



1) 10 more = **448**

10 less = **428**



2)

| Number     | 1 more     | 10 more    | 100 more   |
|------------|------------|------------|------------|
| 146        | 147        | 156        | 246        |
| 573        | <b>574</b> | <b>583</b> | <b>673</b> |
| <b>812</b> | <b>813</b> | <b>822</b> | 912        |
| 604        | <b>605</b> | <b>614</b> | <b>704</b> |
| <b>475</b> | 476        | <b>485</b> | <b>575</b> |
| <b>793</b> | <b>794</b> | 803        | <b>893</b> |

1) a) *true*

b) *false*

c) *true*

2) a) **586**

b) **766**



1) a) **701, 692 or 602**

b) *Children should explain that they found the possible starting points by subtracting 1, 10 and 100.*

2) **672 + 1**

**663 + 10**

**573 + 100**

**674 - 1**

**683 - 10**

**773 - 100**



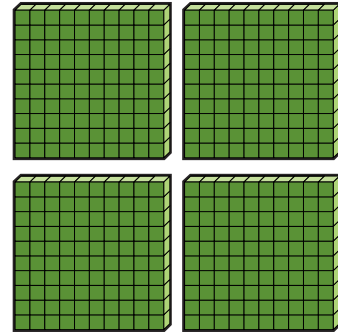
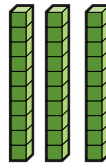


1) Find 10 more and 10 less than the number shown.

Use base ten blocks to help you.

10 more = \_\_\_\_\_

10 less = \_\_\_\_\_



2) Fill in the table below. The first row has been done for you.

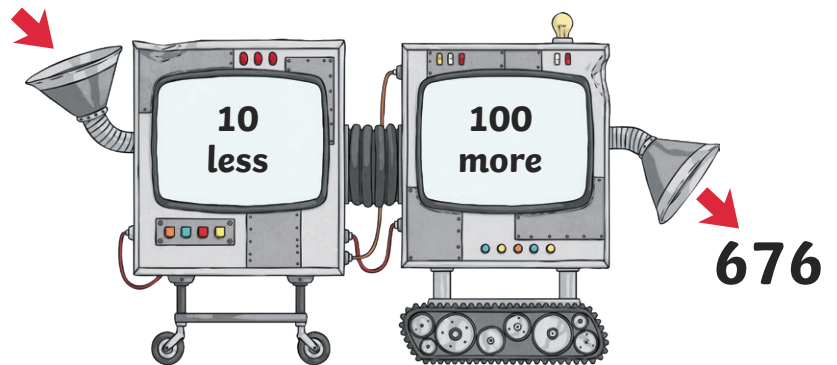
| Number | 1 more | 10 more | 100 more |
|--------|--------|---------|----------|
| 146    | 147    | 156     | 246      |
| 573    |        |         |          |
|        |        |         | 912      |
| 604    |        |         |          |
|        | 476    |         |          |
|        |        | 803     |          |

1) True or false?

| Statement                               | True or False? |
|---|----------------|
| a) 10 more than 462 > 100 less than 556 |                |
| b) 1 less than 750 < 100 more than 634  |                |
| c) 100 less than 643 = 10 more than 533 |                |



2) Kareem starts with a number. He puts it through the function machines.



He ends up with 676.

a) What number did he start with? \_\_\_\_\_

b) If Kareem had started off with 676, what number would he have ended up with? \_\_\_\_\_



1) Macey has added either 1, 10 or 100 to a number. She has made 702.

a) What could her original number have been? Find all the possibilities.

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b) Explain how you know.

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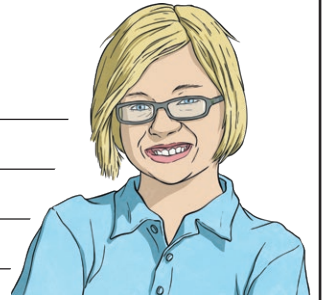
2) Write down all the different ways that you can make 673 by either adding or subtracting 1, 10 or 100 from other numbers.

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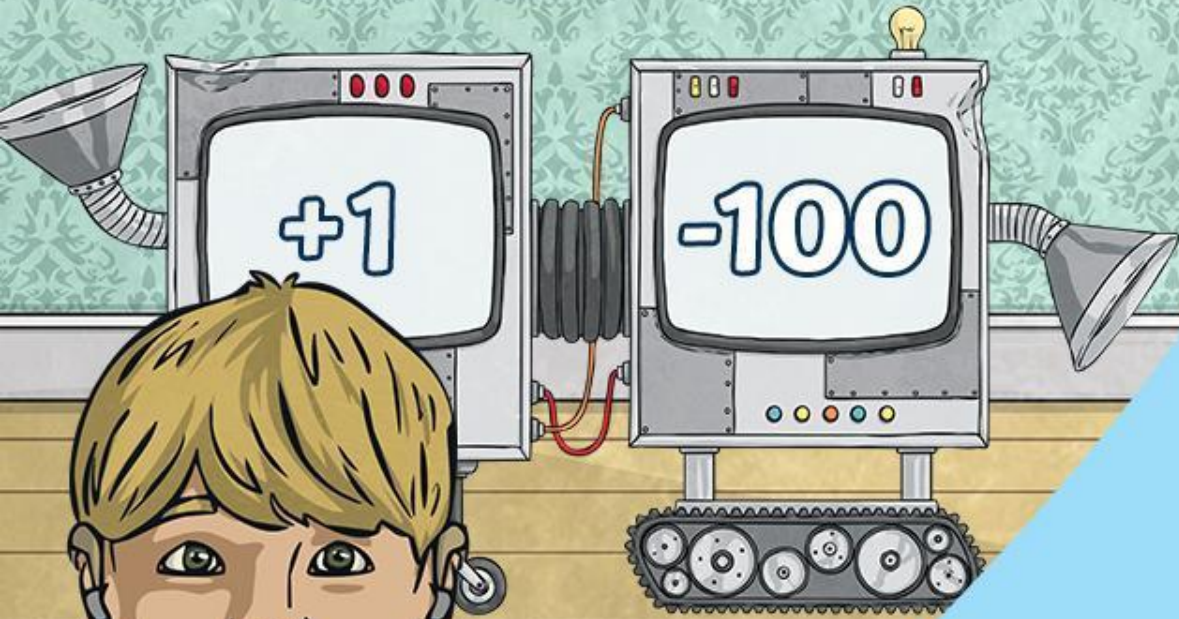
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# Diving into Mastery



**Find 1, 10 or 100  
More or Less Than a  
Given Number**





# Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:



**Diving**



**Deeper**



**Deepest**

These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.



# Aim

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.



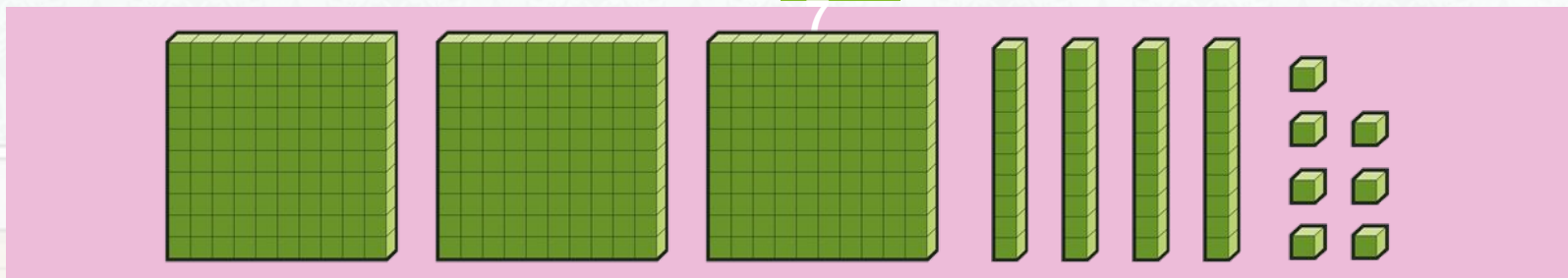
# Find 1, 10 or 100 More or Less Than a Given Number

Diving



What is 10 more than this number?

35



If I wanted to find 10 less, I could take away a ten block.

What could I do if I wanted to find 100 more or less?

I could add or subtract a hundred block.

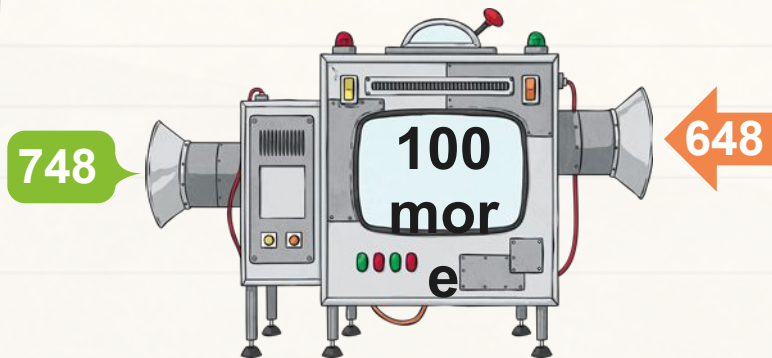
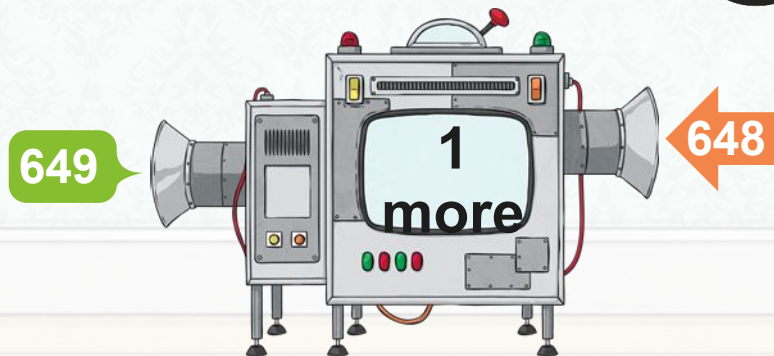
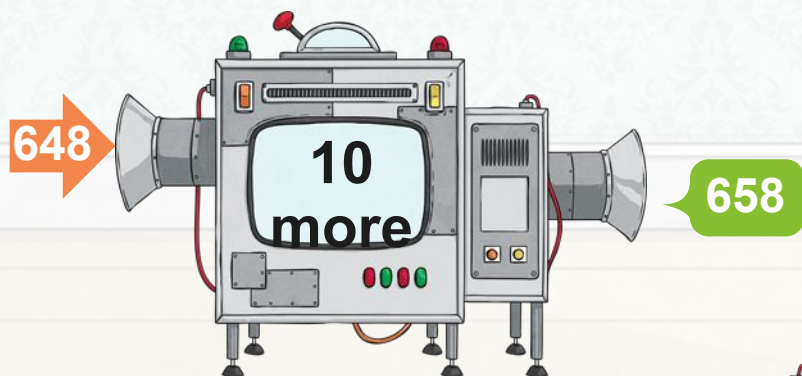


## Find 1, 10 or 100 More or Less Than a Given Number

Diving



Start with **648** each time. What is:



I am thinking of a number. 100 more is 309.  
What number am I thinking of?

**209.** I can use the inverse and subtract 100 to find out what number I started with.





## Find 1, 10 or 100 More or Less Than a Given Number

Deeper



True or false?

100 more than 813 > 10 less than 930

It is false.

100 more than 813 = 913

10 less than 930 = 920

913 is not more than 920.



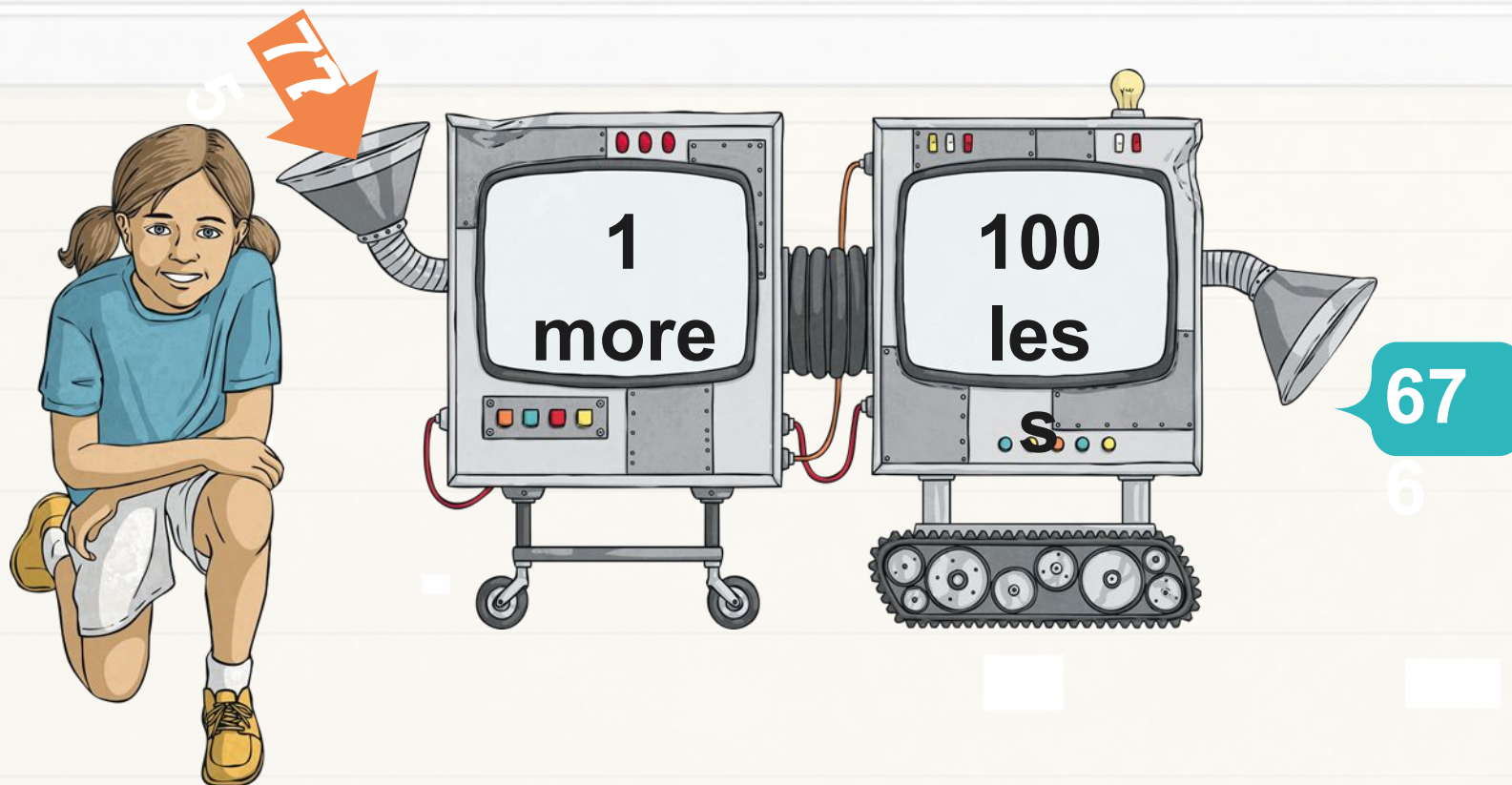


# Find 1, 10 or 100 More or Less Than a Given Number

Deeper



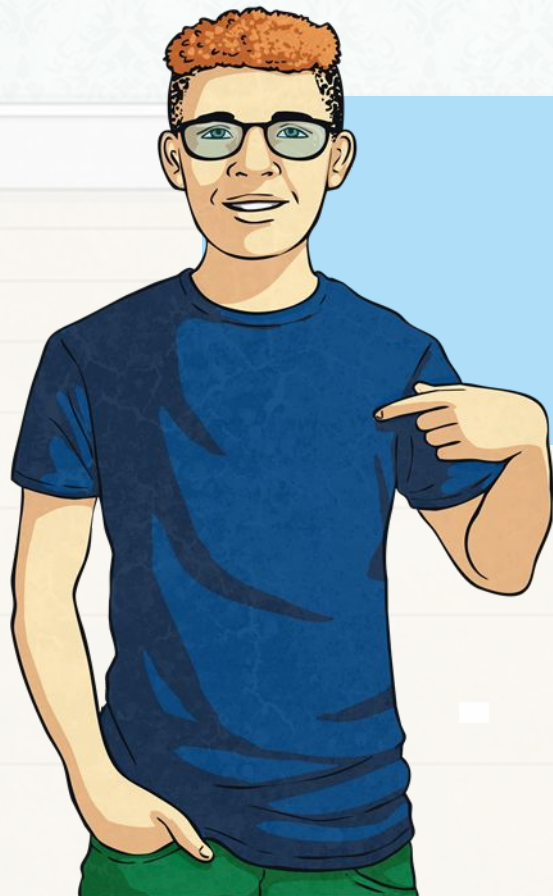
Nymah starts with a number. She puts it through the function machines. She ends up with 676. What number did she start with?





## Find 1, 10 or 100 More or Less Than a Given Number

Deepest



Gary has either added or subtracted 10 from a number.

He has made 232.

Which numbers could he have started with?

242 or 222



## Find 1, 10 or 100 More or Less Than a Given Number

Deepest



How could you make 451 by adding or subtracting 100?

$$551 - 100$$

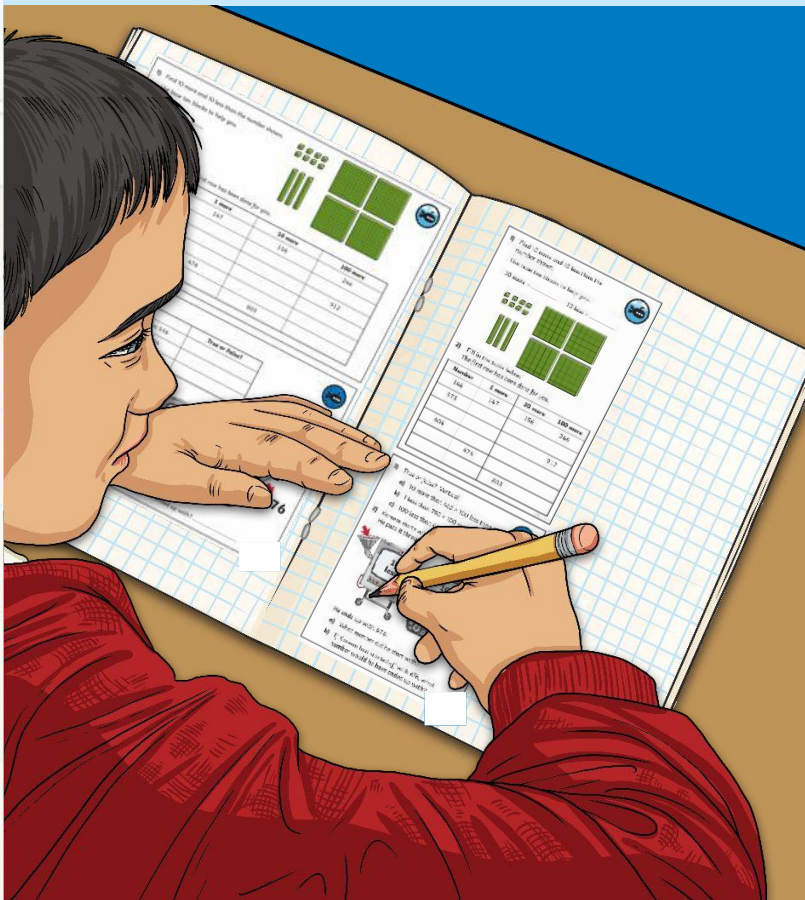
$$351 + 100$$





# Find 1, 10 or 100 More or Less Than a Given Number

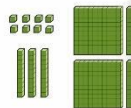
## Dive in by completing your own activity!



1) Find 10 more and 10 less than the number shown.

Use base ten blocks to help you.

10 more = \_\_\_\_\_ 10 less = \_\_\_\_\_



2) Fill in the table below. The first row has been done for you.

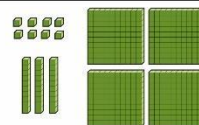
| Number | 1 more | 10 more |
|--------|--------|---------|
| 146    | 147    | 156     |
| 573    |        |         |
| 604    |        |         |
|        | 476    |         |
|        |        | 803     |

1) Find 10 more and 10 less than the number shown.

Use base ten blocks to help you.

10 more = \_\_\_\_\_

10 less = \_\_\_\_\_



2) Fill in the table below. The first row has been done for you.

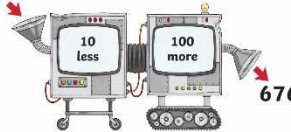
| Number | 1 more | 10 more | 100 more |
|--------|--------|---------|----------|
| 146    | 147    | 156     | 246      |
| 573    |        |         |          |
| 604    |        |         | 912      |
|        | 476    |         |          |
|        |        | 803     |          |

1) True or false?

| Statement                               | True or False? |
|---|----------------|
| a) 10 more than 462 > 100 less than 556 |                |
| b) 1 less than 750 < 100 more than 634  |                |
| c) 100 less than 643 = 10 more than 533 |                |

2) Kareem starts with a number.

He puts it through the function machines.



He ends up with 676.

a) What number did he start with?

b) If Kareem had started off with 676, what number would he have ended up with?

He ends up with 676.

a) What number did he start with?

b) If Kareem had started off with \_\_\_\_\_ number would he have ended \_\_\_\_\_



# Need Planning to Complement this National Curriculum

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

For more planning resources to support this aim,

**Multiples of Two Hunt**  
Let's have a go at counting up in 2s.

**At the Beach**

**Sandcastle Towers**  
Spot the error in the counting sequence.

**Number and Place Value: At the Beach**

| Place | Tens | Units |
|-------|------|-------|
| 100   |      |       |
| 90    |      |       |
| 80    |      |       |
| 70    |      |       |
| 60    |      |       |
| 50    |      |       |
| 40    |      |       |
| 30    |      |       |
| 20    |      |       |
| 10    |      |       |
| 0     |      |       |

**Identifying Multiples of Two, Five and Ten**

| Number | Is it a multiple of 2? | Is it a multiple of 5? | Is it a multiple of 10? |
|--------|------------------------|------------------------|-------------------------|
| 2      | Yes                    | No                     | No                      |
| 4      | Yes                    | No                     | No                      |
| 6      | Yes                    | No                     | No                      |
| 8      | Yes                    | No                     | No                      |
| 10     | Yes                    | Yes                    | Yes                     |
| 12     | Yes                    | No                     | No                      |
| 14     | Yes                    | No                     | No                      |
| 16     | Yes                    | No                     | No                      |
| 18     | Yes                    | No                     | No                      |
| 20     | Yes                    | Yes                    | Yes                     |
| 22     | Yes                    | No                     | No                      |
| 24     | Yes                    | No                     | No                      |
| 26     | Yes                    | No                     | No                      |
| 28     | Yes                    | No                     | No                      |
| 30     | Yes                    | Yes                    | No                      |
| 32     | Yes                    | No                     | No                      |
| 34     | Yes                    | No                     | No                      |
| 36     | Yes                    | No                     | No                      |
| 38     | Yes                    | No                     | No                      |
| 40     | Yes                    | Yes                    | Yes                     |
| 42     | Yes                    | No                     | No                      |
| 44     | Yes                    | No                     | No                      |
| 46     | Yes                    | No                     | No                      |
| 48     | Yes                    | No                     | No                      |
| 50     | Yes                    | Yes                    | No                      |
| 52     | Yes                    | No                     | No                      |
| 54     | Yes                    | No                     | No                      |
| 56     | Yes                    | No                     | No                      |
| 58     | Yes                    | No                     | No                      |
| 60     | Yes                    | Yes                    | No                      |
| 62     | Yes                    | No                     | No                      |
| 64     | Yes                    | No                     | No                      |
| 66     | Yes                    | No                     | No                      |
| 68     | Yes                    | No                     | No                      |
| 70     | Yes                    | Yes                    | No                      |
| 72     | Yes                    | No                     | No                      |
| 74     | Yes                    | No                     | No                      |
| 76     | Yes                    | No                     | No                      |
| 78     | Yes                    | No                     | No                      |
| 80     | Yes                    | Yes                    | No                      |
| 82     | Yes                    | No                     | No                      |
| 84     | Yes                    | No                     | No                      |
| 86     | Yes                    | No                     | No                      |
| 88     | Yes                    | No                     | No                      |
| 90     | Yes                    | Yes                    | No                      |
| 92     | Yes                    | No                     | No                      |
| 94     | Yes                    | No                     | No                      |
| 96     | Yes                    | No                     | No                      |
| 98     | Yes                    | No                     | No                      |
| 100    | Yes                    | Yes                    | Yes                     |

**Boat Numbers**  
Identify the place value of each underlined digit.

**River Rapids**

**Paddle Numbers**  
What is the next number in the sequence?

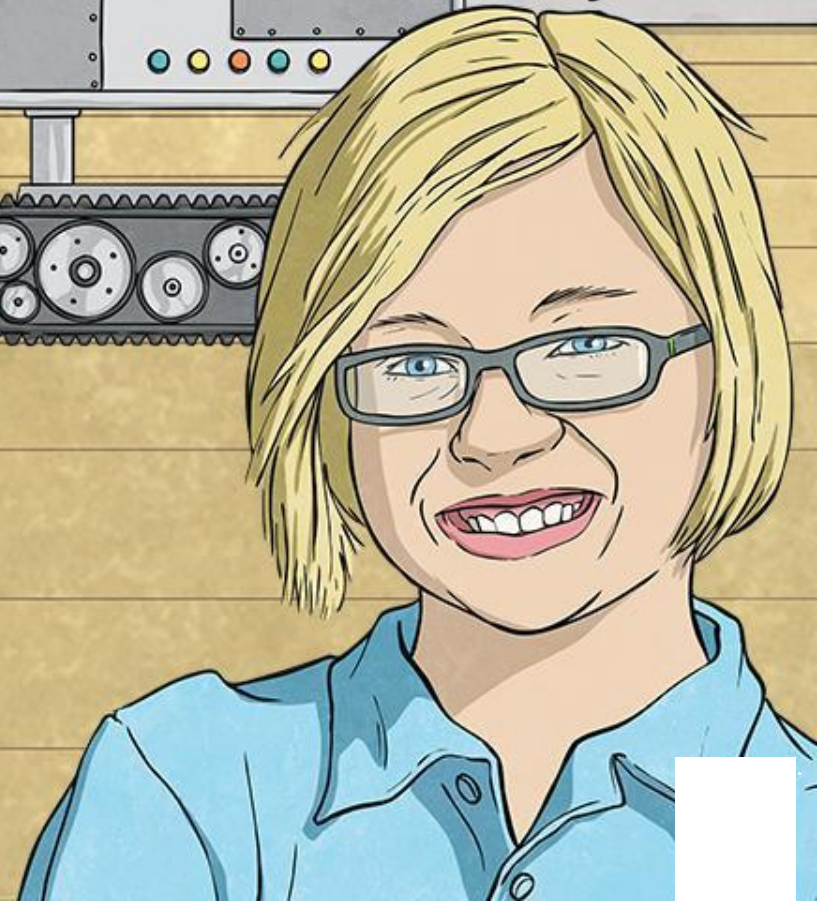
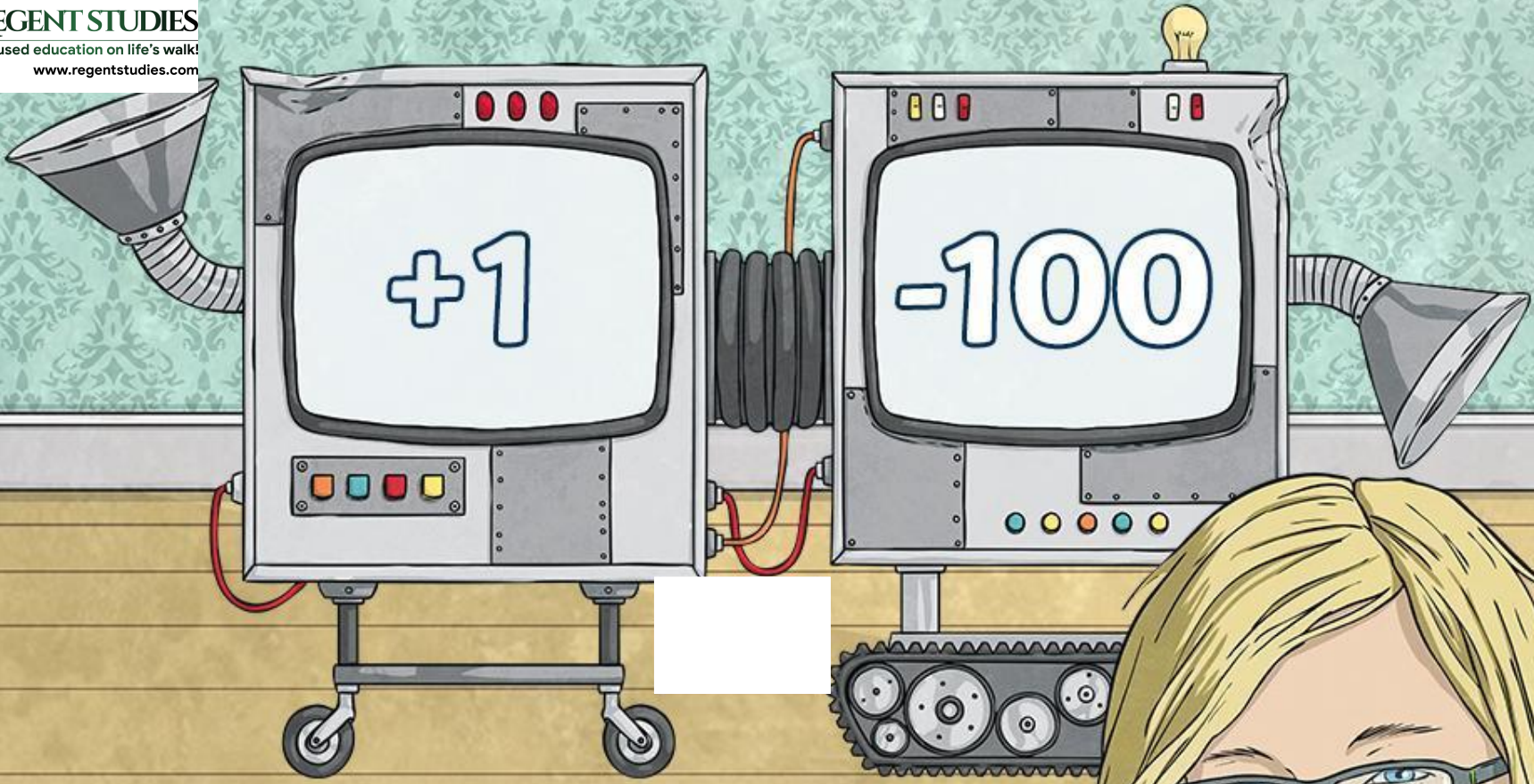
**Number and Place Value: River Rapids**

| Place | Thousands | Hundreds | Tens | Units |
|-------|-----------|----------|------|-------|
| 1000  |           |          |      |       |
| 900   |           |          |      |       |
| 800   |           |          |      |       |
| 700   |           |          |      |       |
| 600   |           |          |      |       |
| 500   |           |          |      |       |
| 400   |           |          |      |       |
| 300   |           |          |      |       |
| 200   |           |          |      |       |
| 100   |           |          |      |       |
| 0     |           |          |      |       |

**Multiples of 50 River Run**

| Start | 50 | 100 | 150 | 200 | 250 | 300 | 350 | 400 | 450 | 500 | 550 | 600 | 650 | 700 | 750 | 800 | 850 | 900 | 950 | 1000 |  |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|--|
| 0     |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 50    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 100   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 150   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 200   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 250   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 300   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 350   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 400   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 450   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 500   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 550   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 600   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 650   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 700   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 750   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 800   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 850   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 900   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 950   |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |
| 1000  |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |  |

**Multiples of 50 Number Line**

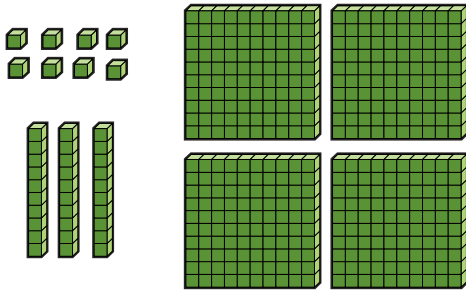


- 1) Find 10 more and 10 less than the number shown.



Use base ten blocks to help you.

10 more = \_\_\_\_\_ 10 less = \_\_\_\_\_



- 2) Fill in the table below.  
The first row has been done for you.

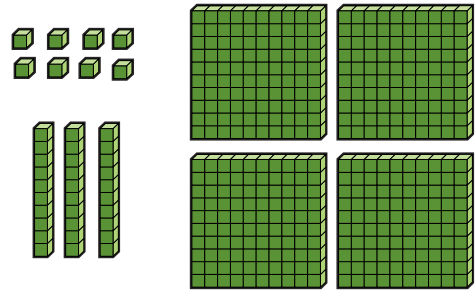
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|--------|--------|---------|----------|
| 146    | 147    | 156     | 246      |
| 573    |        |         |          |
|        |        |         | 912      |
| 604    |        |         |          |
|        | 476    |         |          |
|        |        | 803     |          |

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Use base ten blocks to help you.

10 more = \_\_\_\_\_ 10 less = \_\_\_\_\_



- 2) Fill in the table below.  
The first row has been done for you.

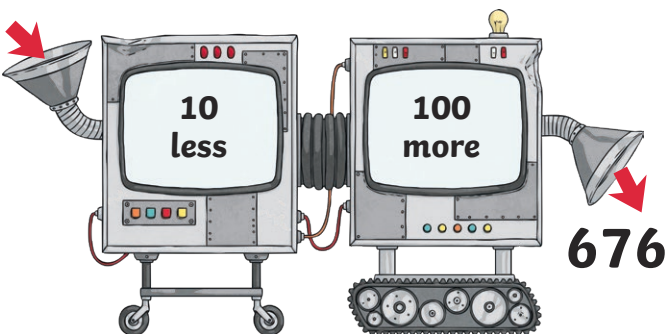
| Number | 1 more | 10 more | 100 more |
|--------|--------|---------|----------|
| 146    | 147    | 156     | 246      |
| 573    |        |         |          |
|        |        |         | 912      |
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|        | 476    |         |          |
|        |        | 803     |          |

- 1) True or false?

- a) 10 more than 462 > 100 less than 556  
b) 1 less than 750 < 100 more than 634  
c) 100 less than 643 = 10 more than 533



- 2) Kareem starts with a number.  
He puts it through the function machines.



He ends up with 676.

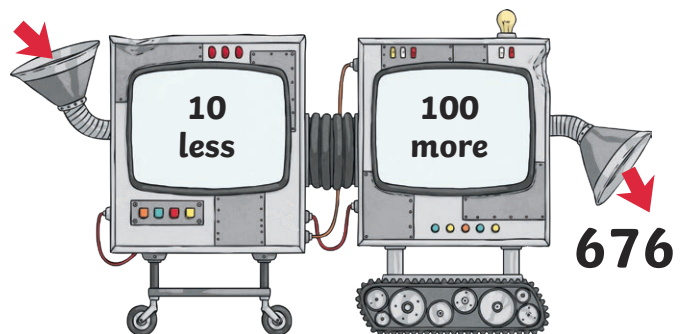
- a) What number did he start with?  
b) If Kareem had started off with 676, what number would he have ended up with?

- 1) True or false?

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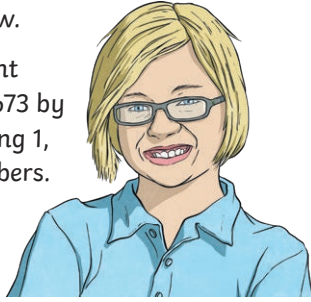
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a) What could her original number have been? Find all the possibilities.

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2) Write down all the different ways that you can make 673 by either adding or subtracting 1, 10 or 100 from other numbers.



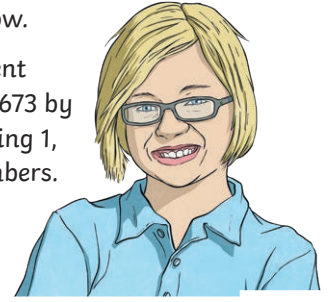
1) Macey has added either 1, 10 or 100 to a number. She has made 702.



a) What could her original number have been? Find all the possibilities.

b) Explain how you know.

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