1) a) 342

Hundreds	Tens	Ones
100 100 100	10 10 10 10 10	1 1

2)

Hundreds	Tens	Ones
100 100 100 100	10 A	1 1 1 1 1 1 1

1) a)

Hundreds	Tens	Ones	Numbers
100 100 100 100 100 100 100	10 10 10 10 10	1	751
100 100 100	10 10 10 10		304
100 100	10 10 10 10 10 10 10 10	1 1 1 1 1	257

b) *Example answer: There should be no counters in the tens column and four counters in the ones column to show 304. The counters in the tens and ones columns for 257 should be swapped.*

2) a) *Letitia is not correct.*

b) *Example answer: If the 6 is in the hundreds column, it will be worth 600, not 60. Children should be able to explain that the value of a digit changes depending on its position*

1) a) *Example answer: She has forgotten that the counters could be worth more than one each if they are in the tens or hundreds column. She has also forgotten that she can't put all fifteen counters in the ones column.*

b) *69*

c) *960*

2) *Children should identify that 732 can be made in many different ways. For example: 700 + 30 + 2; 600 + 130 + 2; and so on. They may begin to work systematically.*

1) a) What number is shown in this place value grid?

_____

Hundreds	Tens	Ones
100 100 100	10 10 10 10	1 1

b) Draw the number that would be made if you added 10.

Hundreds	Tens	Ones

2) a) Show the number 407 on a place value chart:

Hundreds	Tens	Ones

b) What counter would you need to add to make 417? Draw it in the grid and label it A.

1) Husnain used counters to show three different numbers in this place value grid.

Hundreds	Tens	Ones	Number
100 100 100 100 100 100 100	10 10 10 10 10	1	751
100 100 100	10 10 10 10		304
100 100	10 10 10 10 10 10 10	1 1 1 1 1	257

a) Circle the mistakes that he made.

b) Explain how the counters should be filled in correctly:

_____

_____

_____

2) Letitia says, "I have a group of 6 counters and a group of 4 counters. No matter where I place the counters in a place value grid, it will show the number 64."

a) Is she correct?

_____

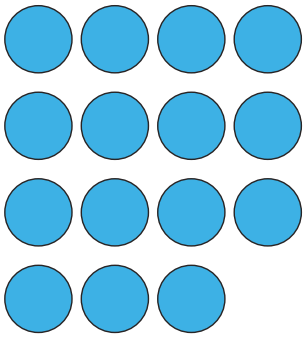
b) Explain your answer:

_____

_____

1) Erika has a place value grid and 15 counters:

Hundreds	Tens	Ones



a) She says, "The largest number that I can make is 15."

Explain Erika's mistake:

b) Using all the counters, what is the smallest number that can be shown?

_____

_____

c) Using all the counters, what is the largest number that can be shown?

_____

2) With a partner, take turns to use place value counters to make or draw 732. You must represent it in a different way each time. Keep going until you can't find a new way to make the number.

Aim: To compare numbers up to 1000.				Date:			
				Delivered By:			Suppo
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**
I can compare 3-digit numbers using words and phrases.				**Notes/Evidence**			
I can compare 3-digit numbers using symbols.							

Next Steps

-
-

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Next Steps

-
-

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Diving into Mastery

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Focused education on life's walk!
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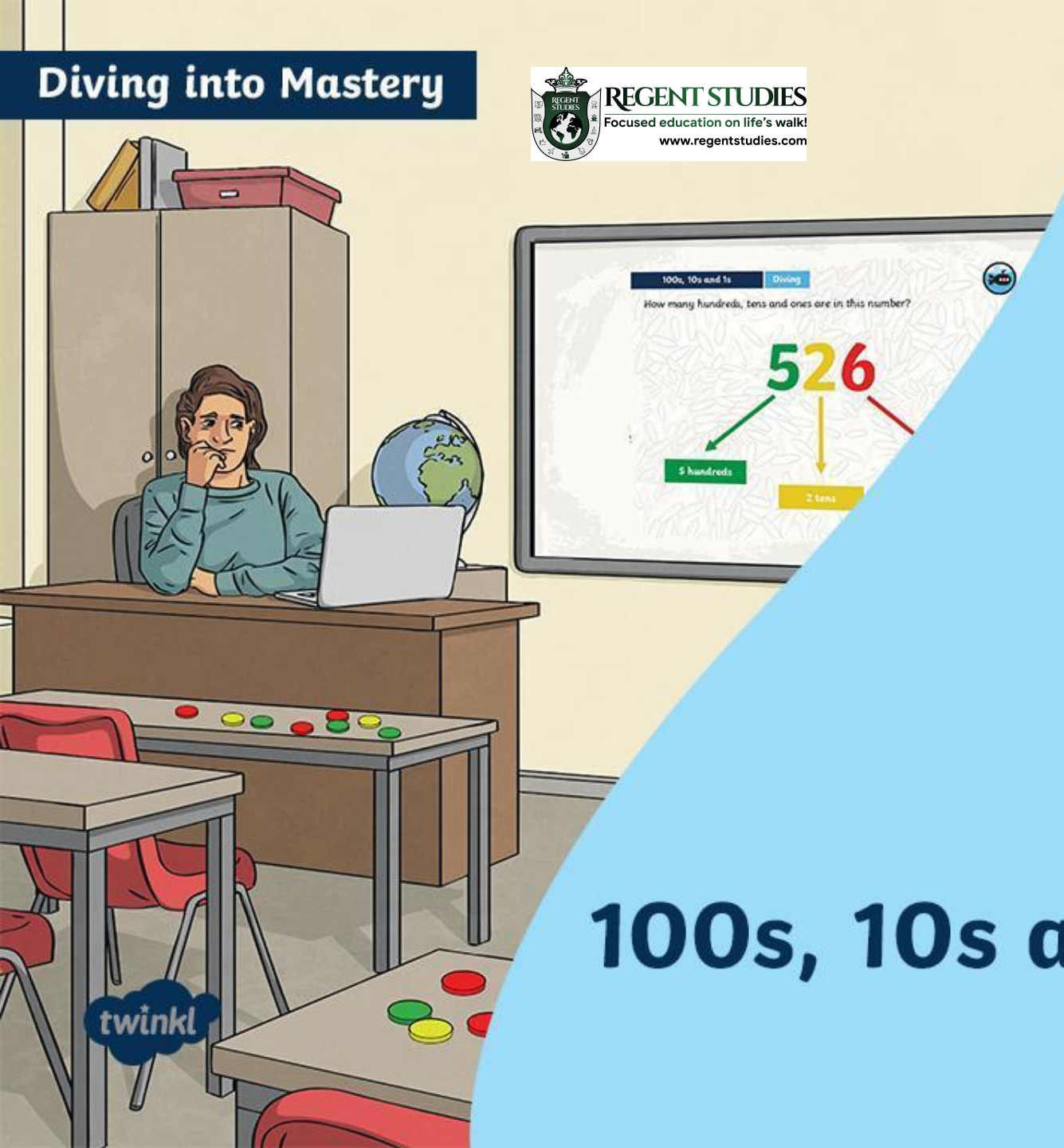


100s, 10s and 1s (2)

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

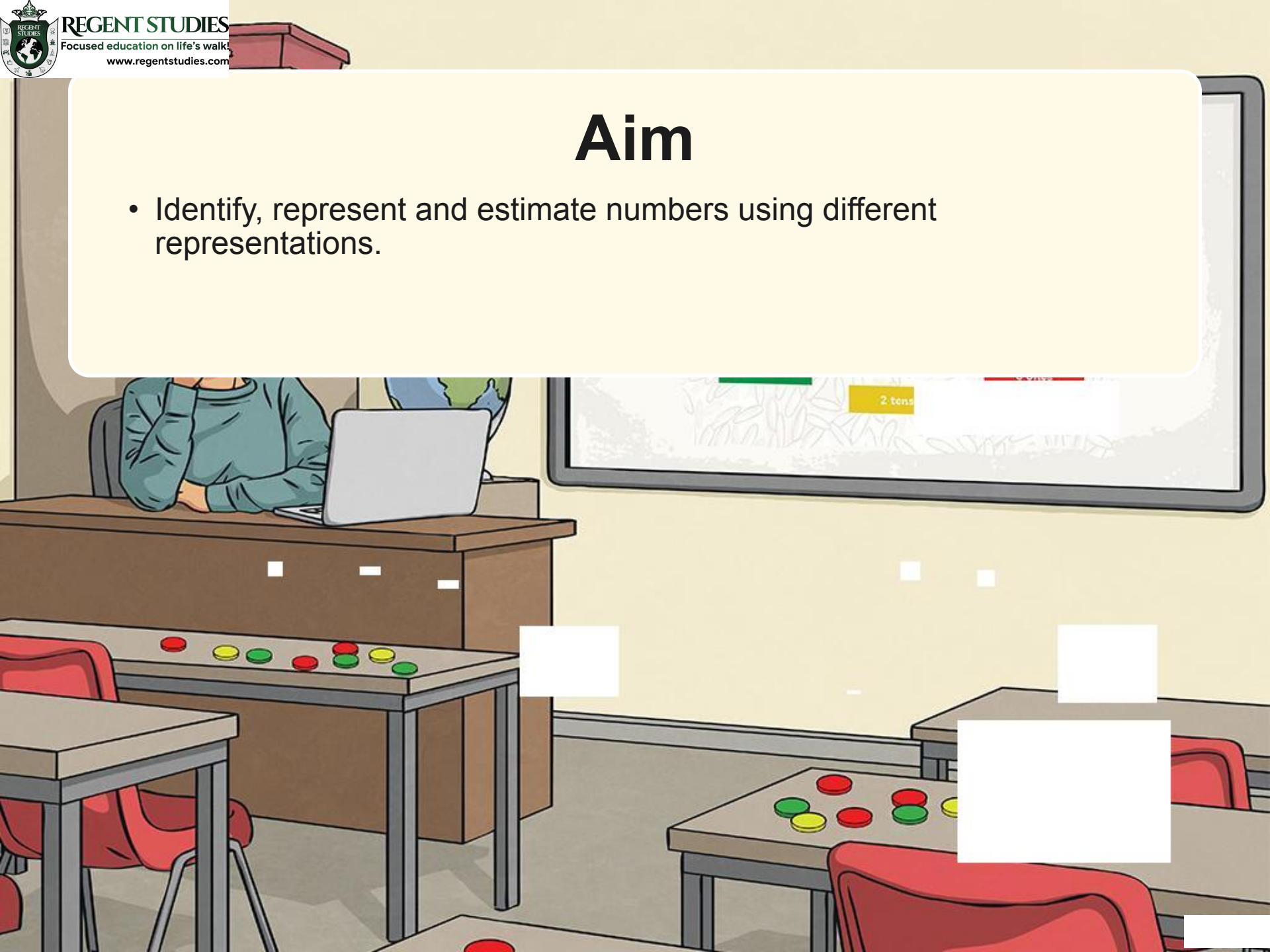

Deepest

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

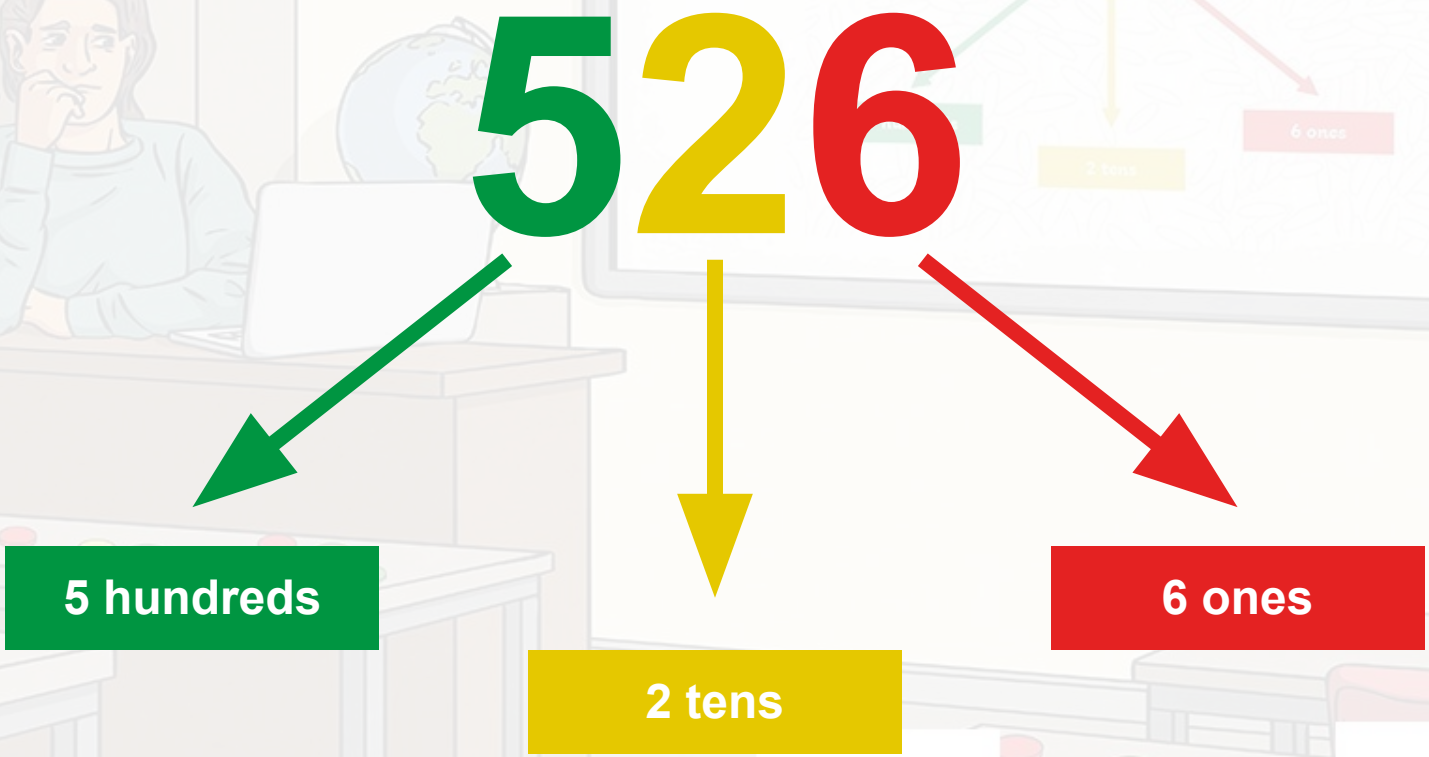
- Identify, represent and estimate numbers using different representations.



100s, 10s and 1s (2)

Diving

How many hundreds, tens and ones are in this number?



100s, 10s and 1s (2)

Diving

How can we show this using a place value chart?

526

Hundreds	Tens	Ones
100 100 100 100 100 100	10 10	1 1 1 1 1 1

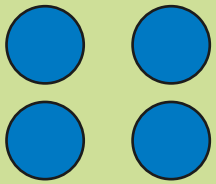
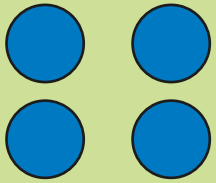
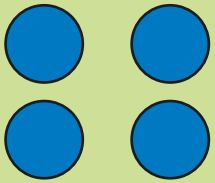
What number would be made if you added 100?

626

100s, 10s and 1s (2)

Deeper

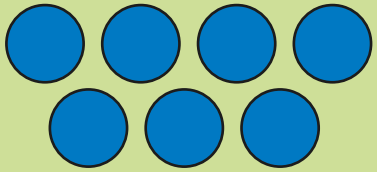
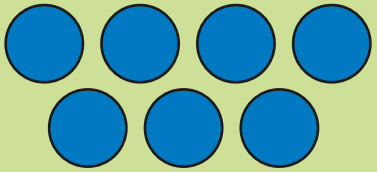
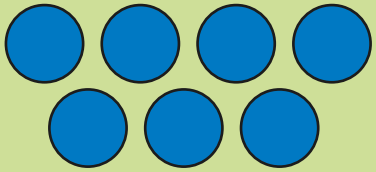
Which row is the correct representation of 430?

Hundreds	Tens	Ones
		
		
		

100s, 10s and 1s (2)

Deeper

I want to show the number 700. Does it matter where I put the counters in the place value grid?

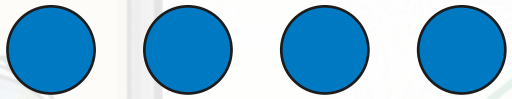
Hundreds	Tens	Ones
		

700 70 7

100s, 10s and 1s (2)

Deepest

James has a place value grid and four counters. He puts the counters face down.



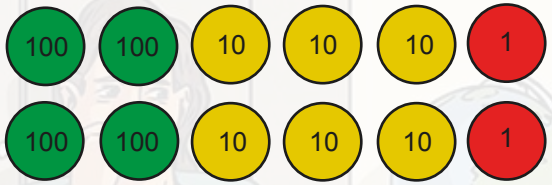
Hundreds	Tens	Ones

What is the most they could be worth?

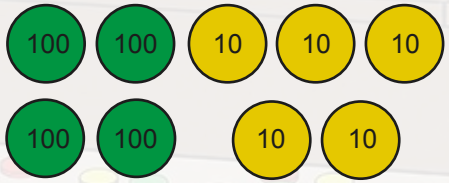
100s, 10s and 1s (2)

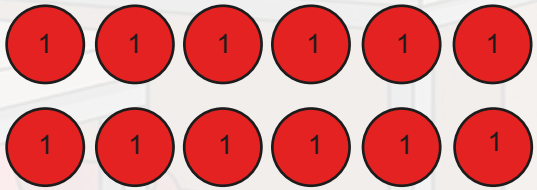
Deepest

These counters show 462:

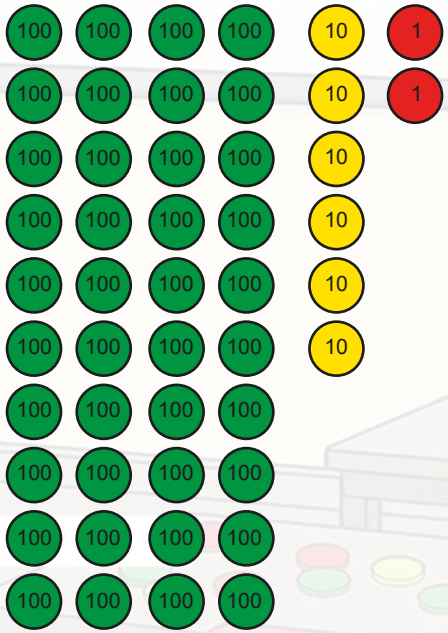


Here are some examples:



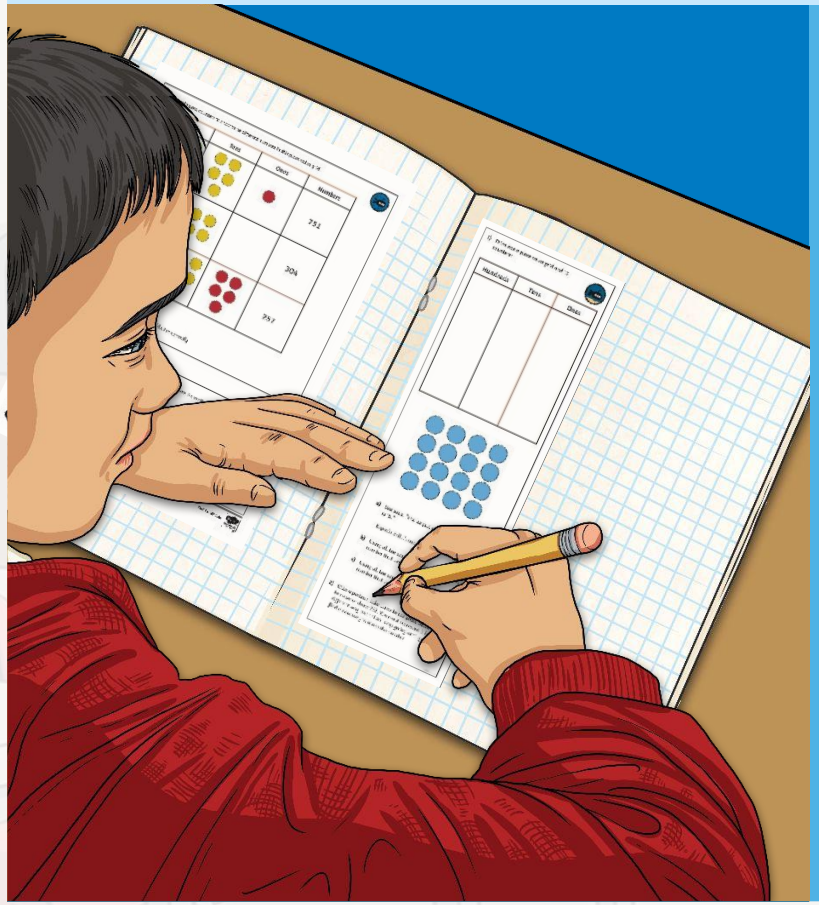


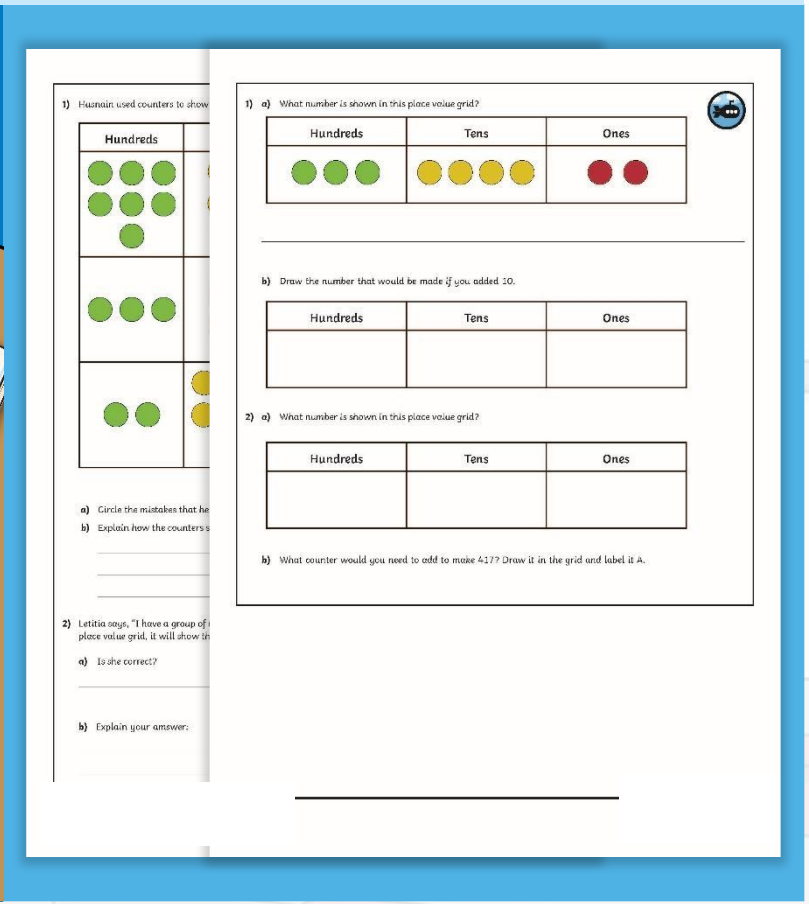
How else could you show 462 with this type of place value counter?



100s, 10s and 1s (2)

Dive in by completing your own activity!





1) Hussain used counters to show

Hundreds	

a) Circle the mistakes that he

b) Explain how the counters s

2) Letitia says, "I have a group of
place value grid, it will show th

a) Is she correct?

b) Explain your answer:

1) a) What number is shown in this place value grid?

Hundreds	Tens	Ones

b) Draw the number that would be made if you added 10.

Hundreds	Tens	Ones

2) a) What number is shown in this place value grid?

Hundreds	Tens	Ones

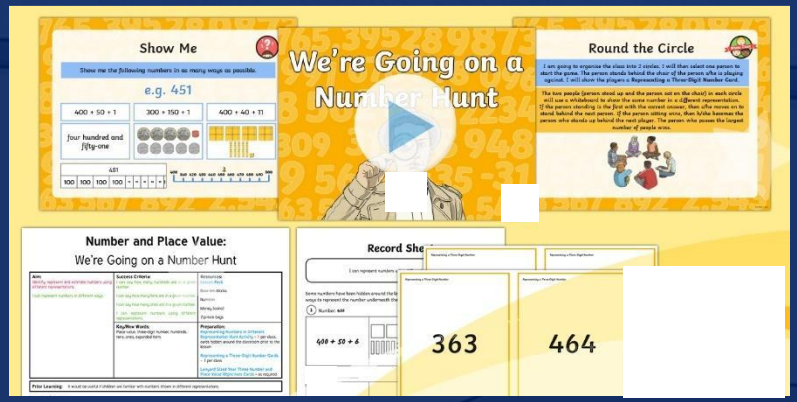
b) What counter would you need to add to make 417? Draw it in the grid and label it A.

Need Planning to Complement this Resource?

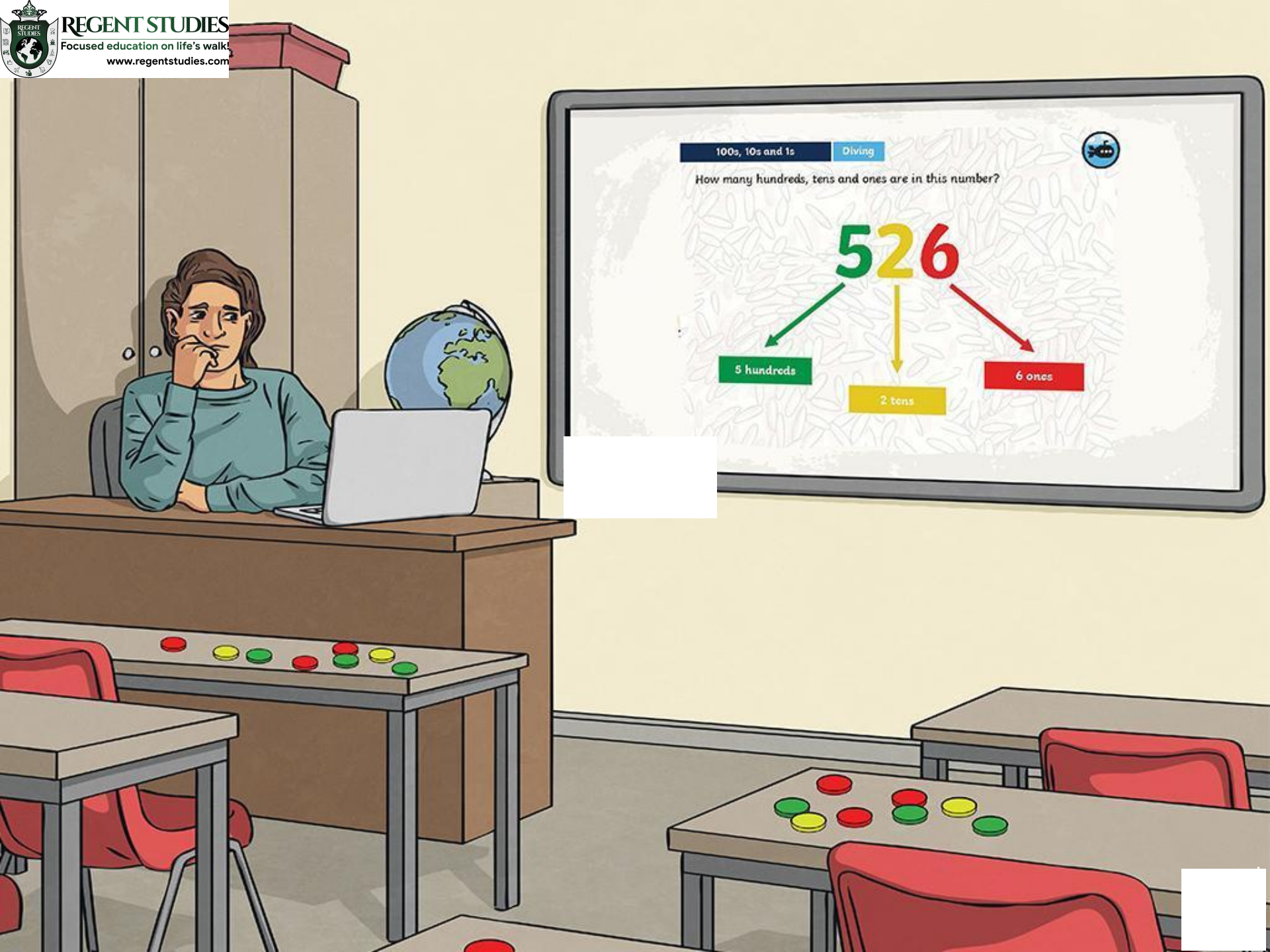
National Curriculum

Identify, represent and estimate numbers using different representations.

For more planning resources to support this aim



Twinkl PlanIt is our award-winning scheme of work with over 4000 resources.



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Hundreds	Tens	Ones

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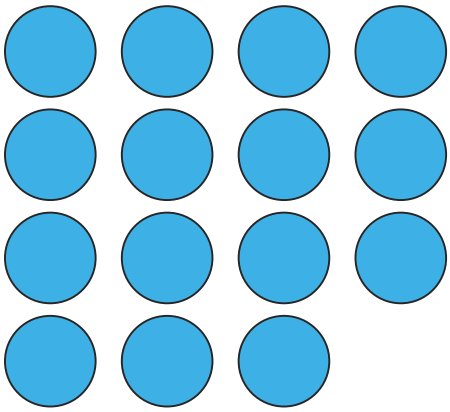

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Explain Erika's mistake.

b) Using all the counters, what is the smallest number that can be shown?

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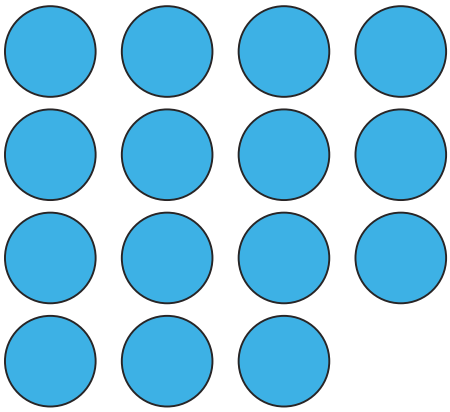

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