numbers to 100,000

Developing

1. A is 32,100; B is 32,050; C is 32,250



2.



B.

45,500		
40,000	5,000	500

C.

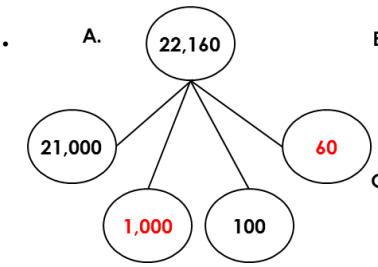
20,750		
20,000	700	50

3. She is incorrect. She has represented 16,425 on the number line instead of 16,325.

Expected

4. A is 50,025; B is 50,205; C is 50,250

5.



B.

83,050		
80,000	3,000	50

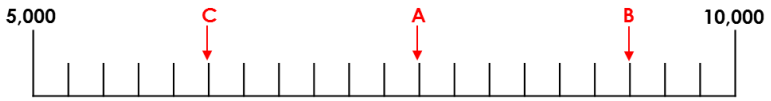
C.

74,325				
65,000	9,000	300	20	5

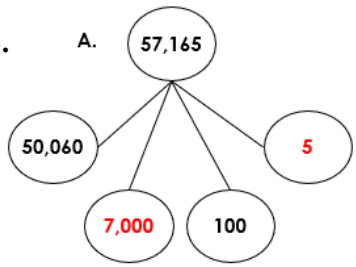
6. She is incorrect. She has represented 32,500 on the number line instead of 32,050.

Greater Depth

7. A is 7,750; B is 9,250; C is 6,250



8.



B.

64,309			
59,000	5,000	300	9

C.

MMMMCCCCLXXVI			
4,000	400	70	6

A is fifty-seven thousand, one hundred and sixty-five; B is sixty-four thousand, three hundred and nine; C is four thousand, four hundred and seventy-six

9. He is correct. He has represented 72,475 accurately on the number line between 72,450 and 72,500.