

# Varied Fluency

## 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:

**Developing** Questions to support representing numbers to 10,000 using pictorial representations, and adding and subtracting 10, 100 and 1,000. The same pictorial representations used within a question and conventional partitioning used. No bridging or exchanging included. No zero as a place holder used. Numerals only.

**Expected** Questions to support representing numbers to 10,000 using pictorial representations, and adding and subtracting 10, 100 and 1,000. Mixed pictorial representations used within a question and conventional partitioning used. Some bridging or exchanging included. Zero used as a place holder. Numerals only.

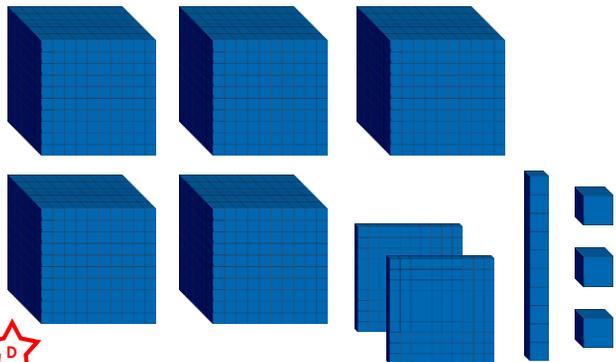
**Greater Depth** Questions to support representing numbers to 10,000 with limited pictorial representations, and adding and subtracting 10, 100 and 1,000. Unconventional partitioning used and bridging or exchanging included. Zero used as a place holder. Numbers represented in numerals and words.

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

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

# Numbers to 10,000

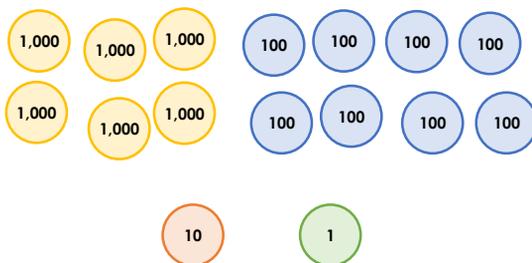
1a. Helen thinks she has represented 5,213. Is she correct?



VF

# Numbers to 10,000

1b. Courtney thinks he has represented 8,611. Is he correct?



VF

2a. Look at the number shown in the place value chart.

| Th | H | T | O |
|----|---|---|---|
| 2  | 5 | 3 | 4 |

- A. Add 10 to the number
- B. Subtract 100 from the number
- C. Add 1,000 to the number

Write each of your new numbers in digits.



VF

2b. Look at the number shown in the place value chart.

| Th | H | T | O |
|----|---|---|---|
| 2  | 6 | 3 | 1 |

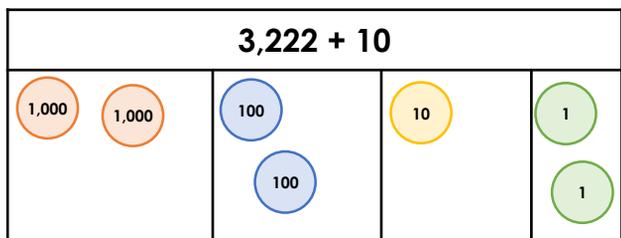
- A. Subtract 100 from the number
- B. Subtract 1,000 from the number
- C. Add 10 to the number

Write each of your new numbers in digits.



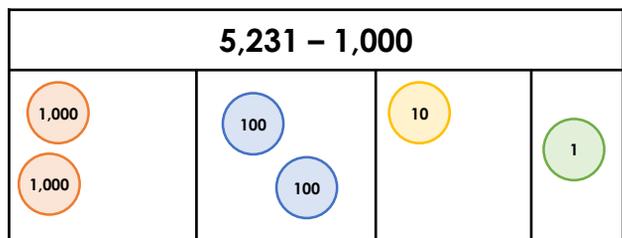
VF

3a. Draw three more counters to complete the bar model.



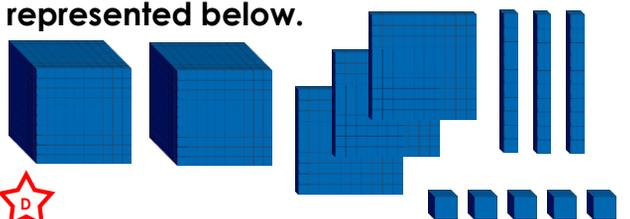
VF

3b. Draw four more counters to complete the bar model.



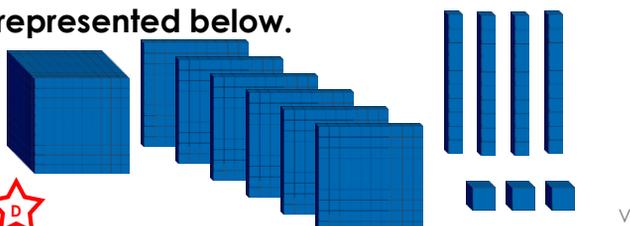
VF

4a. True or false? The digits 3, 4, 5 and 6 can be used to write the number represented below.



VF

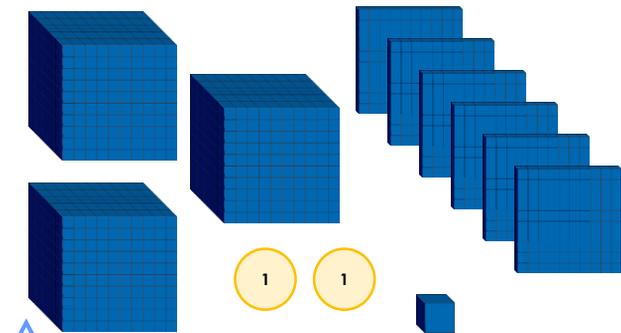
4b. True or false? The digits 1, 3, 4 and 6 can be used to write the number represented below.



VF

# Numbers to 10,000

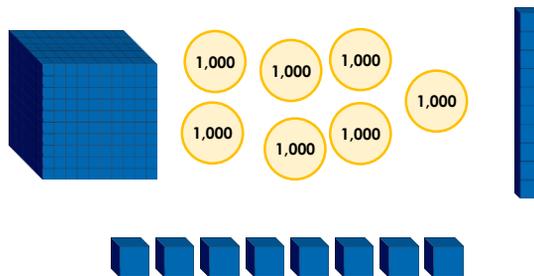
5a. David thinks he has represented 3,603. Is he correct?



VF

# Numbers to 10,000

5b. Selma thinks she has represented 8,019. Is she correct?



VF

6a. Look at the number shown in the place value chart.

| Th | H | T | O |
|----|---|---|---|
| 1  | 2 |   | 3 |

- A. Subtract 10 from the number
- B. Add 100 to the number
- C. Subtract 1,000 from the number

Write each of your new numbers in digits.



VF

6b. Look at the number shown in the place value chart.

| Th | H | T | O |
|----|---|---|---|
| 5  |   | 1 | 4 |

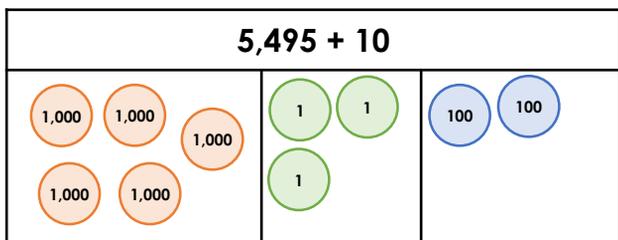
- A. Subtract 10 from the number
- B. Subtract 100 from the number
- C. Add 1,000 to the number

Write each of your new numbers in digits.



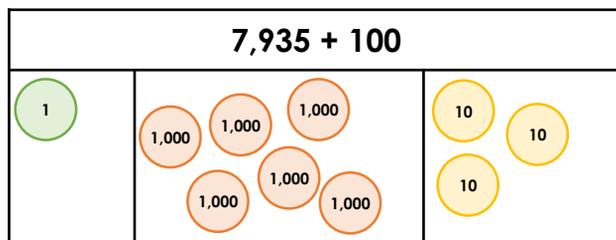
VF

7a. Draw more counters to complete the bar model.



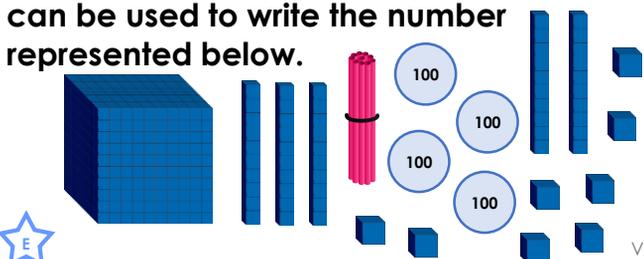
VF

7b. Draw more counters to complete the bar model.



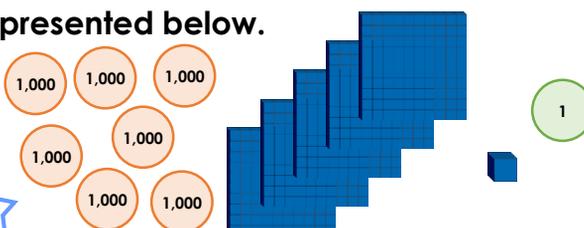
VF

8a. True or false? The digits 0, 4, 6 and 8 can be used to write the number represented below.



VF

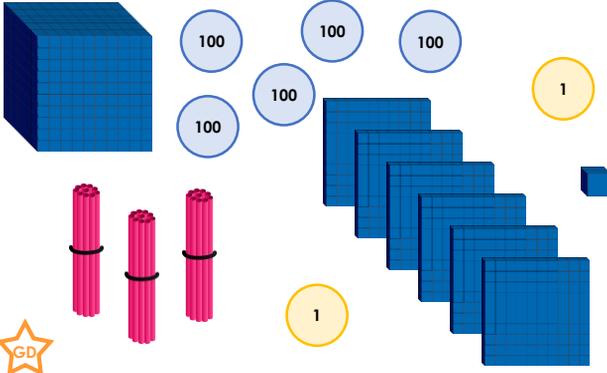
8b. True or false? The digits 0, 2, 5 and 7 can be used to write the number represented below.



VF

# Numbers to 10,000

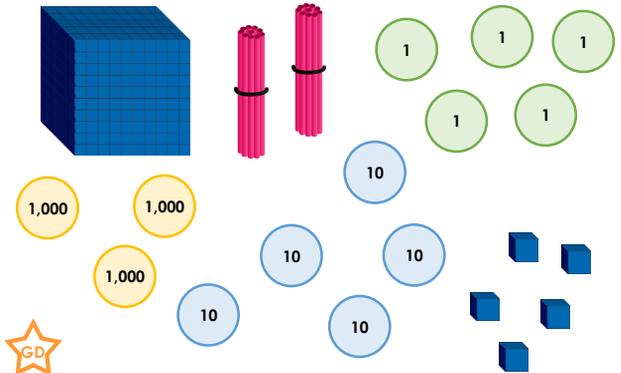
9a. Omar thinks he has represented 1,933. Is he correct?



VF

# Numbers to 10,000

9b. Sally thinks she has represented 4,080. Is she correct?



VF

10a. Look at the number shown below.

Three thousands, twelve hundreds and five.

- A. Subtract 10 from the number
- B. Add 100 to the number
- C. Add 1,000 to the number

Write each of your new numbers in words.



VF

10b. Look at the number shown below.

Nineteen hundreds, two tens and twenty one ones.

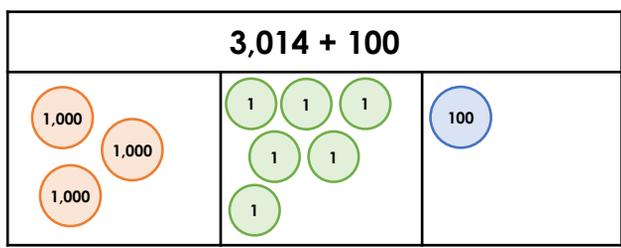
- A. Subtract 10 from the number
- B. Add 100 to the number
- C. Subtract 1,000 from the number

Write each of your new numbers in words.



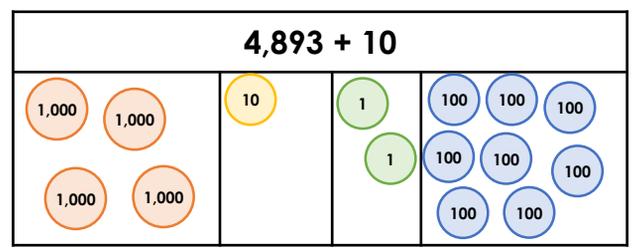
VF

11a. Draw more counters to complete the bar model.



VF

11b. Draw more counters to complete the bar model.



VF

12a. True or false? The digits 1, 4, 8 and 9 can be used to write the number below.

Seven thousands, fourteen hundreds, eight tens and eleven ones.



VF

12b. True or false? The digits 0, 3, 3 and 6 can be used to write the number below.

Three thousands, fifteen hundreds, ten tens and three ones.



VF

**Varied Fluency**  
**Numbers to 10,000**

**Developing**

- 1a. **Helen is correct.**
- 2a. **A = 2,645, B = 2,535, C = 3,635**
- 3a. **1,000, 10, 10**
- 4a. **False, the number is 2,335.**

**Expected**

- 5a. **David is correct.**
- 6a. **A = 1,193, B = 1,303, C = 203**
- 7a. **100, 100, 100, 1, 1**
- 8a. **False, the number is 1,468.**

**Greater Depth**

- 9a. **No, the number is 2,133**
- 10a. **A = four thousand, one hundred and ninety five, B = four thousand, three hundred and five, C = five thousand, two hundred and five**
- 11a. **1, 1, 1, 1, 1, 1, 1, 1**
- 12a. **True**

**Varied Fluency**  
**Numbers to 10,000**

**Developing**

- 1b. **No, the number is 6,811**
- 2b. **A = 2,631, B = 1,731, C = 2,741**
- 3b. **1,000, 1,000, 10, 10**
- 4b. **True**

**Expected**

- 5b. **No, the number is 8,018**
- 6b. **A = 5,004, B = 4,914, C = 6,014**
- 7b. **1,000, 1,000, 1, 1, 1, 1**
- 8b. **True**

**Greater Depth**

- 9b. **Sally is correct.**
- 10b. **A = one thousand, nine hundred and thirty-one, B = two thousand and forty-one, C = nine hundred and forty-one**
- 11b. **10, 10, 10, 10, 10, 10, 10, 10, 10, 1**
- 12b. **False, the number is 4,603.**