

Homework/Extension

Step 1: Numbers to 10,000

National Curriculum Objectives:

Mathematics Year 5: (5N2) [Read, write, order and compare numbers to at least 1 000 000](#)

Mathematics Year 5: (5N3a) [Determine the value of each digit in numbers up to 1 000 000](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Draw arrows to match the calculation adding and subtracting 10, 100 or 1,000. Place value chart and numerals used. No bridging or exchanging included.

Expected Draw arrows to match the calculation adding and subtracting 10, 100 or 1,000. Mixed pictorial representations used within a question and conventional partitioning used. Some bridging or exchanging included.

Greater Depth Draw arrows to match the calculation adding and subtracting 10, 100 or 1,000. No pictorial representations used. Unconventional partitioning used and bridging or exchanging included.

Questions 2, 5 and 8 (Varied Fluency)

Developing Complete the missing digits when comparing numbers up to 10,000, and adding or subtracting 10, 100 and 1,000. No use of zero as a place holder and no bridging and exchanging included. Numerals only.

Expected Complete the missing digits when comparing numbers up to 10,000, and adding or subtracting 10, 100 and 1,000. Use of zero as a place holder and some bridging and exchanging included. Numerals only.

Greater Depth Complete the missing digits when comparing numbers up to 10,000, and adding or subtracting 10, 100 and 1,000. Use of zero as a place holder and bridging and exchanging included. Numerals and words.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Write three numbers to represent a statement by adding or subtracting 10, 100 and 1,000 to numbers represented by Base 10 and a part whole model. Conventional partitioning used. No use of zero as a place holder and no bridging and exchanging included.

Expected Write three numbers to represent a statement by adding or subtracting 10, 100 and 1,000 to numbers represented pictorially and in part whole models. . Conventional partitioning used. Use of zero as a place holder and some bridging and exchanging included.

Greater Depth Write three numbers to represent a statement by adding or subtracting 10, 100 and 1,000 to numbers represented in words and in part whole models. Unconventional partitioning used. Use of zero as a place holder and bridging and exchanging included.

More [Year 5 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Numbers to 10,000

1. Draw arrows to match the calculation. One has been done for you.

A.

Th	H	T	O
●	●●	●●	●●●

B.

Th	H	T	O
●●	●●●	●	●●●●

C.

2,233

- 1,000

+ 100

- 10

D.

1,213

E.

Th	H	T	O
●●	●●●	●	●●●●

F.

Th	H	T	O
●●	●●●	●●	●●



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2. Use the digit cards to complete the statements below.



$$9,261 - 10 > 9, \square 48$$

$$8,485 + 1,000 > \square, 627$$

$$5,418 - 100 < 5,3\square 2$$



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3. Chiara has represented the numbers A, B and C below. She says that the numbers will be equal if she subtracts 10 from A, adds 1,000 to B and adds 100 to C.

A

B

C



Is she correct? Explain your answer.

RPS
HW/Ext

Numbers to 10,000

4. Draw arrows to match the calculation. One has been done for you.

A. 2,093

+ 1,000

D.

Th	H	T	O
●●●●	●	●	●●●

B.
1,000
1,000
10

- 100

E.
1,000
1
1
1,000
100
1

C.

?			
3,000	100	10	3

+ 10

F. 3,910



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HW/Ext

5. Use the digit cards to complete the statements below.

2

8

9

3 , 1 2 > 3 , 0 8 6 + 1 0 0

7 , 0 7 5 - 1 0 0 > 6 , 5 3

8 , 3 9 3 + 1 0 > 8 , 4 0



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HW/Ext

6. Sam has represented the numbers A, B and C below. He says that the numbers will be equal if he adds 10 to A, subtracts 100 from B and adds 1,000 to C.

A.

B.

Th	H	T	O
●	●●●		●●●

C.

Is he correct? Explain your answer.



RPS
HW/Ext

Numbers to 10,000

7. Draw arrows to match the calculation. One has been done for you.

<p>A. Eight thousand and three</p>	+ 100	<p>D. 6,405</p>								
<p>B. Six thousands, fourteen hundreds and five ones</p>	- 10	<p>E. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td colspan="4">?</td></tr> <tr><td>5,000</td><td>1,000</td><td>60</td><td>13</td></tr> </table></p>	?				5,000	1,000	60	13
?										
5,000	1,000	60	13							
<p>C. 5,973</p>	- 1,000	<p>F. Seven thousands, eight hundreds, nineteen tens and three ones</p>								



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8. Use the digit cards to complete the statements below.

0
7
9

9 5 < One thousand and eighty - 1 0 0

Eight thousand, three hundred and thirty + 1 , 0 0 0 > 9 , 3 0

Six thousand, four hundred and two - 1 0 < 6 , 3 3



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9. Rastislav has represented the numbers A, B and C below. He says that the numbers will be equal if he subtracts 10 from A, subtracts 100 from B and subtracts 1,000 from C.

<p style="margin-top: 10px;">A </p>	<p style="font-size: 1.2em;">Five thousands, two hundreds, nineteen tens and four ones.</p> <p style="margin-top: 10px;">B </p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td colspan="4">?</td></tr> <tr><td>5,000</td><td>1,200</td><td>80</td><td>14</td></tr> </table> <p style="margin-top: 10px;">C </p>	?				5,000	1,200	80	14
?										
5,000	1,200	80	14							



Is he correct? Explain your answer.

RPS
HW/Ext

Homework/Extension Numbers to 10,000

Developing

1. $B - 1,000 = E$; $C + 100 = F$
2. 9,148; 5,627; 5,392
3. Chiara is correct. A: $3,356 - 10 = 3,346$; B: $2,346 + 1,000 = 3,346$; C: $3,246 + 100 = 3,346$

Expected

4. $B - 100 = F$; $C + 1,000 = D$
5. 3,192; 6,853; 8,402
6. Sam is correct. A: $1,293 + 10 = 1,303$; B: $1,403 - 100 = 1,303$; C: $303 + 1,000 = 1,303$

Greater Depth

7. $B - 1,000 = D$; $C + 100 = E$
8. 795; 9,300; 6,393
9. Rastislav is correct. A: $5,304 - 10 = 5,294$; B: $5,394 - 100 = 5,294$; C: $6,294 - 1,000 = 5,294$