



**Answers**

1)

**B**

**A**

**D**

**C**

0

1000

2) a) Ali – 750 (accept answers from 735-765)

Davis – 425 (accept answers from

410-440) Horvath – 100 (accept

answers from 85-115) White – 575

(accept answers from 560-590)

b) Davis and White's numbers are equally close to 500. (Accept answers of either Davis, White or both.)



- A, C, D, E, B
- **Jonah is incorrect. Children should show understanding that the bottom number line could have a completely different scale or start and end numbers. For example, the bottom number line might show numbers between 0 and 100, in which case F would be nearer to 10.**

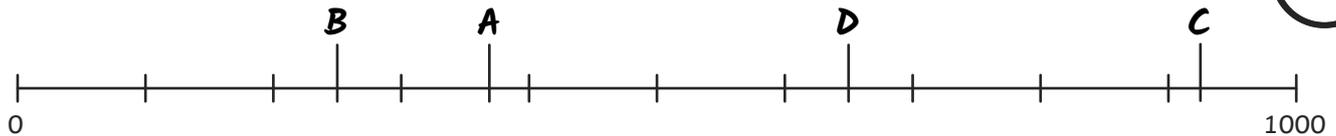




- a) **Accept any answer that gives the same number on both lines.**
  - **Accept any sensible answers that scale correctly with the answer given in question a.**
  - **Without the numbers labelled at the start and the end, you can't find the position of any number on the line. For example, if a line goes from 500-1000 then halfway along it would be 750, but a line the same length could go from 0-100 and halfway along it would then be 50.**
- a) **Children should recognise that, on a 0-5000 number line on a standard size of paper, it will be difficult to see smaller increments such as ones or tens.**
  - **Children may choose to show some useful increments on the line, such as intervals of 500 or 1000; or they may make the line itself much larger and longer.**



1)



- 2) a) Ali – 750 (accept answers from 735–765)  
Davis – 425 (accept answers from 410–440)  
Horvath – 100 (accept answers from 85–115)  
White – 575 (accept answers from 560–590)
- b) Davis and White's numbers are equally close to 500. (Accept answers of either Davis, White or both.)

1) A, C, D, E, B

- 2) Jonah is incorrect. Children should show understanding that the bottom number line could have a completely different scale or start and end numbers. For example, the bottom number line might show numbers between 0 and 100, in which case F would be nearer to 10.



- 1) a) Accept any answer that gives the same number on both lines.  
b) Accept any sensible answers that scale correctly with the answer given in question a.  
c) Without the numbers labelled at the start and the end, you can't find the position of any number on the line. For example, if a line goes from 500–1000 then halfway along it would be 750, but a line the same length could go from 0–100 and halfway along it would then be 50.
- 2) a) Children should recognise that, on a 0–5000 number line on a standard size of paper, it will be difficult to see smaller increments such as ones or tens.  
b) Children may choose to show some useful increments on the line, such as intervals of 500 or 1000; or they may make the line itself much larger and longer.



# Bingo Number Line Answers



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225



125



350



475

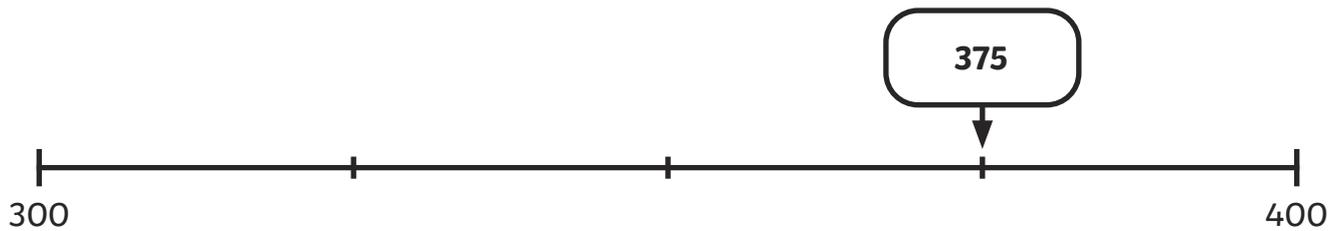
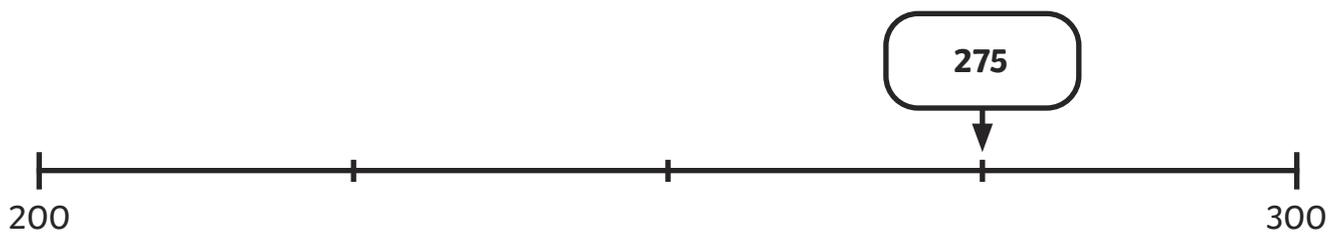
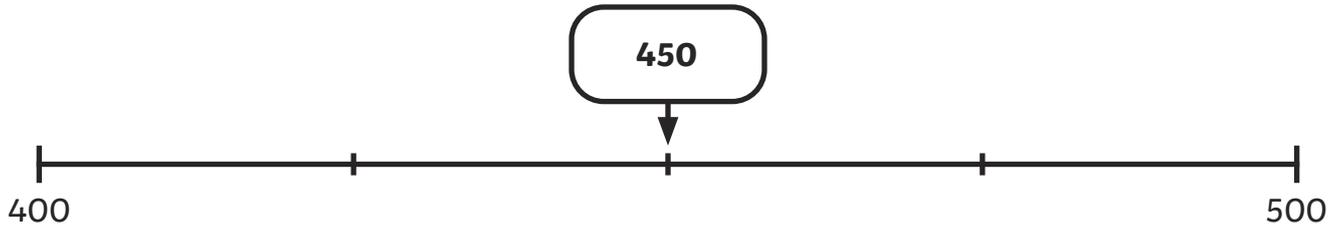
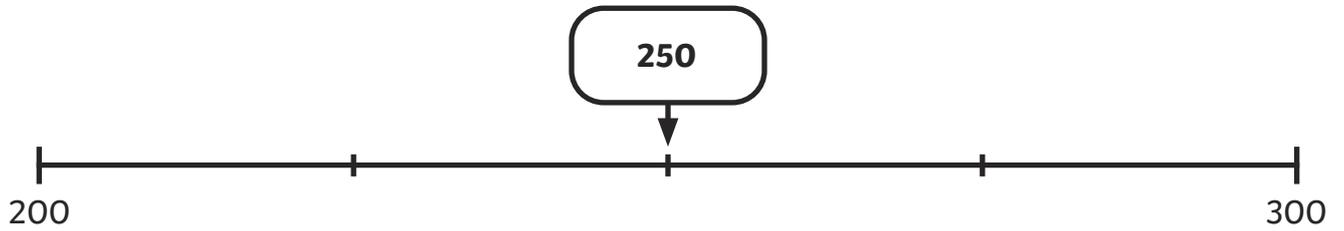
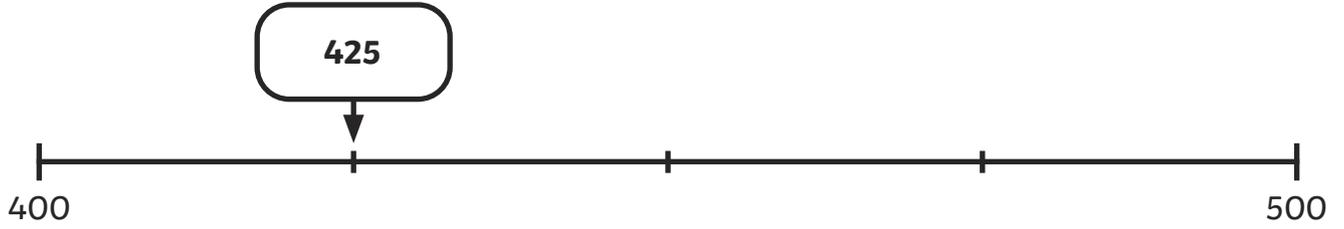
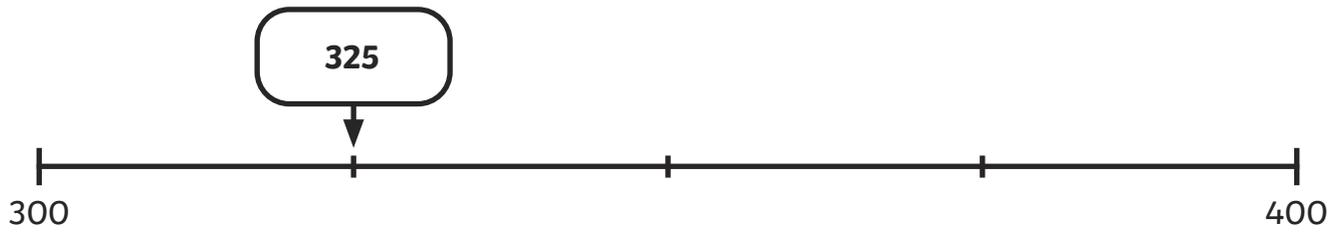


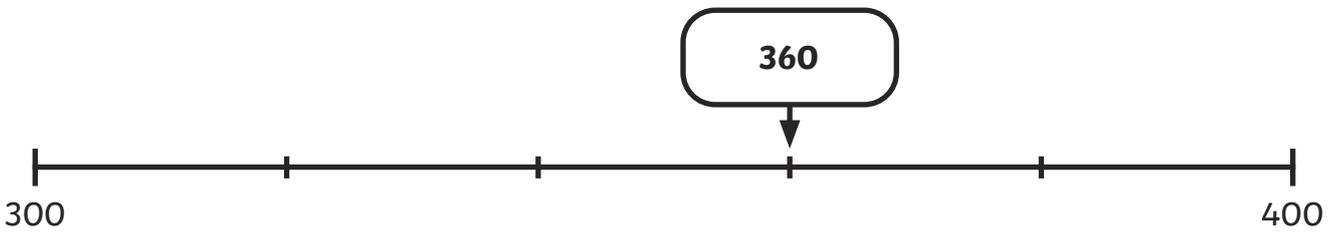
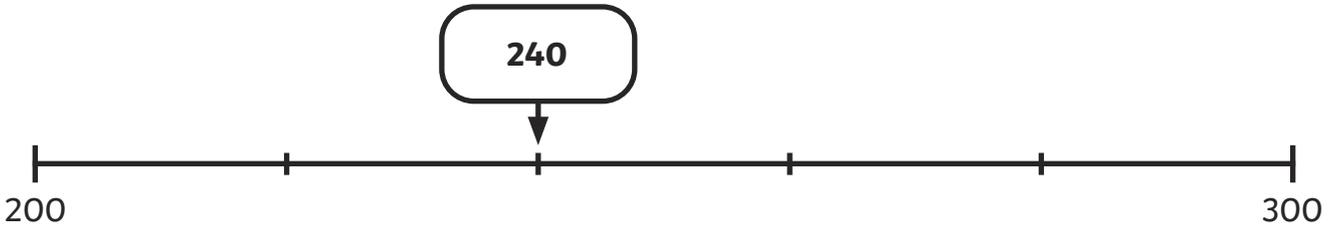
175



150









**255**

**275**

**360**

**175**

**250**

**270**



**350**

**425**

**230**

**225**

**275**

**240**



**175**

**250**

**120**

**350**

**425**

**180**



**125**

**375**

**180**

**475**

**450**

**120**



**150**

**325**

**370**

**125**

**375**

**360**



**475**

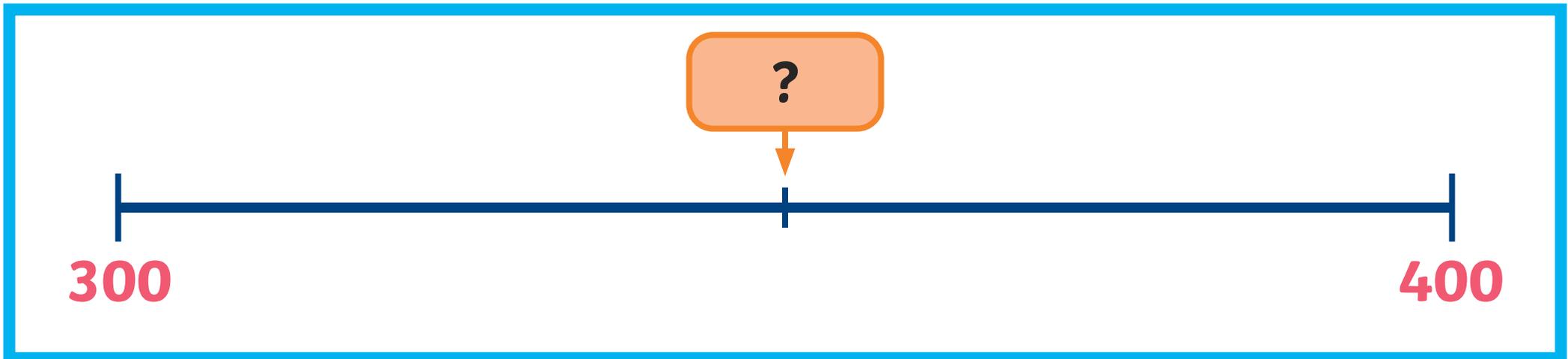
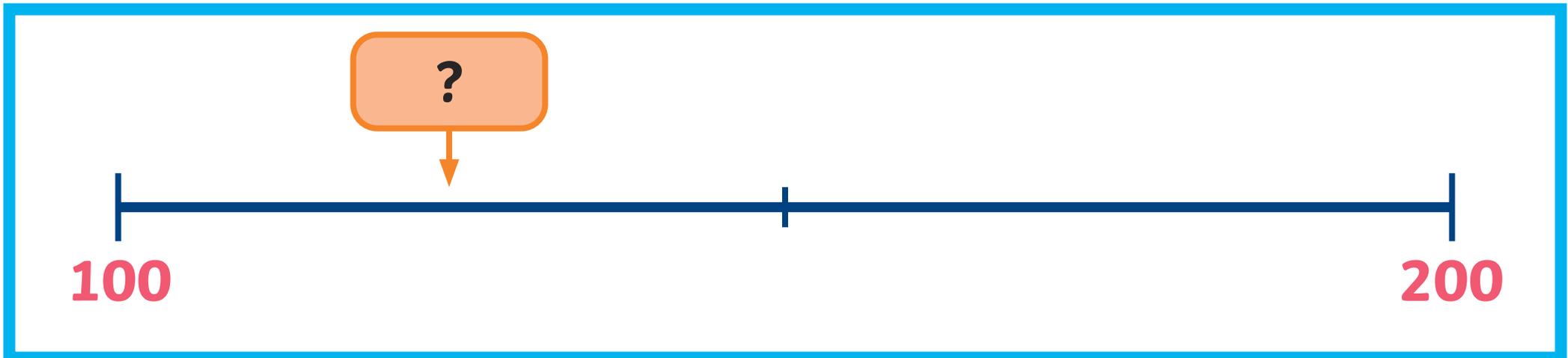
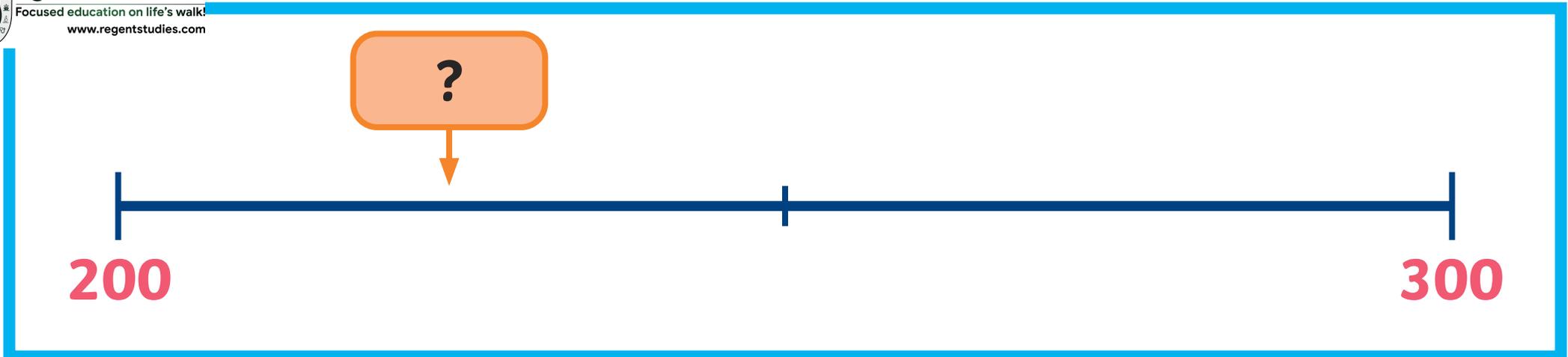
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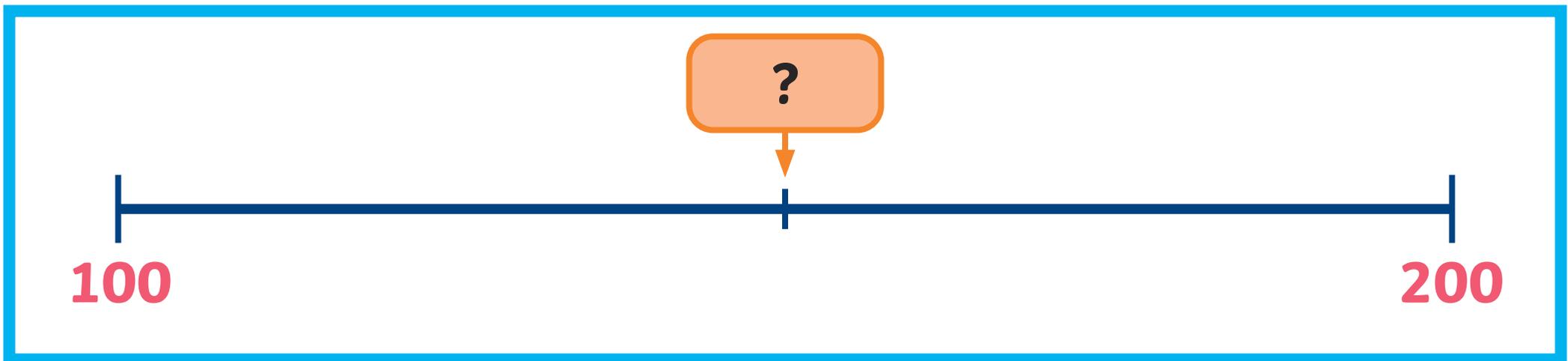
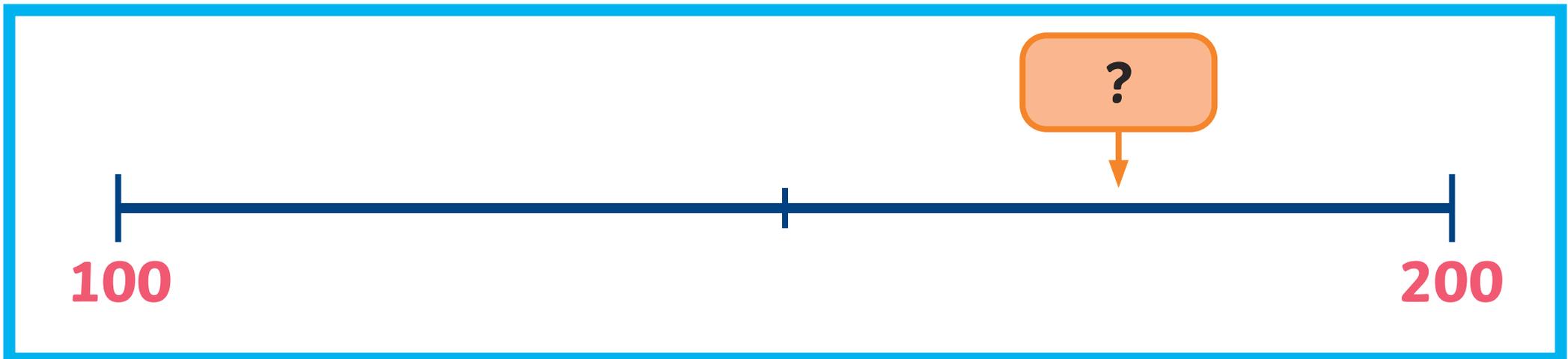
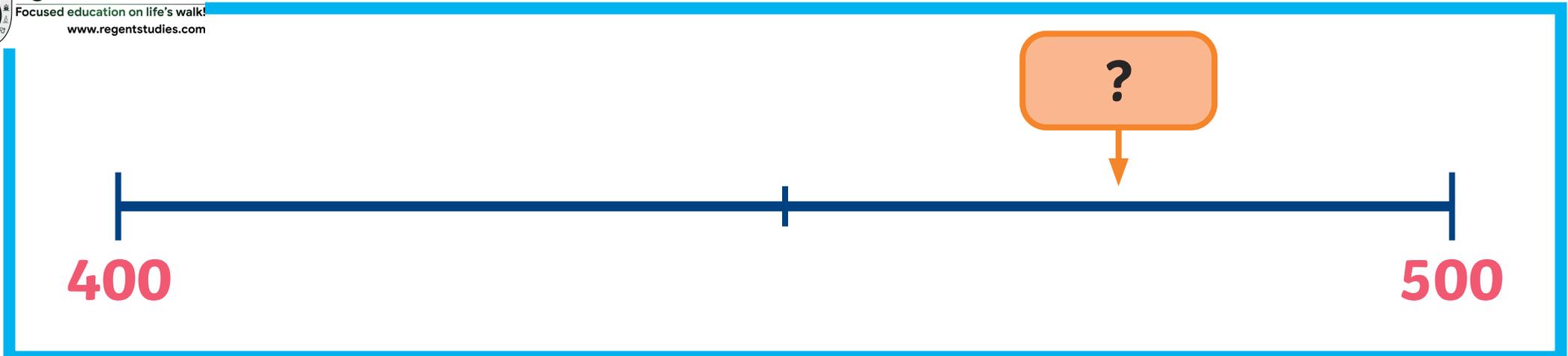
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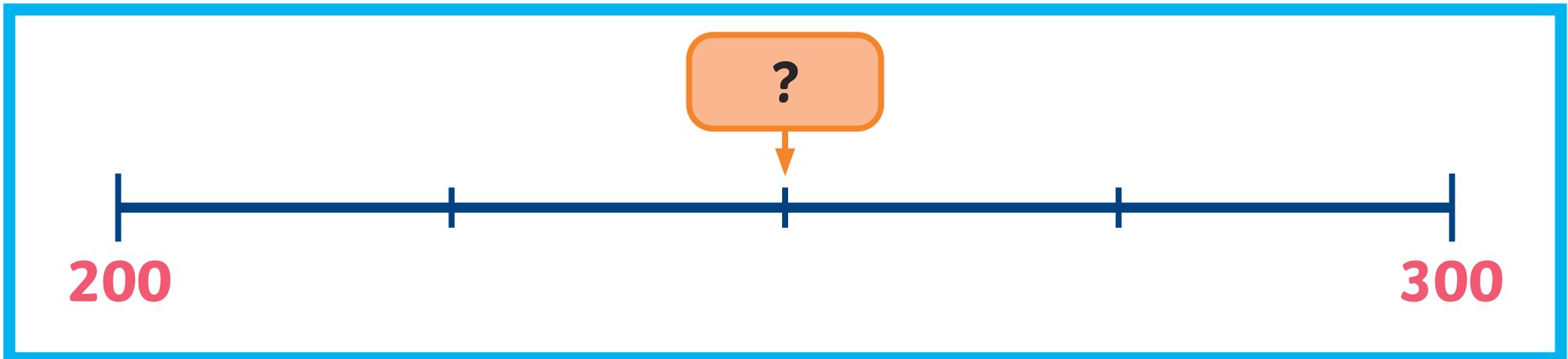
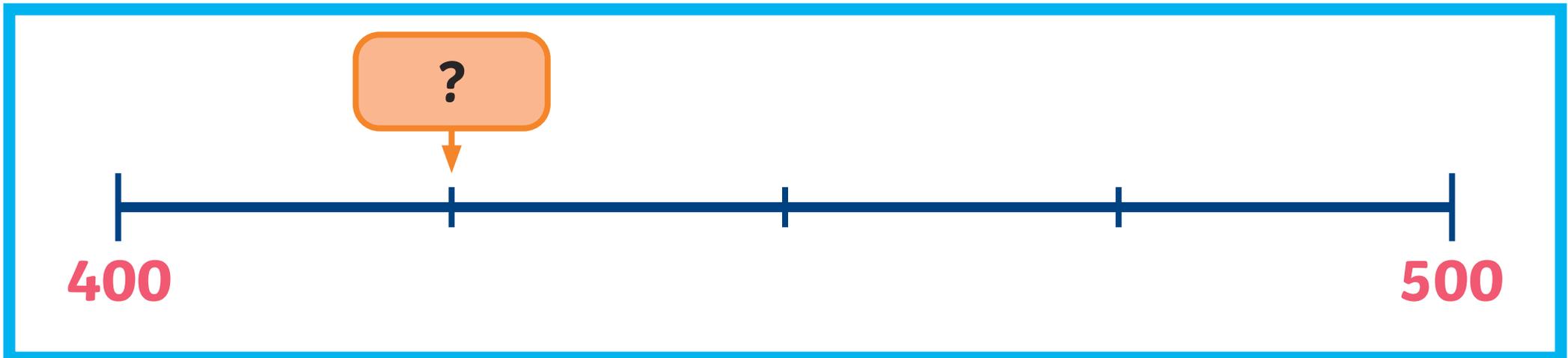
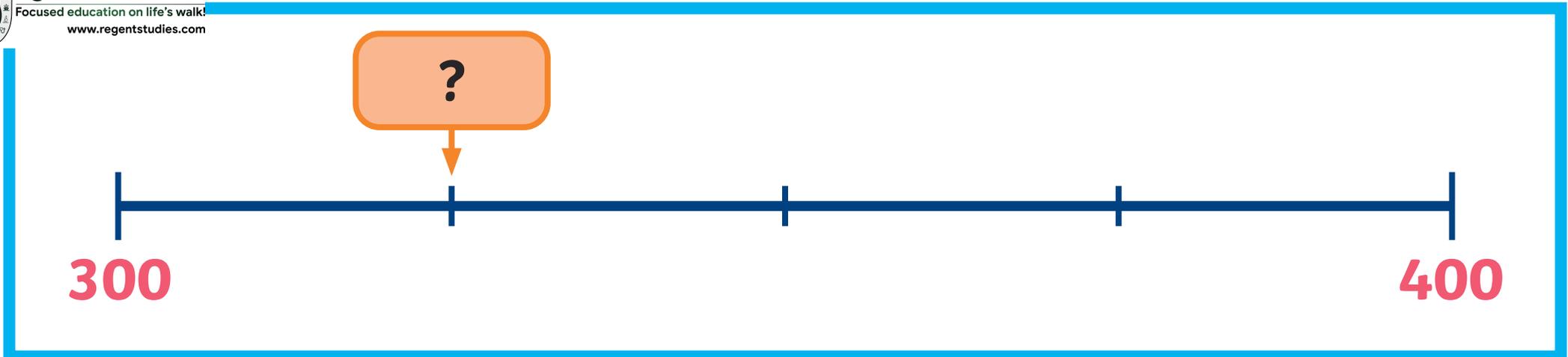
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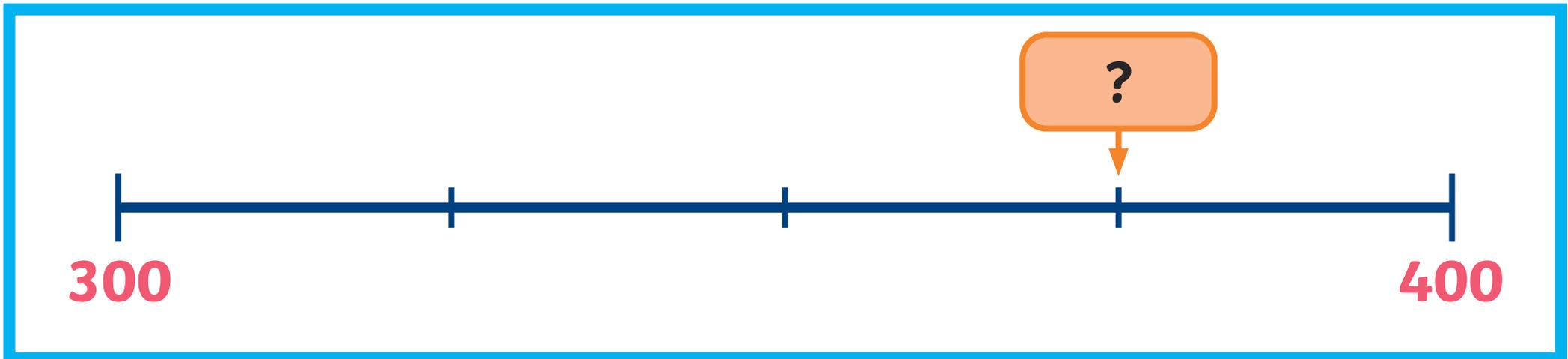
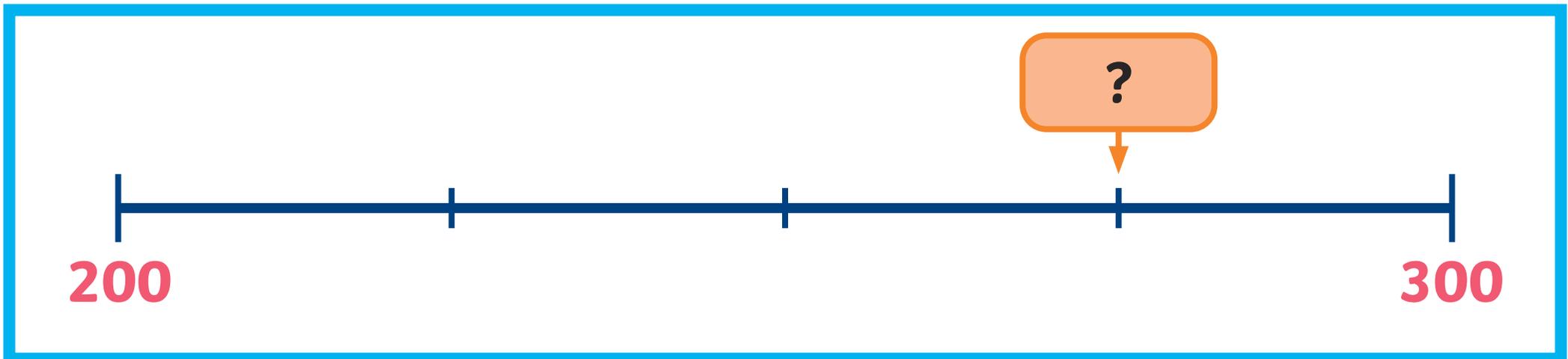
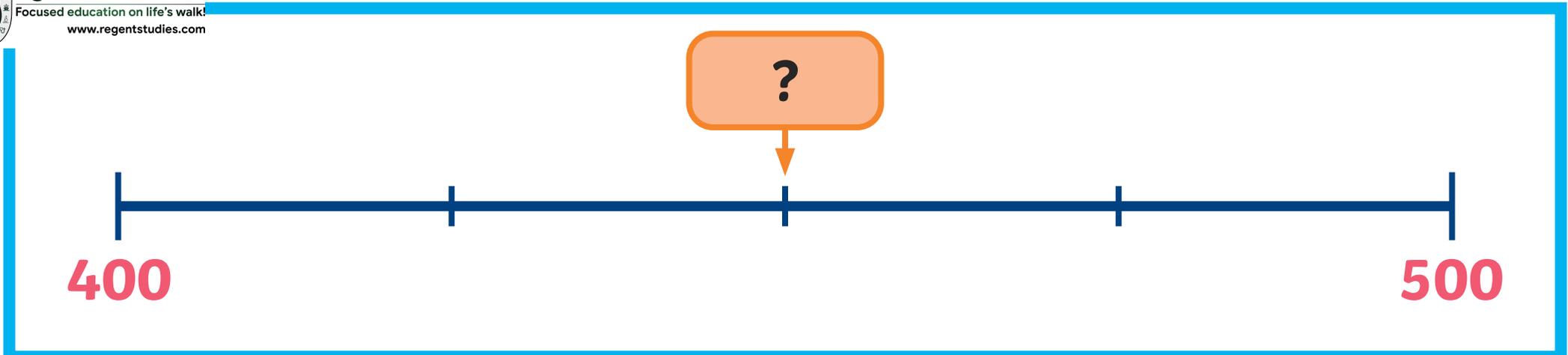
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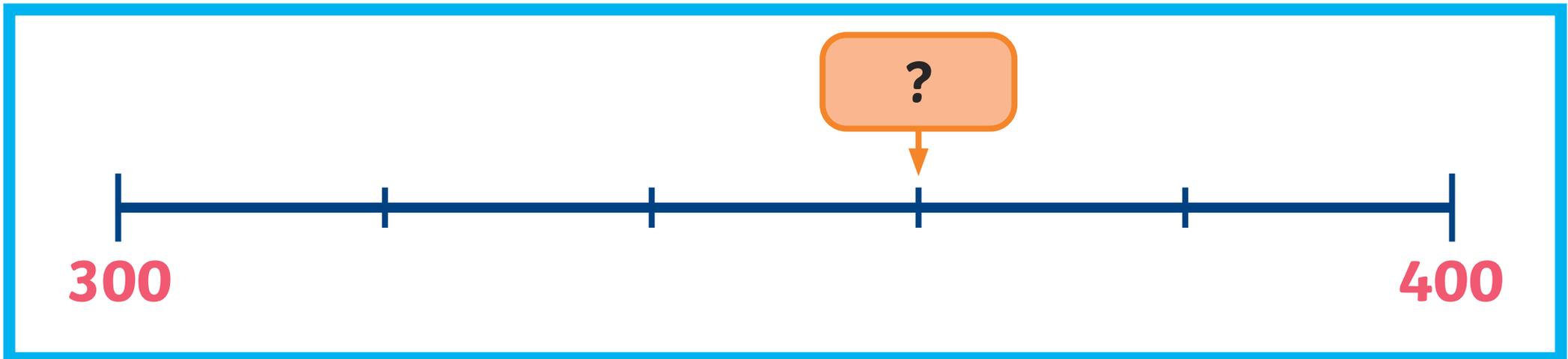
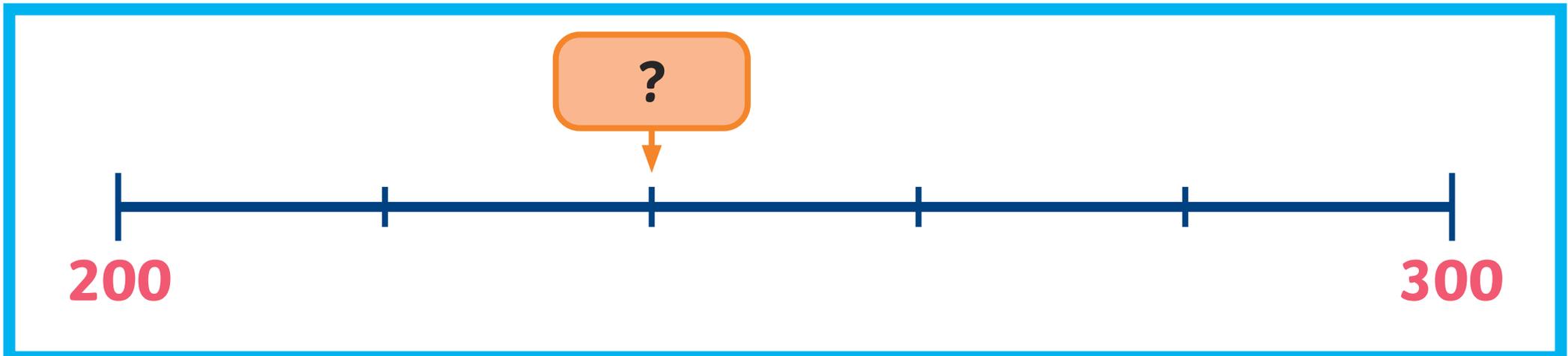
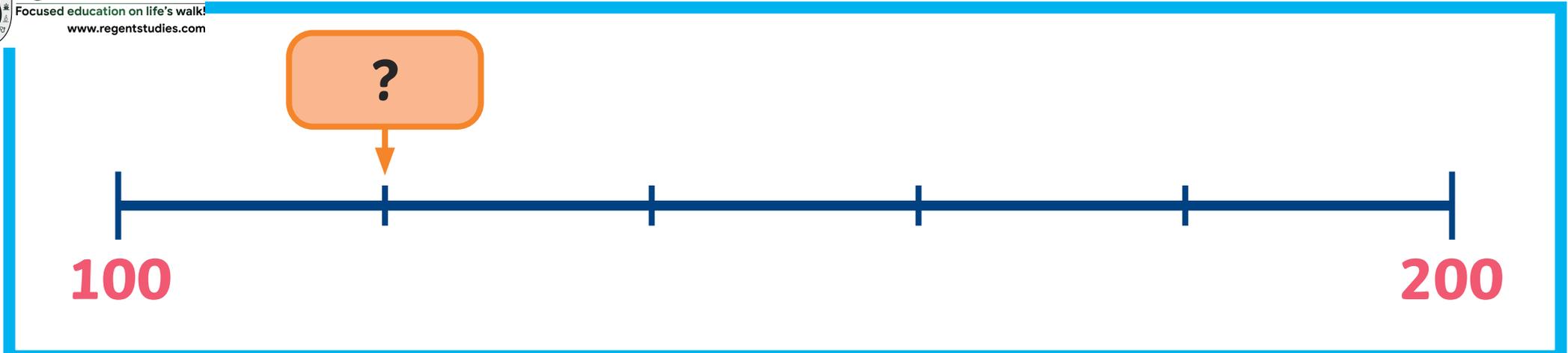
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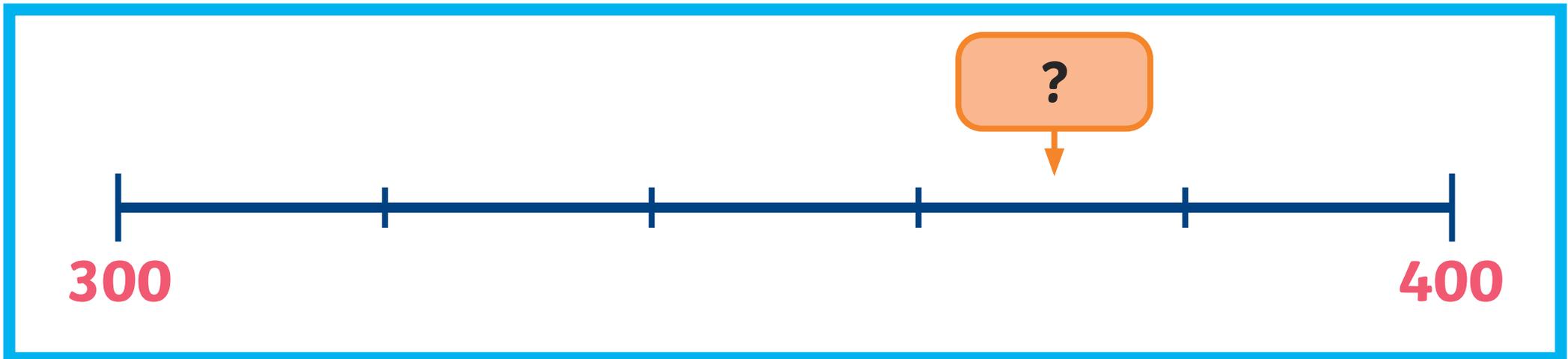
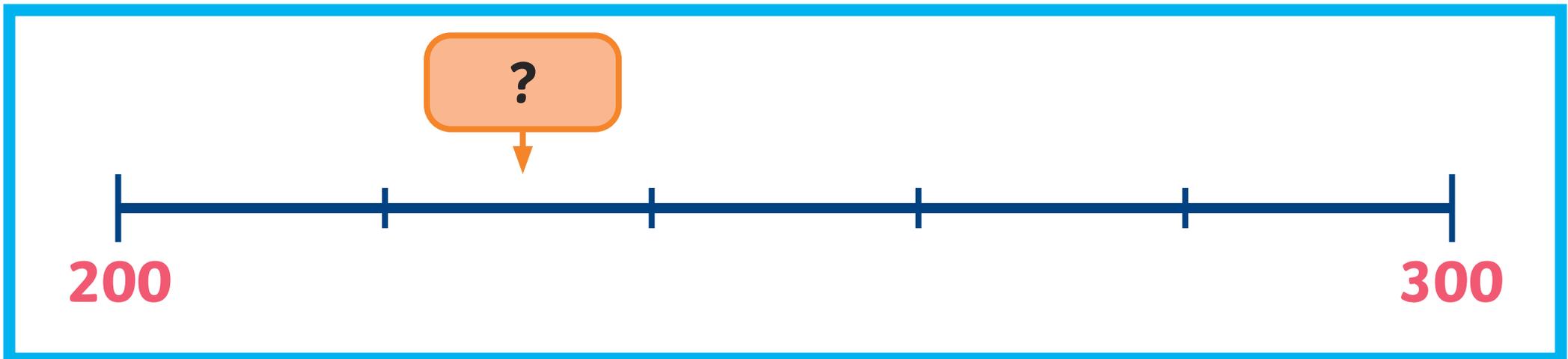
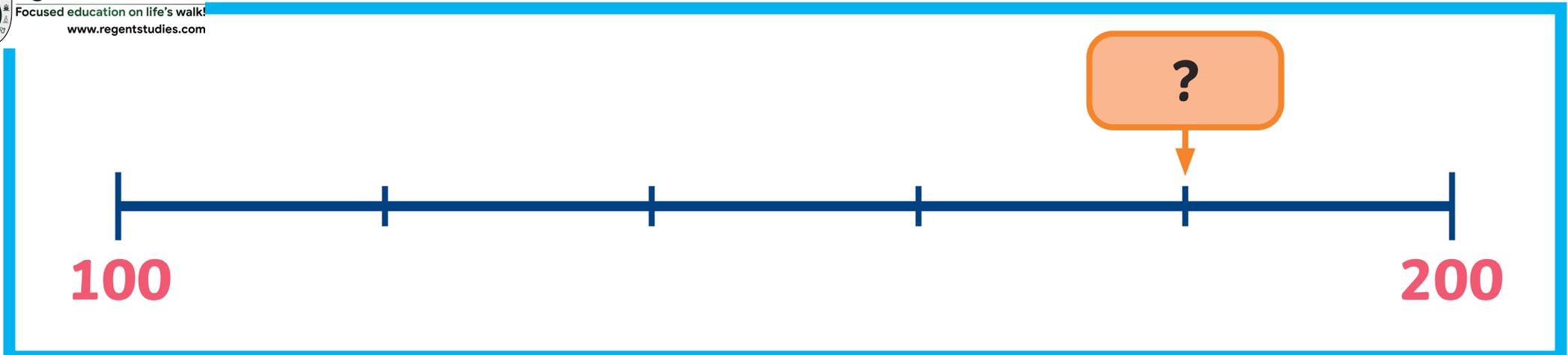












The diagram shows 3 hundreds blocks, 7 tens blocks, and 0 ones blocks. Below this are 6 green circles and 5 orange circles. A number line is drawn with 9 tick marks. Below the number line is a place value chart with three columns: hundreds, tens, and ones.

• Write each number in the correct place on the number line below.

a) 370

The diagram shows a series of place value charts for the number 370. Each chart has three columns: hundreds, tens, and ones. The first chart shows 3 hundreds, 7 tens, and 0 ones. The second chart shows 3 hundreds, 6 tens, and 10 ones. The third chart shows 2 hundreds, 17 tens, and 0 ones. The fourth chart shows 2 hundreds, 16 tens, and 10 ones. The fifth chart shows 1 hundred, 27 tens, and 0 ones. The sixth chart shows 1 hundred, 26 tens, and 10 ones. The seventh chart shows 0 hundreds, 37 tens, and 0 ones. The eighth chart shows 0 hundreds, 36 tens, and 10 ones. The ninth chart shows 0 hundreds, 30 tens, and 70 ones. Each chart has a number line below it with 10 tick marks.

b)



c) nine hundred and twenty-five

d)

0

- Each footballer has a number on their shirt. Their numbers are shown on this number line.
- Estimate the number on each footballer's shirt:



1000

Ali \_\_\_\_\_

Davis \_\_\_\_\_

Horvath \_\_\_\_\_

White \_\_\_\_\_

**Horvath**

**Davis**

**White**

**Ali**

0

1000

- Look at the number line. Which footballer's number is closest to 500? \_\_\_\_\_



- Order these representations from greatest to smallest.

greatest \_\_\_\_\_ smallest \_\_\_\_\_

a)

**A**

0

1000

b)

**B**

0

100

c)

e)

**E**

0

500



- d)
  - - three hundred and seventeen
    - 
    - 
    - 
    - 
    - 
    -
  - Jonah says, "I know that the arrow labelled F must be around 100."



Do you agree with him? Why/why not?

- These two number lines show the same number:
  - What number could the arrow be pointing at on each line? Label each arrow to show your answer.
  - In this case, what numbers would each number line start and end at? Label both lines on each number line to show your answer.
  - Explain why it is important to label the numbers at the start and the end of a number line.

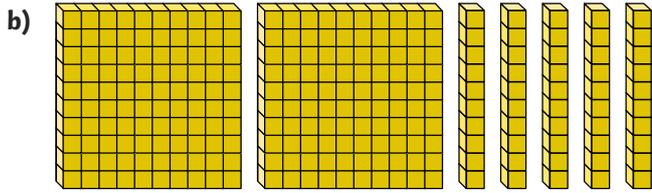


- Lucia says, "If I had a number line from 0-5000, it wouldn't be possible to read a number accurately."
  - Explain why she is correct.
  
- Investigate how you could make a number line from 0-5000 easier to read and record numbers on.  
Draw your ideas in the box below.

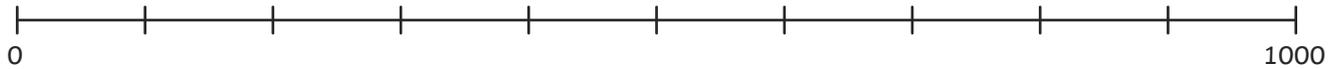
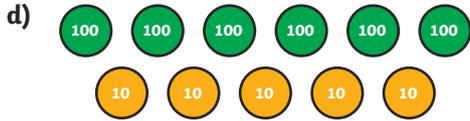


1) Write each number in the correct place on the number line below.

a) 370



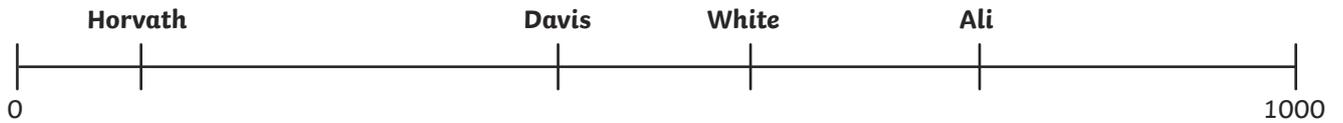
c) nine hundred and twenty-five



2) Each footballer has a number on their shirt. Their numbers are shown on this number line.

a) Estimate the number on each footballer's shirt:

Ali \_\_\_\_\_                      Davis \_\_\_\_\_  
Horvath \_\_\_\_\_                      White \_\_\_\_\_

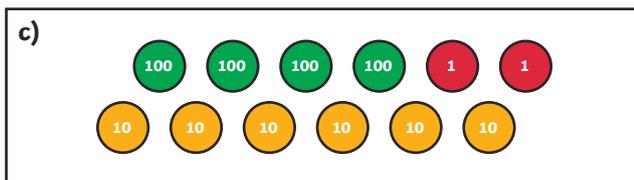
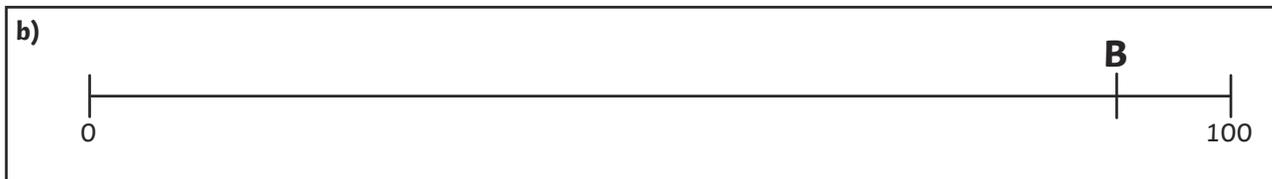
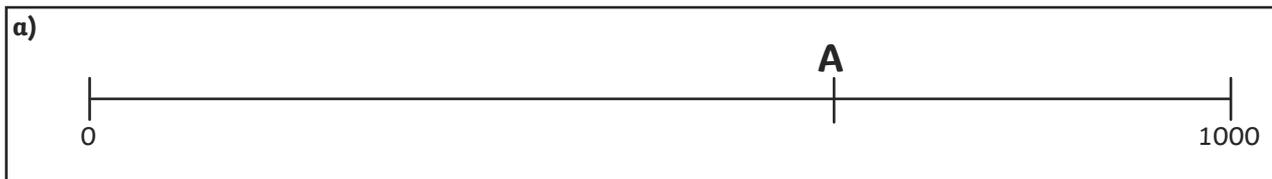


b) Look at the number line. Which footballer's number is closest to 500? \_\_\_\_\_



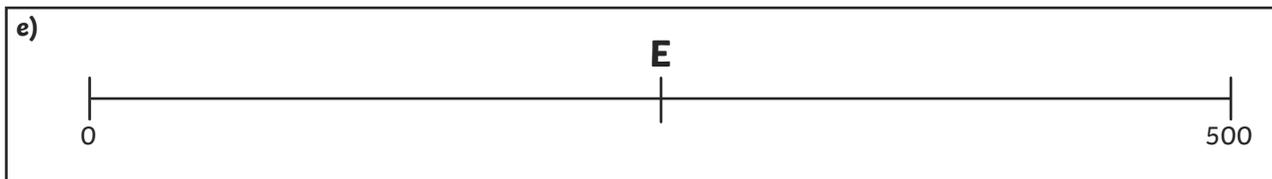
1) Order these representations from greatest to smallest.

greatest \_\_\_\_\_ smallest

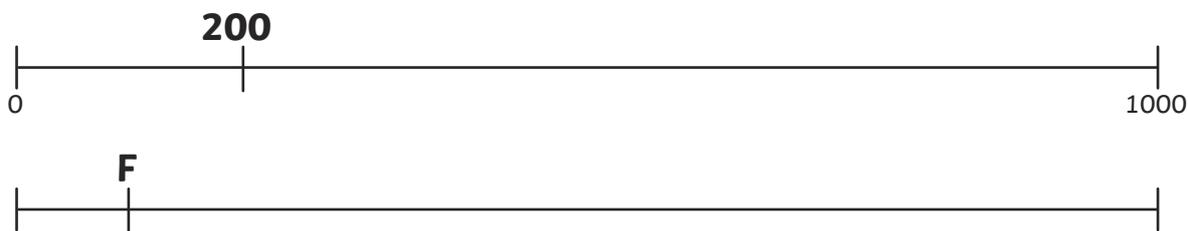


d)

three hundred and seventeen



2) Jonah says, "I know that the arrow labelled F must be around 100."



Do you agree with him? Why/why not?

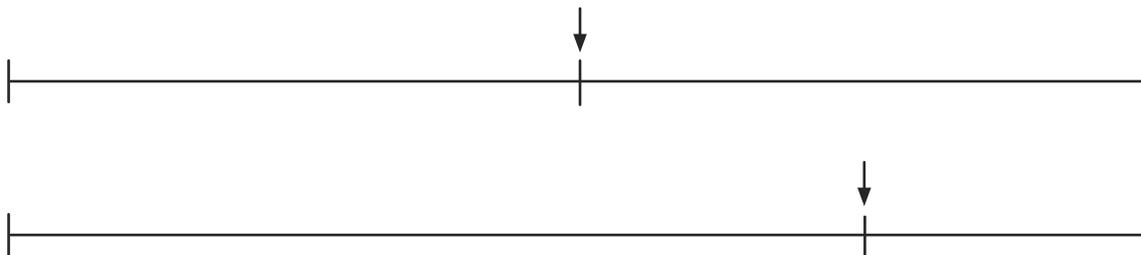
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1) These two number lines show the same number:



- a) What number could the arrow be pointing at on each line? Label each arrow to show your answer.
- b) In this case, what numbers would each number line start and end at? Label both lines on each number line to show your answer.
- c) Explain why it is important to label the numbers at the start and the end of a number line.

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2) Lucia says, "If I had a number line from 0-5000, it wouldn't be possible to read a number accurately."

- a) Explain why she is correct.

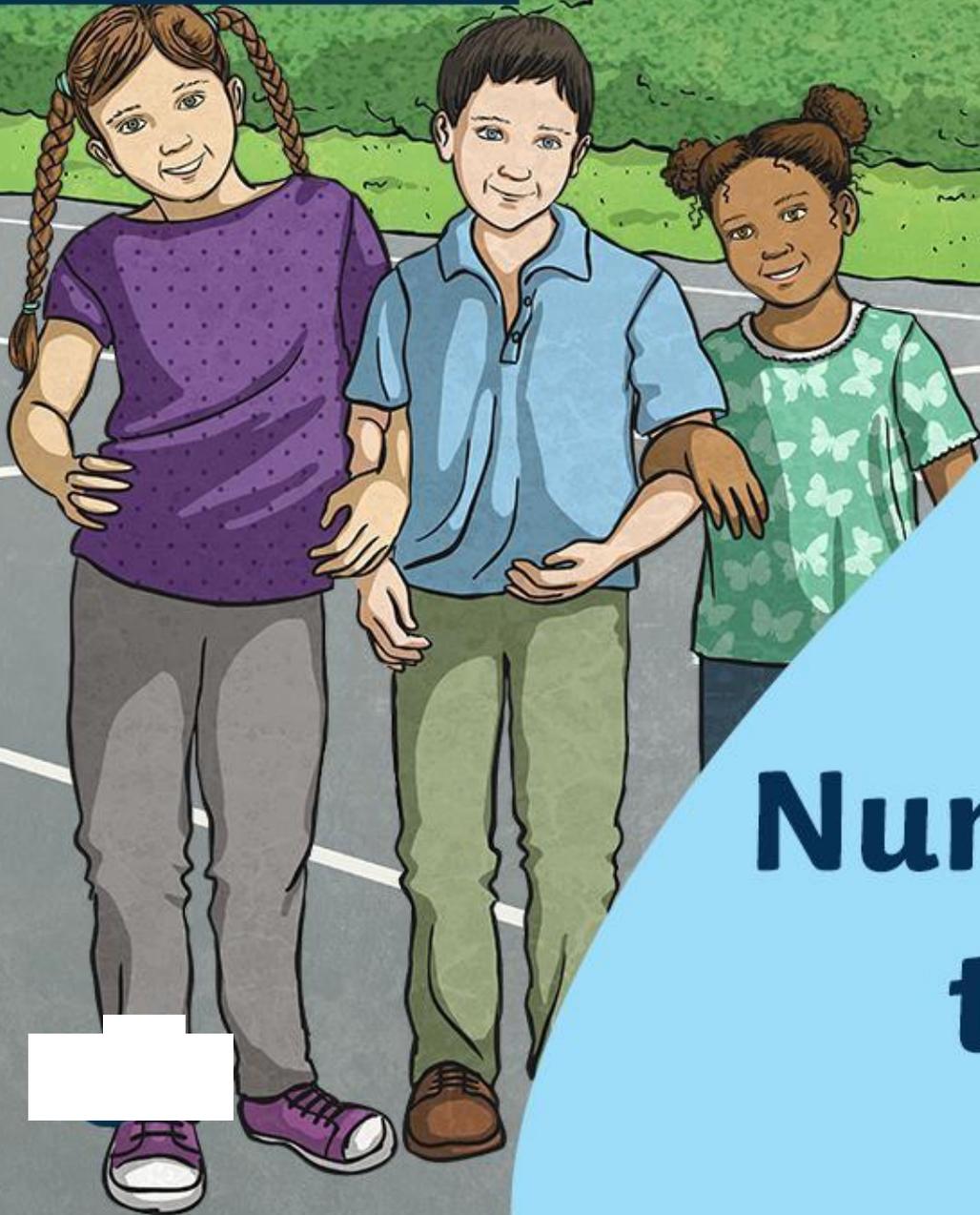
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- b) Investigate how you could make a number line from 0-5000 easier to read and record numbers on. Draw your ideas in the box below.



# Number Lines to 1000

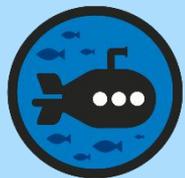


# Diving into Mastery Guidance for Educators

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

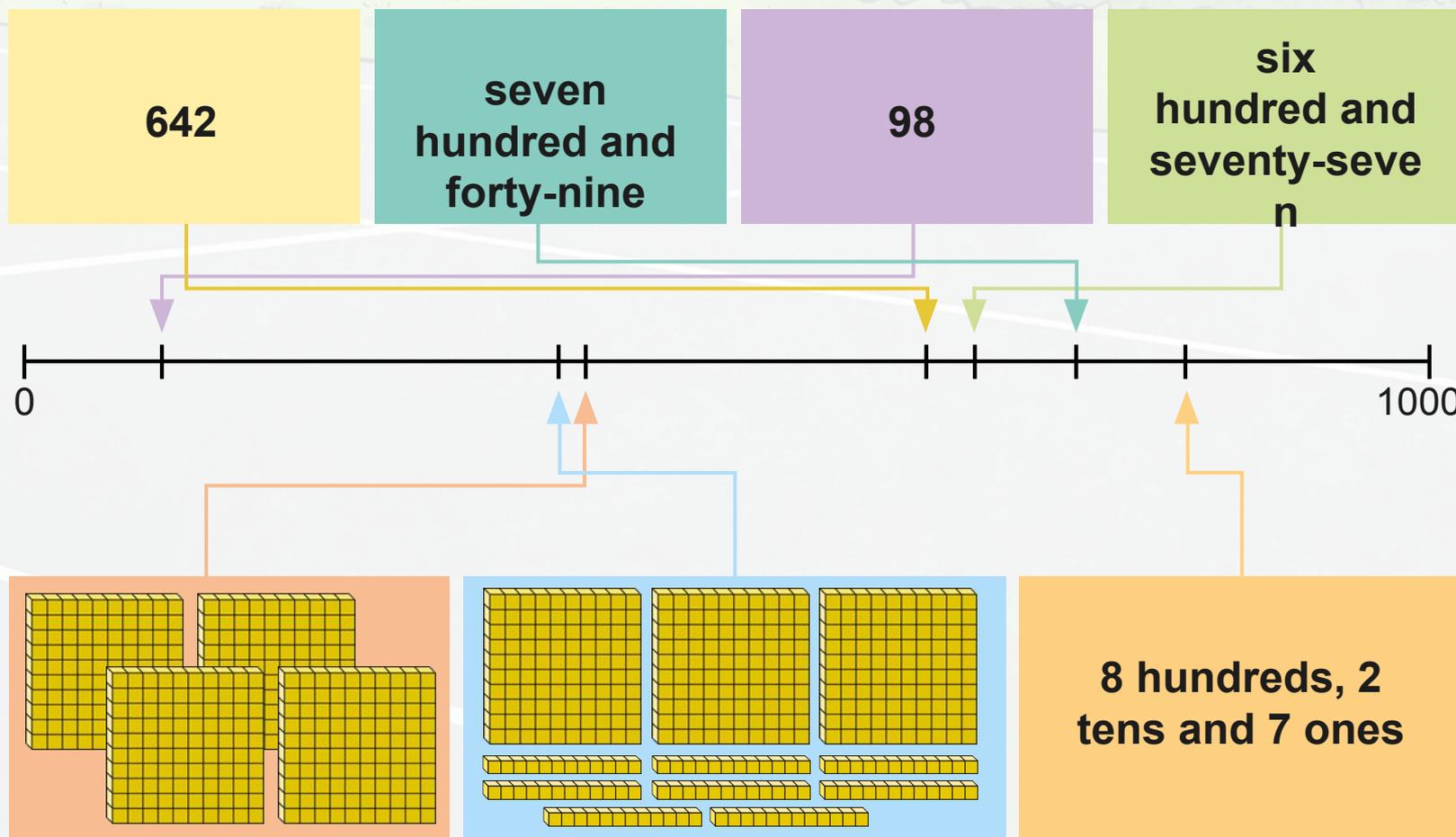
- Identify, represent and estimate numbers using different representations.



# Number Lines to 1000 Diving



Place these numbers on the number line below:

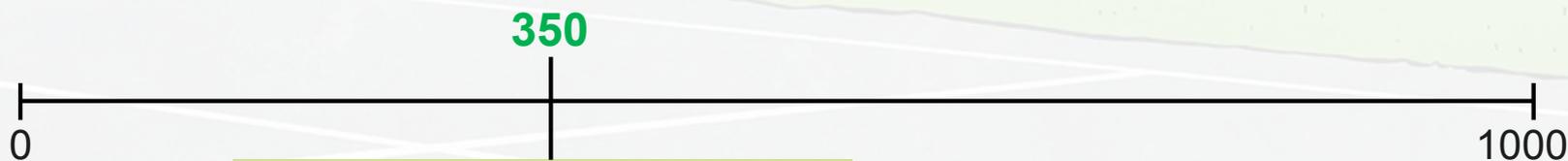




## Number Lines to 1000 **Diving**



Estimate the number that the footballer is at.

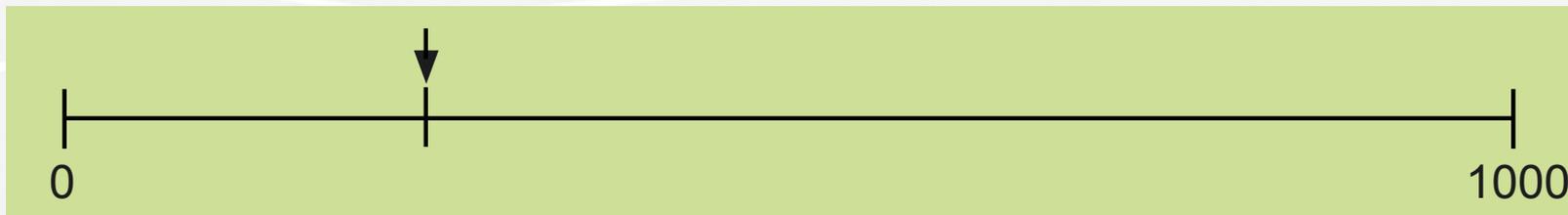
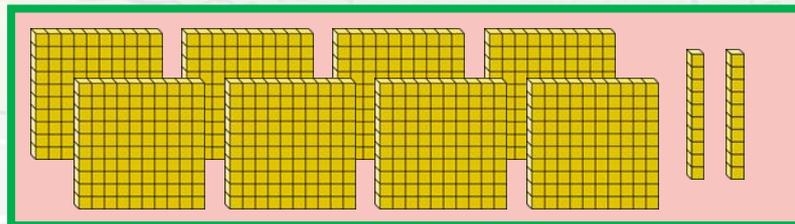
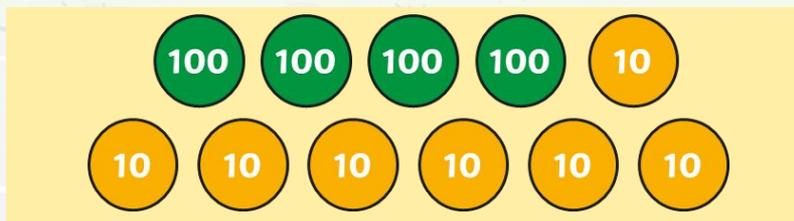




# Number Lines to 1000 Deeper



Which representation shows the greatest number?



Which shows the smallest number?

Hundreds	Tens	Ones

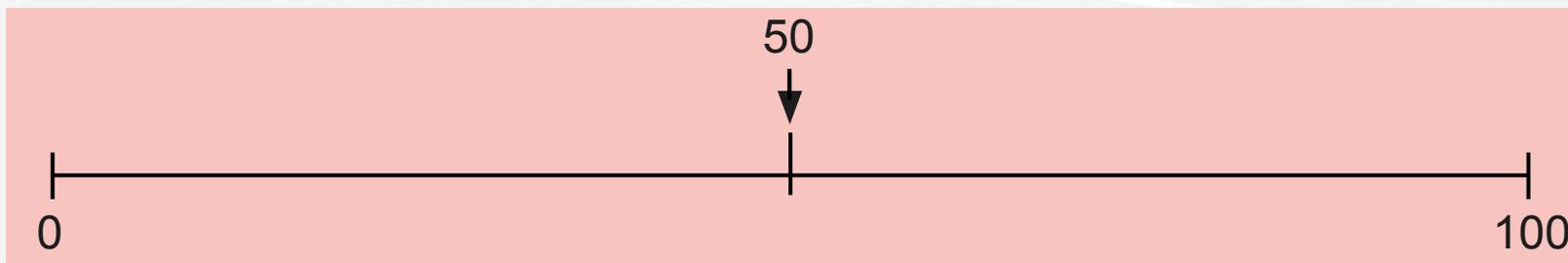
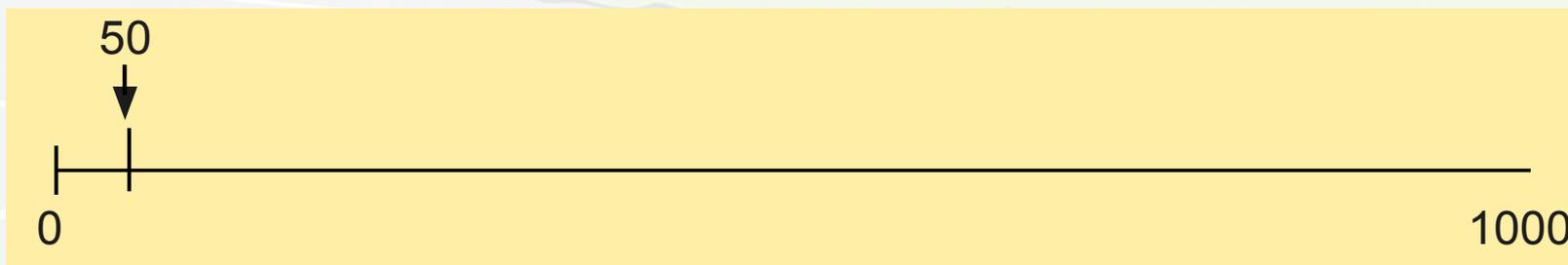


## Number Lines to 1000 Deeper



These two number lines both show 50.

Why are the arrows at different positions?



The arrows are at different positions because the scales of the number lines are different. On the first line, the number line is from 0 to 1000, whereas on the second, the line is from 0 to 100. 50 will be in a different position on both of these.



## Number Lines to 1000 | Deepest



If this arrow pointed to the number 600, what could the numbers at the beginning and end of the number line be? **0-1000**



Are there any other possibilities?

**There are many different possibilities, including 400 - 700 or 540 - 640.**





## Number Lines to 1000 | Deepest



Can you **accurately** place the number 832 on this line?



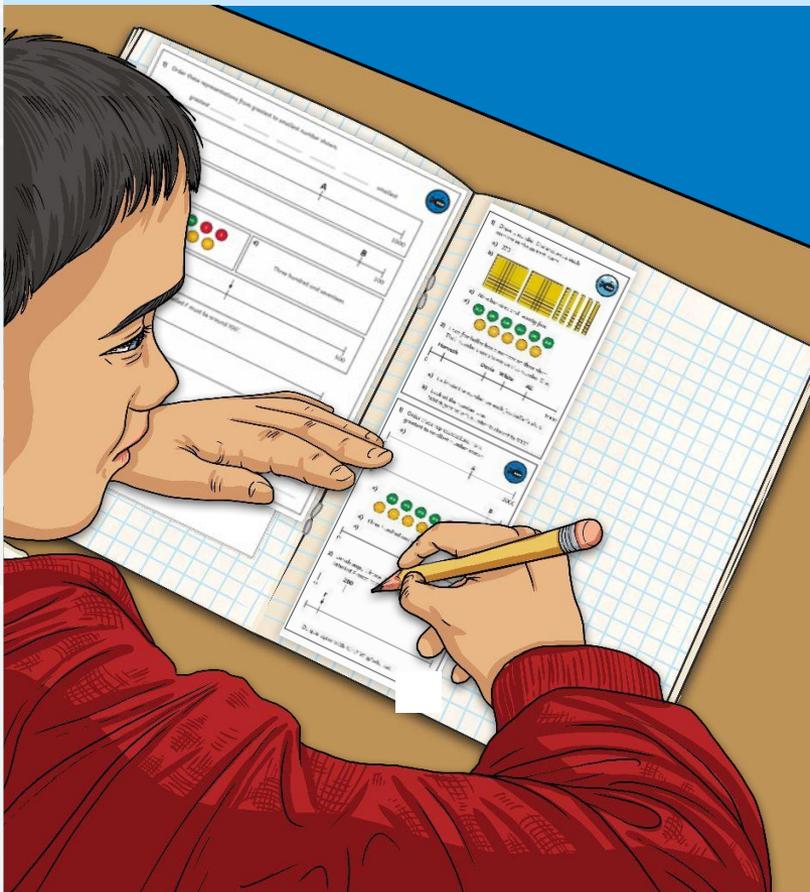
**832 cannot be accurately placed on the number line because there are no intervals marked between 0 and 4000. Marking this number on the line to the nearest one would be too difficult without any marked intervals.**





# Number Lines to 1000

## Dive in by completing your own activity!



1) Draw a number line and write each number in the correct place.

a) 370

b)

c) Nine hundred and twenty five

d)

2) Each footballer has a number on their shirt. Their numbers are shown on this number line.

Horvath	Davis	White

a) Estimate the number on each number line.

b) Look at the number line. Which footballer's number is closest to 300?

1) Order these representations from greatest to smallest number shown.

a)

b)

c)

d) Three hundred and seventeen

a)

2) Jonah says, 'I know that the arrow labelled F must be around 100'.

Do you agree with him? Why/why not

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Need Planning to Complement this 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.





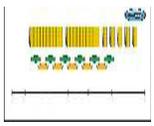
The diagram is contained within a large rectangular frame. In the top right corner of the frame is a blue circular icon of a submarine. Below this icon is a horizontal number line with vertical tick marks at the start, middle, and end. Below that is another empty horizontal number line with tick marks at the start, middle, and end. In the center of the frame is a set of colored dots arranged in two rows: the top row has four green dots followed by two red dots, and the bottom row has six yellow dots. Below the dots is a horizontal number line with tick marks at the start, middle, and end. Below that is another empty horizontal number line with tick marks at the start, middle, and end. At the bottom of the frame is a horizontal number line with tick marks at the start, middle, and end, and a small downward-pointing arrow above the first tick mark.

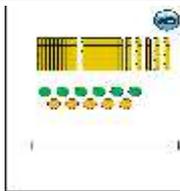
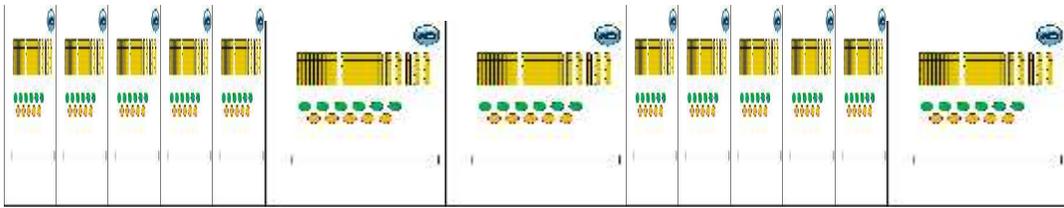


The diagram shows a large rectangular frame. In the top right corner, there is a blue circular icon of a submarine. Below this, there are two horizontal lines with vertical tick marks at the ends and a central tick mark. In the center of the frame, there is a row of colored circles: the top row has four green circles followed by two red circles; the bottom row has six yellow circles. Below the circles, there are three more horizontal lines with tick marks. The first has a central tick mark. The second has a tick mark near the left end. The third has a tick mark near the left end with a small downward-pointing arrow above it.

F

F





1) Draw a number line and write each number in the correct place.

a) 370

b)

1) Draw a number line and write each number in the correct place.

a) 370

b)

c)

d)

nine hundred and twenty-five

c)

d)

nine hundred and twenty-five

2) Each footballer has a number on their shirt. Their numbers are shown on this number line.

2) Each footballer has a number on their shirt. Their numbers are shown on this number line.

**Horvath**

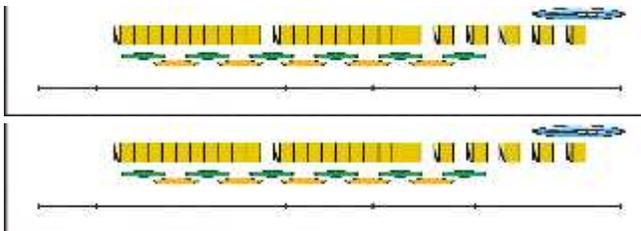
**Davis White**

**Ali**

**Horvath**

**Davis White**

**Ali**





0 1000

- Estimate the number on each footballer's shirt.
- Look at the number line.

0 1000

- Estimate the number on each footballer's shirt.
- Look at the number line.

Which footballer's number is closest to 500?

number is closest to 500?

Which footballer's

- Order these representations from greatest to smallest.

- **A**

0  
1000

- Order these representations from greatest to smallest.

- **A**

0  
1000

**b)**

**B**

**b)**

**B**

0  
100

0  
100

0  
100

**c)**

**c)**



d)

e)

three hundred and seventeen

E

d)

e)

three hundred and seventeen

E

0

500

0

500

2) Jonah says, "I know that the arrow labelled F must be around 100."

**200**

0

1000

2) Jonah says, "I know that the arrow labelled F must be around 100."

**200**

0

1000

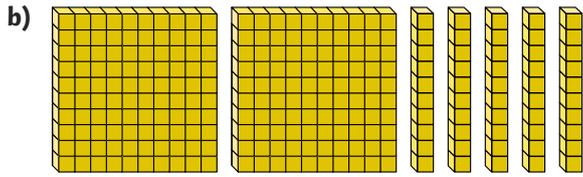
Do you agree with him? Why/why not?

Do you agree with him? Why/why not?

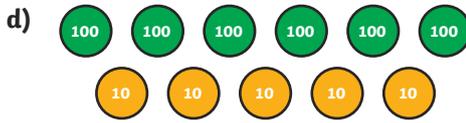
1) Draw a number line and write each number in the correct place.



a) 370

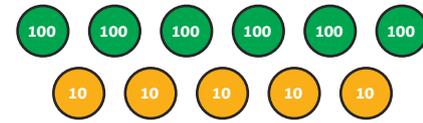


c) nine hundred and twenty-five

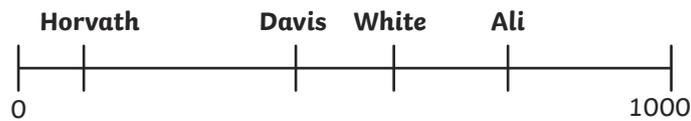


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925



2) Each footballer has a number on their shirt. Their numbers are shown on this number line.

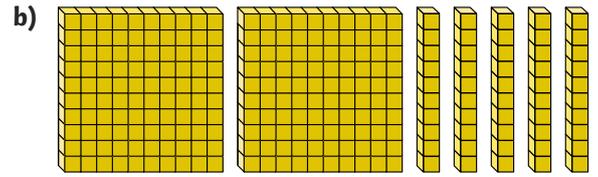


- a) Estimate the number on each footballer's shirt.  
b) Look at the number line. Which footballer's number is closest to 500?

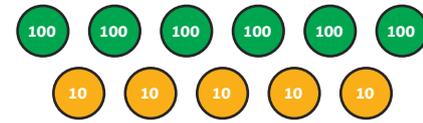
1) Draw a number line and write each number in the correct place.



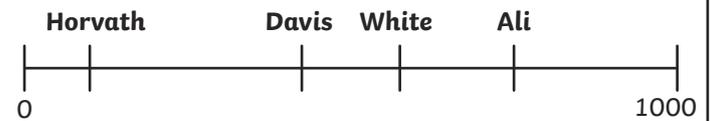
a) 370



925

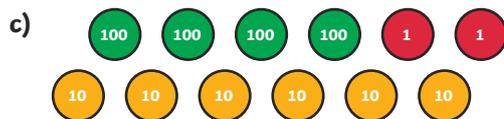
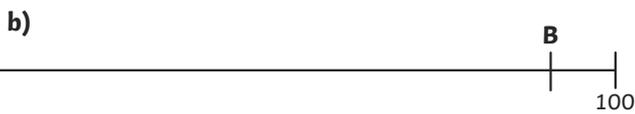


2) Each footballer has a number on their shirt. Their numbers are shown on this number line.



- a) Estimate the number on each footballer's shirt.  
b) Look at the number line. Which footballer's number is closest to 500?

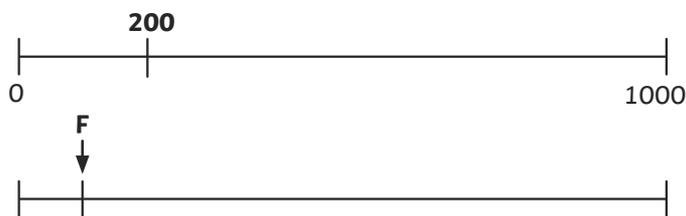
1) Order these representations from greatest to smallest.



d) three hundred and seventeen

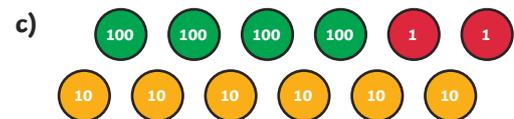


2) Jonah says, "I know that the arrow labelled F must be around 100."



Do you agree with him? Why/why not?

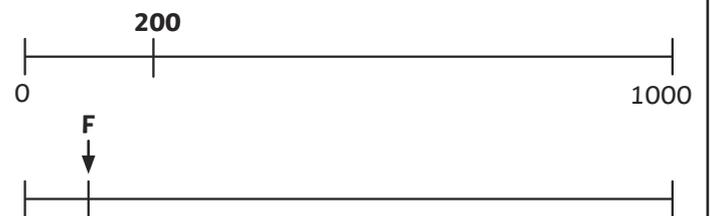
1) Order these representations from greatest to smallest.



d) three hundred and seventeen

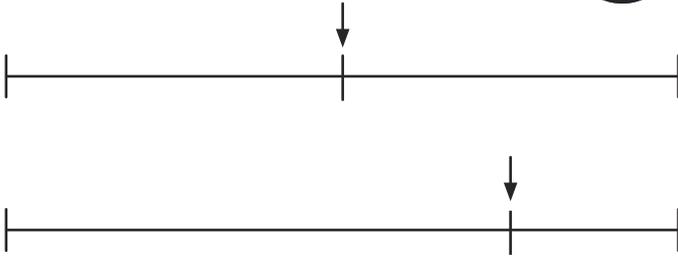


2) Jonah says, "I know that the arrow labelled F must be around 100."



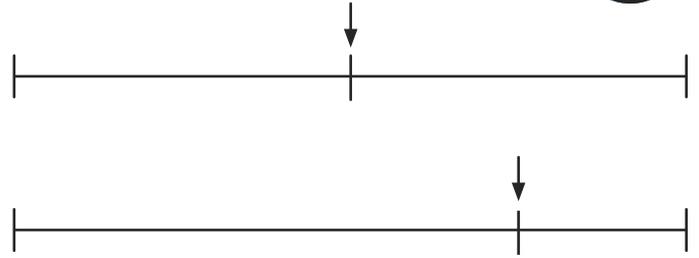
Do you agree with him? Why/why not?

- 1) These two number lines show the same number:



- What number could the arrow be pointing at on each line? Label each arrow to show your answer.
  - In this case, what numbers would each number line start and end at? Label both lines on each number line to show your answer.
  - Explain why it is important to label the numbers at the start and the end of a number line.
- 2) Lucia says, "If I had a number line from 0-5000, it wouldn't be possible to read a number accurately."
- Explain why she is correct.
  - Investigate how you could make a number line from 0-5000 easier to read and record numbers on.

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- What number could the arrow be pointing at on each line? Label each arrow to show your answer.
  - In this case, what numbers would each number line start and end at? Label both lines on each number line to show your answer.
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- 2) Lucia says, "If I had a number line from 0-5000, it wouldn't be possible to read a number accurately."
- Explain why she is correct.
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