

Whole numbers – reading and writing numbers to 999

We read and write numbers in the order that we say them.

Hundreds	Tens	Ones
7	1	5
seven hundred		and fifteen

1 Match the numbers with the words.

- | | |
|-------|--------------------------------|
| a 848 | nine hundred and ninety-three |
| b 327 | eight hundred and forty-eight |
| c 901 | three hundred and twenty-seven |
| d 993 | nine hundred and one |

2 Create a table of 3-digit numbers by rolling a die 3 times. For example if you rolled a 4 then a 5 then a 2 you would write it in the table like this:

Hundreds	Tens	Ones
4	5	2



- a What was the largest number that you made?
- b What was the smallest number that you made?
- c Write each of these numbers in words:

3 Figure out the number from the clues:

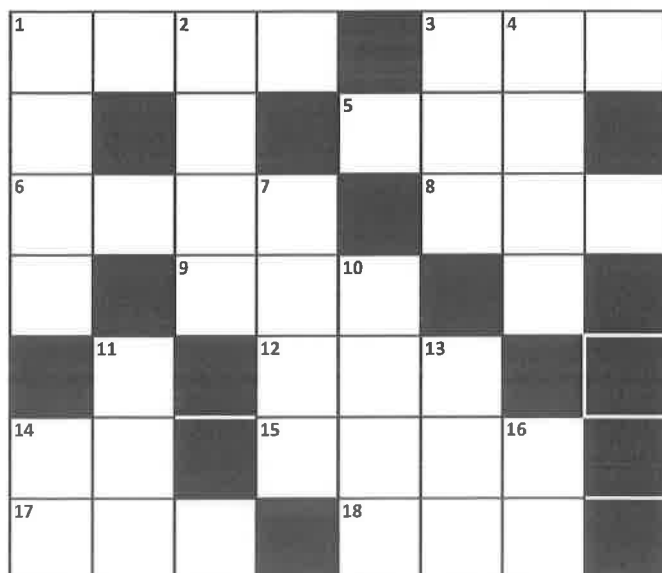
- a There is a 6 in the hundreds column, a 2 in the tens column and a 1 in the ones column.
- b There is an 8 in the tens column, a 3 in the hundreds column and a zero in the ones column.

Whole numbers – reading and writing numbers to 999

4 Are the following statements true or false (T or F)?

Statement	True/False
a six hundred and twenty-one = 621	
b five hundred and two = 520	
c eight hundred and fifty-two pounds = £852	
d two hundred and three pounds = £230	
e nine hundred and ninety-nine = 991	
f one hundred and five = 105	

5 Complete this crossword by writing the digits:



Across

- 1 Four thousand, six hundred and eighty-two
- 3 Number before 926
- 5 Seven hundred and thirty-two
- 6 Three thousand, one hundred and forty-four
- 8 Add 6 to 600
- 9 Nine hundred and forty-three
- 12 1 less than 530
- 14 Thirteen
- 15 Six thousand, four hundred and sixty-three
- 17 7 less than 700
- 18 Five hundred and twenty-four

Down

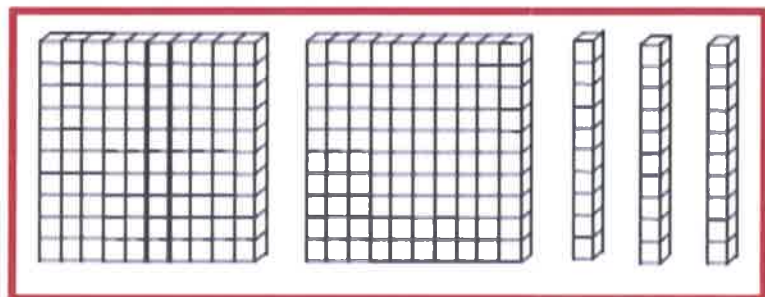
- 1 Four thousand, eight hundred and thirty-six
- 2 1 less than 8,650
- 3 Nine hundred and thirty-six
- 4 2,200 plus 9
- 7 Four thousand, four hundred and fifty-six
- 10 Three thousand, two hundred and forty-five
- 11 1 less than six hundred and forty
- 13 Nine hundred and sixty-two
- 16 Thirty-four



Some of these clues are about 4-digit numbers. 4-digit numbers are in the thousands.

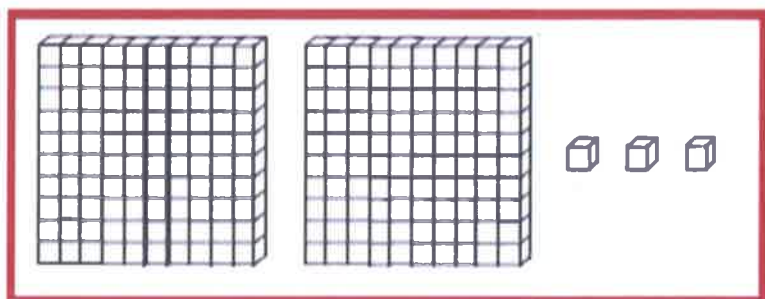
Which picture?

Draw lines to match the two pictures to the correct number of cubes.



230

23



203

How many?

$$\begin{array}{c} \text{100} \\ \text{1} \\ \text{1} \end{array} = 102$$

$$\begin{array}{c} \text{1000} \\ \text{100} \\ \text{100} \end{array} =$$

$$\begin{array}{c} \text{1000} \\ \text{10} \\ \text{10} \end{array} =$$

$$\begin{array}{c} \text{1000} \\ \text{1} \\ \text{1} \end{array} =$$

PSHE Activity 1

Can I identify how powerful feeling grateful is?

This is a scary and confusing time and for some people, it can be hard to feel positive, especially when missing friends and family.

Have a think about things which you feel have been positive about this time. This could be a tiny thing and may be very personal to you!

Examples could be:

- Roads being quieter so it is easier to cycle!
- Finding new parts of the local area.
- Learning to bake a cake.
- Spending more time with family.

Task 1 - Make notes – what have you felt good about or been grateful for over the last 10 weeks since our world changed so much?

Scientists at universities in the UK and US have found that that a great way to protect your mental health and feel happier, is to think about the little things which you are grateful for. The research seems to show that practising being grateful for small things in life means you feel more positively and are better able to cope when things go wrong.



Whole numbers – ordering numbers

When we place numbers in order, we need to look carefully at the position and the value of each digit. Are these numbers in the right order?

345, 354, 453, 534

We are now going to practise working with numbers up to 1000.

1 Here is a section of a hundred chart. Complete the missing numbers:

221	222	223		225	226	227	228	229	230
231	232		234	235	236		238		240
241		243	244	245	246		248	249	250
251	252	253	254		256	257	258	259	260
	262		264	265	266	267	268	269	270

2 Imagine this chart continued into the 300s. Complete the missing numbers from these parts:

a

	362	
--	-----	--

b

	378	
--	-----	--

c

351

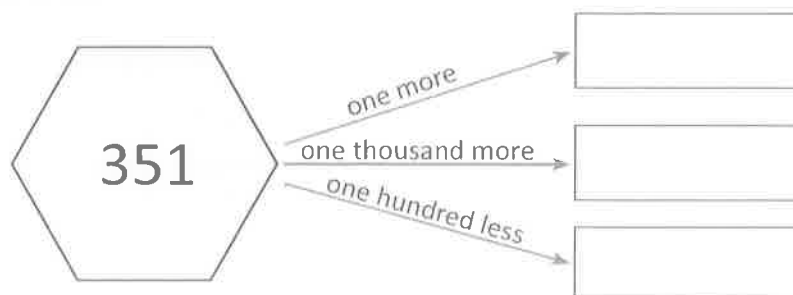
d

	332	

e

	311	

3 Create these numbers:



Whole numbers – ordering numbers

4 Think about the position of the numbers on the number lines.

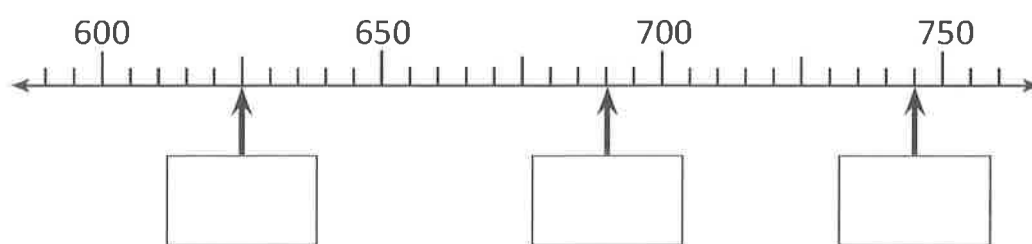
a Draw a line to connect the number in the box to where it sits on the number line:



465	472	479	484
-----	-----	-----	-----

Check the scale carefully on these number lines.

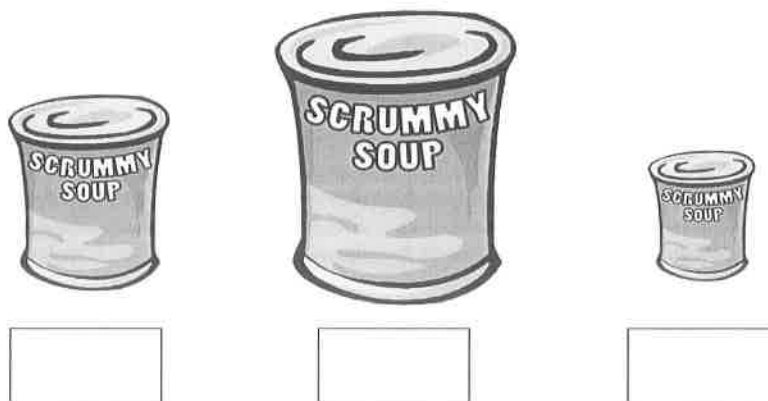
b Write the numbers in the blank boxes:



5 Label the weight of each tin using a number from the box:

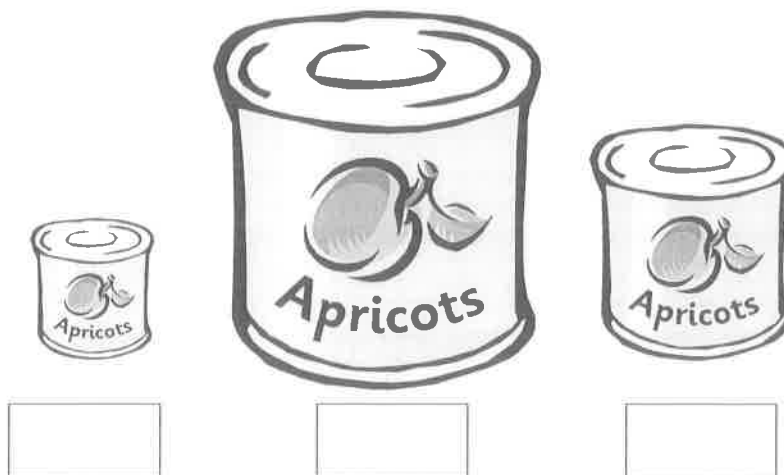
a

220 g
420 g
110 g



b

140 g
825 g
400 g



Number lines

Show the position of **328** on each number line.



PSHE Activity 2

Our task today is to create a 'gratefulness' board.

People in lots of different walks of life use 'mood' boards to collect things they love, to design new buildings or rooms and to come up with new ideas!



Use an A4 or A3 sheet of paper and start to add colour, sketch out pictures, add words...anything which represents your list of things to be grateful for.

The bolder and more colourful the better!

This is very personal to you and doesn't need to be perfectly drawn!

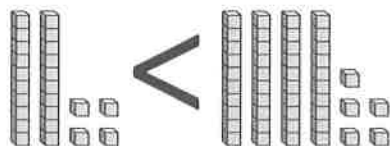
If you are completing this task at home, you could add pictures from magazines, leaves, recipes, photos or anything else which represents things you are grateful for.

Whole numbers – create and compare numbers

When we compare numbers we use these symbols:



This symbol means is less than.



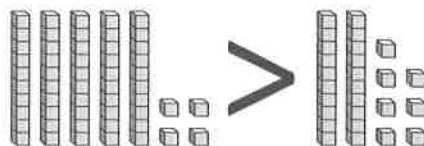
24 is less than 45

We can use the symbol $<$ to show less than.

$$24 < 45$$



This symbol means is greater (more) than.



54 is more than 27

We can use the symbol $>$ to show more than.

$$54 > 27$$

1 Use the correct $<$ or $>$ symbol to connect these numbers:

a 26 41

b 94 89

c 104 106

d 962 991

e 397 372

f 722 728

g 442 440

h 87 266

2 Mitch wrote these number sentences. Are they correct? Tick or cross them.

a $614 > 687$

b $61 < 90$

c $703 > 54$

d $532 < 888$

e $889 > 999$

f $206 < 260$

3 Use these numbers to write some number sentences following the directions.
Use the symbols $<$ or $>$:

314

250

720

567

412

a Write three *greater than* number sentences:

--	--	--

b Write three *less than* number sentences:

--	--	--

Whole numbers – create and compare numbers

4 Use these digits to create the following numbers:



a A 3-digit number with a 5 in the tens place.

b A 3-digit number that has an even number in the ones place.

c As many numbers as possible that fall between 500 and 800.

d The smallest 3-digit number.

e The largest 3-digit number.

f As many numbers as you can where the thousands digit is smaller than the hundreds digit and the hundreds digit is greater than the ones digit.

5 Fill in the empty boxes with the correct numbers:

a $406 >$



b $973 <$

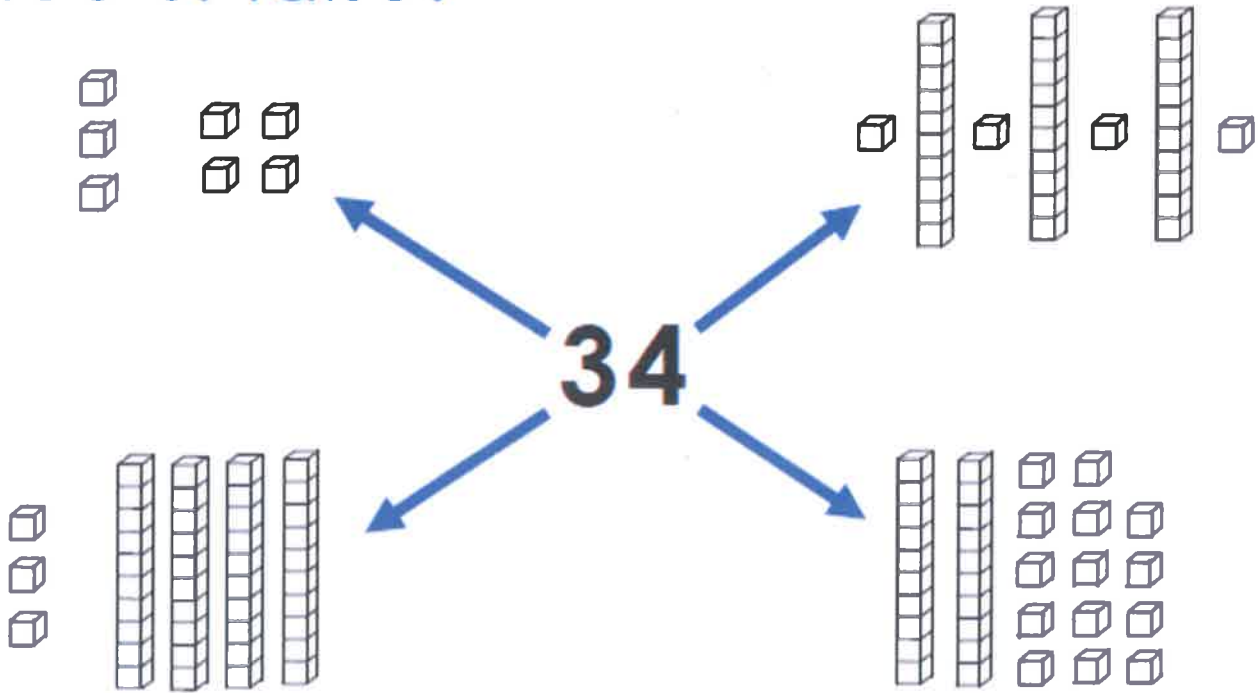
c < 973 but $>$ than 106

d $973 <$ by 20

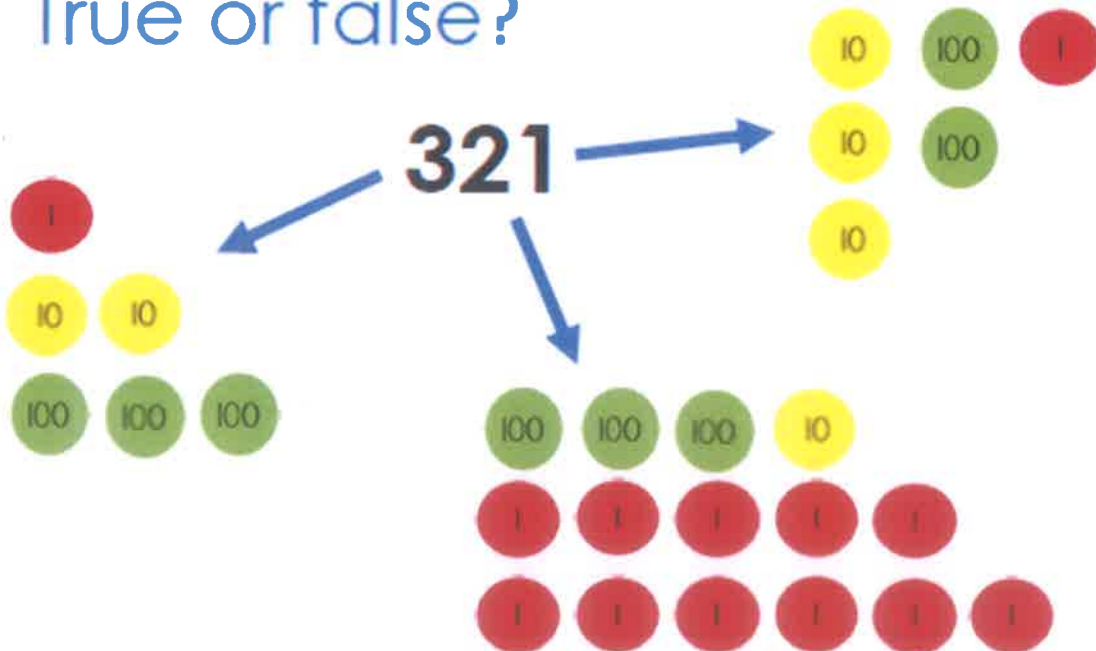
e > 106 by 300

f $> 106 < 973$

True or false?



True or false?



PSHE Activity 3

Can I express myself through art?

Art is often used to express key moments in time, and many famous artists have been representing the coronavirus in different ways.

Some show the sad emotions of the virus:



Some have focused on the positive and on people's amazing work to help us all.



Read on the next page to find out about your task today:

Main task

Your task is to create a positive piece of artwork. You can use any style of artwork to create a positive piece and this could be about family time, about being outside, about carers who have helped us or anything else of your choice! The aim is to bring comfort and help people smile in this difficult time.

Once you have created your piece of art, please photograph it and send to your teacher. We'd love to share these on our website.

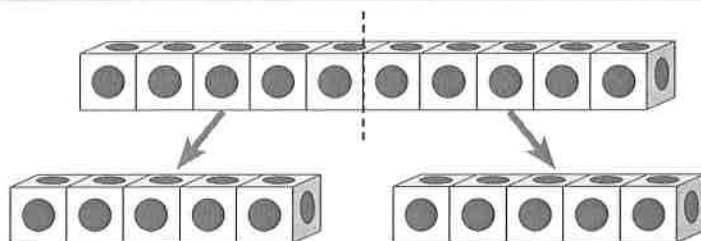
There may be some inspiration here:



Whole numbers – odd and even numbers

Even numbers can be divided equally into 2 groups.

Odd numbers cannot.



- 1 Colour the even number squares orange and the odd number squares green:

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29

- 2 Complete these statements:

- a Even numbers have a _____, _____, _____ or _____ in the ones place.
- b Odd numbers have a _____, _____, _____ or _____ in the ones place.

- 3 Place any even numbers in the boxes and add:

a

+

b

+

How should I share an odd number of sweets?



THINK

- 4 Place any odd numbers in the boxes and add:

a

+

b

+

- 5 Place even numbers in the top row of boxes and odd numbers in the bottom rows of boxes and add:

a

+

b

+

c

+

Whole numbers – odd and even numbers

6 Circle one answer in each sum:

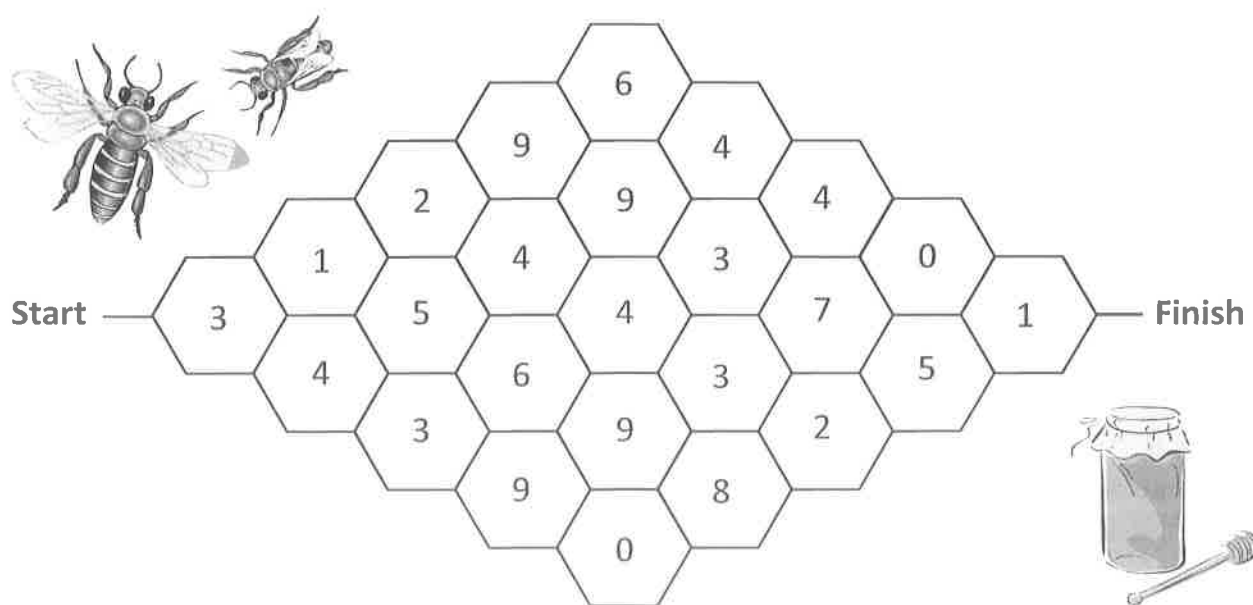
a Even + even = odd / even

b Even + odd = odd / even

c Odd + odd = odd / even

d What did you discover about adding odd and even numbers?

7 Colour a path from start to finish. You must move through one hexagon to a touching hexagon and they must add to an even number.



8 This game was played by children in ancient times.

You don't need any equipment, just your hands!

Each player declares if they will be either 'odds' or 'evens'.

After the count of 3, at the same time, each player opens one hand and holds out 1 or more fingers.

If the total number of fingers is equal to an odd number, the player who is odds wins.

If the total number of fingers is an even number than the player who is even wins.

How many ways?

You have a pile of 100 coins and a pile of 10 coins.

Make 230



Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

You have a pile of 1000 coins and a pile of 100 coins.

Make 4100



Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

PSHE Activity 4

Can I reflect on events and how you feel?

Look back at the things you were grateful for in the last sessions.

Task 1 – Make notes:

Now, imagine we could time travel back to the summer term of 2019, before we knew what Coronavirus was.

What might you say to your younger self?

Main task:

Imagine we could send a letter to our younger selves. Today's task is to write that letter thinking about:

- What would we say to explain what is happening at the moment?
- What would you tell yourself to enjoy?
- Would you tell yourself not to worry?

If you are stuck with how to start, look at this example structure or the attached writing frame:

Dear me....

I hope you are well and enjoying _____.

Life here has taken an unexpected turn.....(explain coronavirus, what lockdown was like and what school is like now).

If I could go back to where you are I would want to....(which bits of your life do you miss?)

So, please appreciate _____ while you can. (which things do you wish you had spent more time doing?)

Can I write a letter to my younger self about life now?

Dear me,

I hope you are well and enjoying (talk about some of the things you enjoyed when you were younger.)

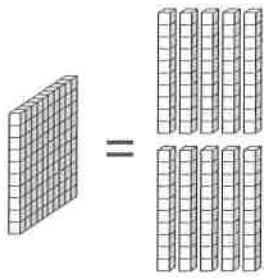
Life here has taken an unexpected turn (explain coronavirus, what lockdown was like and what school is like now. Include daily routines, what is different and how you are coping.)

If I could go back to where you are I would want to (which bits of your life do you miss?)

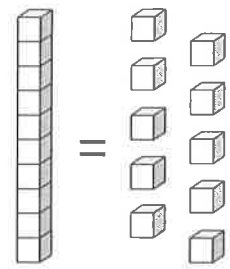
So, please appreciate these things while you can. (which things do you wish you had spent more time doing?)

Yours sincerely,

Place value of whole numbers – exchange



These place value boards show us how exchange works. If we have 10 ones, we should exchange them for a ten. If we have 10 tens, we should exchange them for a hundred. This is how our number system works.



Hundreds	Tens	Ones



Hundreds	Tens	Ones

- 1 Practise exchange by adding the amount to each place value board. Draw the amount to be added on the first board and show it regrouped on the next board. Write the answer in the top box. The first one has the amount to be added drawn on to show you.

a 17 more

Hundreds	Tens	Ones



Hundreds	Tens	Ones

b 80 more

Hundreds	Tens	Ones



Hundreds	Tens	Ones

c 27 more

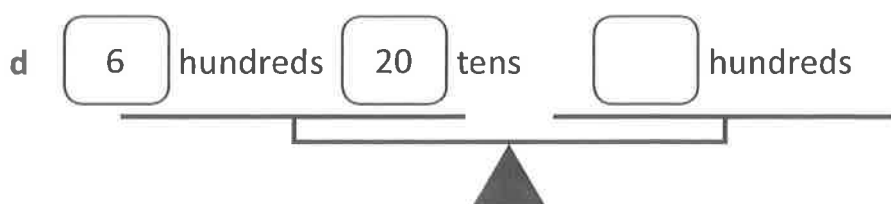
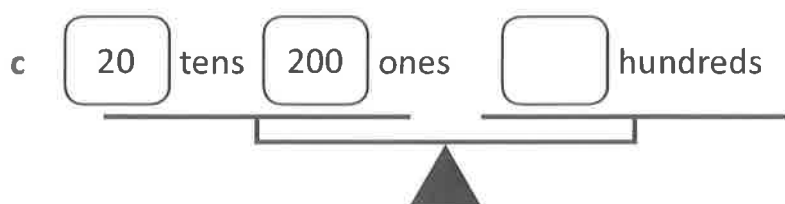
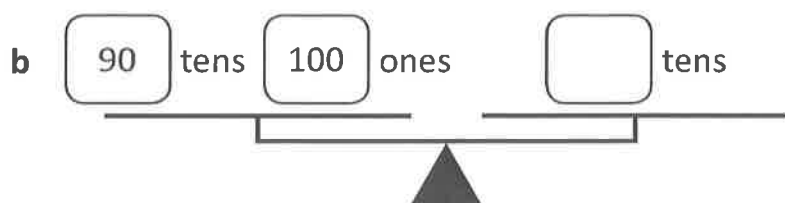
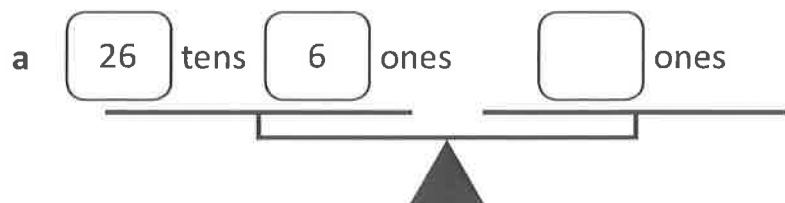
Hundreds	Tens	Ones



Hundreds	Tens	Ones

Place value of whole numbers – exchange

2 Balance the scales by writing the digits that make both sides the same:



These are the same amounts but are given different names. Remember 22 tens is 220.



REMEMBER

3 Which number am I?

a I have 4 hundreds and 36 tens and 23 ones.

b I have 14 hundreds and 20 tens.

c I have 50 tens and 200 ones.

Can I turn negative phrases into positive ones?

Imagination is an important part of what it means to be human. So often we can use our imagination to think about negative things, this is called worry. 'No Way Through' isn't True! is about using our imagination to create a positive future.

Use the power of "What if?" to answer in a positive way, for example:

- What if Dad oversleeps and I'm late for school? What if you wake up anyway and wake him?
- What if I forget my packed lunch? What if you go to the school office and they ask Mum to drop it off on her way to work?
- What if my best friend doesn't play with me? What if someone else does play with you?
- What if I fall off and hurt myself? What if you get to ride really fast and it is fun?

Worry phrases	Positive phrases
What if Dad oversleeps and I'm late?	
What if I forget my packed lunch?	
What if my best friend doesn't play with me?	
What if I fall off and hurt myself?	

Believing that 'No Way Through' isn't True!' is the opposite of worrying. Most of what we worry about never actually comes true anyway!

Extension: Do you have any worries that you can now turn into positive phrases?

Series D – Whole Numbers and Place Value

Pages 1–2

- 1a 848 → nine hundred and ninety-three
 b 327 → eight hundred and forty-eight
 c 901 → three hundred and twenty-seven
 d 993 → nine hundred and one

2a–c Answers will vary.

3a 621

b 380

4a T

b F

c F

d F

e F

f T

5

4	6	8	2		9	2	5
8		6		7	3	2	
3	1	4	4		6	0	6
6		9	4	3		9	
	6		5	2	9		
1	3		6	4	6	3	
6	9	3		5	2	4	

Pages 3–4

1

221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270

2a 361 362 363

b 377 378 379

c 341
351
361

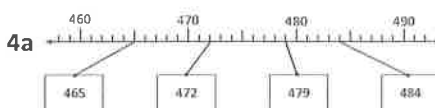
2d

	322	
331	332	333
	342	

e

	301		303	
310	311	312	313	314
	321		323	

3 352; 1t351; 251



b 625; 690; 745

5a 220 g; 420 g; 110 g

b 140 g; 825 g; 400 g

Pages 5–6

1a <

b >

c <

d <

e >

f <

g >

h <

2a X

b ✓

c ✓

d ✓

e X

f ✓

3a, b Answers will vary.

4a–c Answers will vary.

d 125

e 852

f Answers will vary.

5a 106

b 993

c 406

d 993

e 406

f 406

Page 7

1

twelve	56
thirty-two	23
sixty	21
eighty-four	91
sixteen	47
twenty-three	60
ninety-one	12
twenty-one	16
fifty-six	32
forty-seven	84

2a thirteen

b seventy-seven

c thirty-one

d twenty-nine

e forty-eight

f ninety-two

Pages 8–9

1

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29

2a 0, 2, 4, 6, or 8

b 1, 3, 5, 7, or 9

3a, b Answers will vary.

4a, b Answers will vary.

5a–c Answers will vary.

6a even

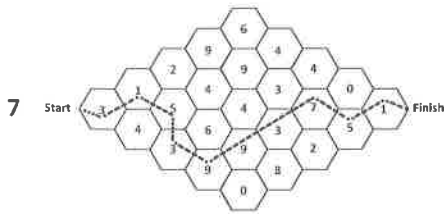
b odd

c even

Series D – Whole Numbers and Place Value

Pages 8–9

- 6d even + even = even
odd + odd = even
even + odd = odd



8 Observe students.

Page 10

What to do:
Observe students.

Page 11

What to do:
Observe students.

What to do next:
Observe students.

Page 12

- 1a 300
b 800
c 500

- 2a 600
b 500
c 300

Page 13

- 1a 200
b 350
c 400

- 2a 450
b 350

Page 14

- 1a 40
b 66
c 91
d 49
e 134

- 1f 157
g 362
h 898

2a 80

- b 62
c 44
d 56

e 129

f 233

g 677

h 434

3a 105

b 191

4a, b Answers will vary.

Page 15

- 1a

400	500	600
-----	-----	-----

b

267	367	467
-----	-----	-----

c

666	766	866
-----	-----	-----

d

505	605	705
-----	-----	-----

e

718	818	918
-----	-----	-----

f

11	111	211
----	-----	-----

2a 221

b false

c 846

d true

3a 1095

b 1907

c Answers will vary.

Pages 16–17

1

Thousands	Hundreds	Tens	Ones
5	4	3	2
5	3	4	3
4	5	2	4
4	3	8	8

Five thousand, four hundred and thirty-two ★
 Four thousand, five hundred and twenty-four ★
 Five thousand, three hundred and forty-two ★
 Four thousand, three hundred and eighty-eight ★

2a 3425

b 4125

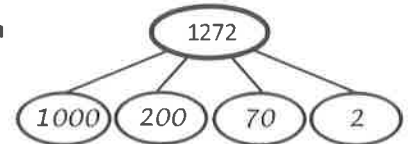
c 7123

d 4876

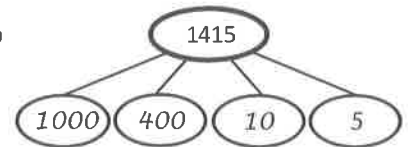
e 6612

f 9127

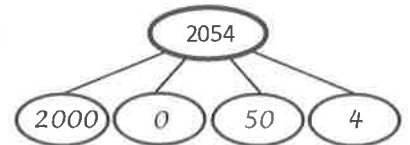
3a



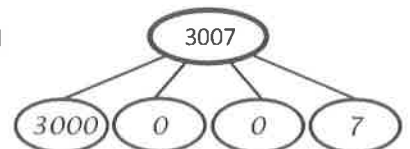
b



c



d



Pages 18–19

1a 1000; 300;
1300

b 1000; 500; 10;
1510

c 1000; 200; 40;
1240

- 2a

4 thousands 6 hundreds 1 ten 2 ones	4 254
4 thousands 6 hundreds 8 tens 0 one	4 361
4 thousands 4 hundreds 1 ten 1 one	4 680
4 thousands 3 hundreds 6 tens 1 one	4 512
4 thousands 2 hundreds 5 tens 4 ones	4 411

3 15;

157;

1576