

Y2 – Autumn – Block 1 – Represent numbers to 100 Answers

Question	Answer
1	a) There is 1 ten and 8 ones. The number is 18 b) There are 4 tens and 3 ones. The number is 43
2	a) There are 3 tens and 5 ones. The number is 35 b) There are 4 tens and 0 ones. The number 40 c) There are 2 tens and 9 ones. The number is 29 d) There are 2 tens and 11 ones. The number is 31
3	a) pictorial representation to represent 15 There is 1 ten and 5 ones. The number is 15 b) pictorial representation to represent 30 There are 3 tens and 0 ones. The number is 30
4	two base 10 representations to total 51, for example 5 tens and 1 one, or 4 tens and 11 ones. This can be done in multiple ways.
5	representation with 5 tens and 4 ones circled Rosie has made the mistake of getting the tens and the ones the wrong way around.
6	Amir is thinking of the number 74 Using base 10, 74 can be represented in eight different ways: 7 tens and 4 ones, 6 tens and 14 ones, 5 tens and 24 ones, 4 tens and 34 ones, 3 tens and 44 ones, 2 tens and 54 ones, 1 ten and 64 ones, 74 ones.

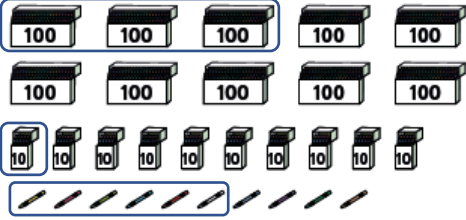
Y2 – Autumn – Block 1 – Tens and ones using addition Answers

Question	Answer
1	5 ten and 9 ones There are 5 tens and 9 ones. The whole is 59 $50 + 9 = 59$
2	a) 39 has 3 tens and 9 ones. b) 70 has 7 tens and 0 ones. c) 12 has 1 ten and 2 ones. d) 56 has 5 tens and 6 ones.
3	a) $39 = 30 + 9$ b) $70 = 70 + 0$ c) $12 = 10 + 2$ d) $56 = 50 + 6$
4	Children represent the numbers 30 and 28 and show the total amount they represent using the three different representations, to show that $30 + 28 = 58$
5	a) 20 written in part-whole $20 + 7 = 27$ $7 + 20 = 27$ $27 = 20 + 7$ $27 = 7 + 20$ b) 30 written in part-whole $16 + 30 = 46$ $30 + 16 = 46$ $46 = 30 + 16$ $46 = 16 + 30$
6	a) $35 = 30 + 5$ b) $20 + 9 = 29$ c) $42 = 2 + 40$ d) $50 + 7 = 57$ e) $19 + 20 = 39$ f) $67 = 50 + 17$ g) $99 = 60 + 39$ h) $40 + 30 + 11 = 81$
7	Annie is incorrect because 0 ones add 9 ones is equal to 9 ones. This would give 59 not 509. Children use concrete manipulatives or pictorial representations in a place value chart to show their understanding.
8	There are multiple answer, e.g. $30 + 10 = 20 + 20$ and $30 + 5 = 20 + 15$ Children should discuss what they notice about the 30 and 20 and how they can use this to help them choose the two numbers to complete the equivalent calculations.

Y3 – Autumn – Block 1 – Hundreds Answers

Question	Answer
1	There are 600 balloons. There are six hundred balloons.
2	There are 700 bricks. There are seven hundred bricks.
3	8 tubs of pins circled This can be done in multiple ways.
4	a) 200 b) 500
5	Jack is correct, he has made ten hundred. one thousand
6	400, 500, 700, 800 800, 600, 400
7	500, 900, 1,000, 100
8	Amir needs 3 more bags of counters. He already has 400 so he needs 3 more hundreds to get to 700.
9	Yes, because ten 10s is the same as 100

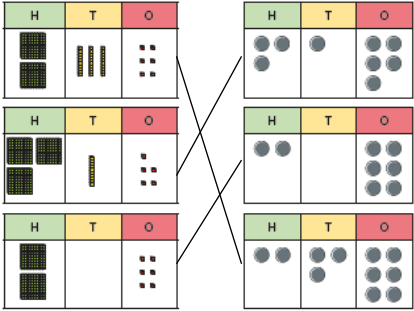
Y3 – Autumn – Block 1 – Numbers to 1,000 Answers

Question	Answer
1	There are 431 balloons.
2	a) There are 270 sweets. b) There are 270 sweets. c) There are the same number of sweets but they are laid out in a different order.
3	three 100 boxes, one 10 box and six pencils This can be done in multiple ways, e.g.: 
4	a) 452 b) 716
5	a) 4 hundreds, 2 tens and 6 ones b) 9 hundreds, 2 tens and 2 ones c) 3 hundreds and 7 ones
6	Alex has made 529
7	1 hundred, 3 tens and 1 one
8	275
9	true Eva has used 10 tens instead of one of the hundreds. $200 + 20 + 2 = 100 + 120 + 2$

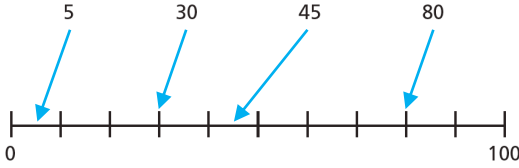
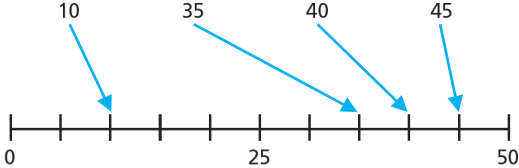
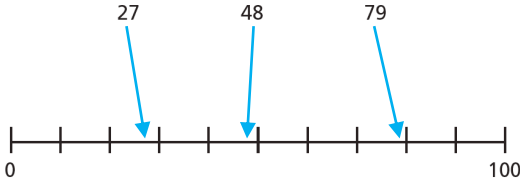
Y3 – Autumn – Block 1 – 100s, 10s and 1s (1) Answers

Question	Answer
1	a) 345 b) 518 c) 203
2	a) 4 hundreds, 2 tens and 6 ones b) 1 hundred and 5 tens c) 5 hundreds, 3 tens and 2 ones
3	a) 469 b) 337 c) 950 d) 803
4	a) 348 is equal to 3 hundreds, 4 tens and 8 ones. b) 673 is equal to 6 hundreds, 7 tens and 3 ones. c) 792 is equal to 7 hundreds, 9 tens and 2 ones. d) 308 is equal to 3 hundreds and 8 ones. e) 751 is equal to 7 hundreds, 5 tens and 1 one. f) 802 is equal to 8 hundreds and 2 ones.
5	a) $432 = 400 + 30 + 2$ $435 = 400 + 30 + 5$ $437 = 400 + 30 + 7$ b) $520 = 500 + 20$ $502 = 500 + 2$ c) $392 = 300 + 90 + 2$ $392 = 92 + 300$ $392 = 2 + 390$
6	a) 30 (3 tens) b) 300 (3 hundreds) c) 3 (3 ones) d) 300 (3 hundreds)
7	a) 194 or 491 b) 304, 340, 403, 430
8	462, 604

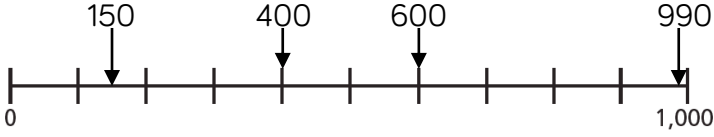
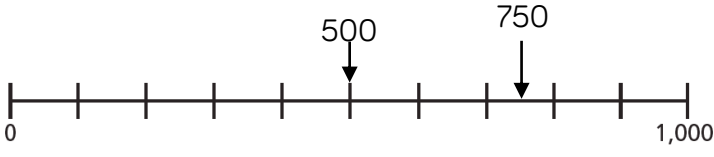

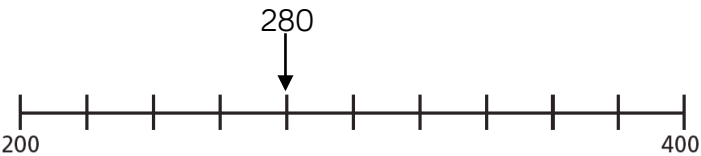
Y3 – Autumn – Block 1 – 100s, 10s and 1s (2) Answers

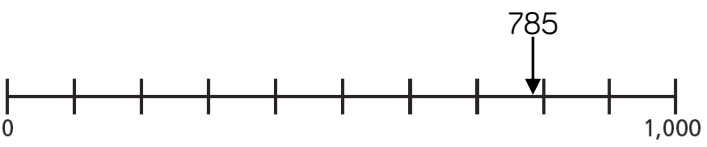
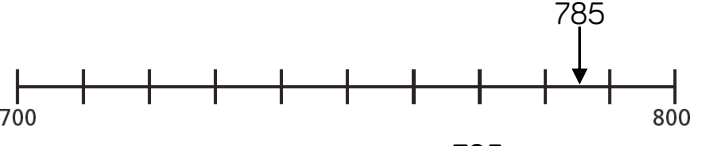
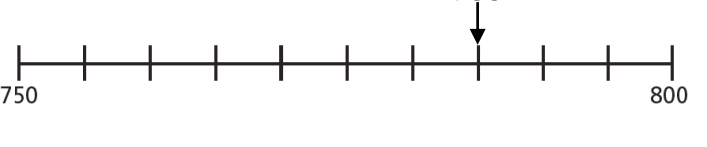

Question	Answer																		
1	There are 529 sweets.																		
2																			
3	<p>a) 734</p> <p>b) 392</p> <p>c) 210</p> <p>d) 72</p>																		
4	<p>a) <table border="1" data-bbox="269 803 716 926"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>●●</td> <td>●</td> <td>●●●●</td> </tr> </tbody> </table></p> <p>b) <table border="1" data-bbox="269 946 716 1073"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>●●</td> <td>●●●●</td> <td>●●●●</td> </tr> </tbody> </table></p> <p>c) <table border="1" data-bbox="269 1104 716 1234"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>●●</td> <td>●●●●</td> <td></td> </tr> </tbody> </table></p>	Hundreds	Tens	Ones	●●	●	●●●●	Hundreds	Tens	Ones	●●	●●●●	●●●●	Hundreds	Tens	Ones	●●	●●●●	
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Hundreds	Tens	Ones																	
●●	●	●●●●																	
6	<p>false</p> <p>Whitney has mixed the tens and ones up. She is thinking of 583</p>																		
7	<p>a) 413</p> <p>b) 233, 215, 224</p>																		

Y2 – Autumn – Block 1 – Number line to 100

Question	Answer
1	a) 30, 40, 70, 90 b) 21, 23, 25, 28 c) 54, 58, 62, 64, 68
2	Labelling the marks on the line in 5s goes from 0 to 50
3	a) 20, 50, 75 b) 63, 66, 69
4	a)  b) 
5	a) 19, 47, 78 b) 12, 35, 48
6	a) 20, 40, 60, 80 b) 25, 50, 75
7	 Label the tens on the number line, and estimate dividing each division into 10

Y3 – Autumn – Block 1 – Number line to 1,000 Answers

Question	Answer
1	300, 400, 600, 700, 900
2	a) 200, 900 b) 250, 600 c) 100, 700
3	 <p>A number line from 0 to 1,000 with major tick marks every 100 units and minor tick marks every 20 units. Arrows point to the values 150, 400, 600, and 990.</p>
4	 <p>A number line from 0 to 1,000 with major tick marks every 100 units and minor tick marks every 20 units. Arrows point to the values 500 and 750.</p>
5	a) 210, 220, 240, 250, 260, 270, 290 b) 210, 211, 212, 213, 214, 216, 218, 219 c) 400, 600, 800
6	a)  <p>A number line from 400 to 500 with major tick marks at 400 and 500, and minor tick marks every 20 units. An arrow points to the value 470.</p> b)  <p>A number line from 200 to 400 with major tick marks at 200 and 400, and minor tick marks every 20 units. An arrow points to the value 280.</p>
7	Alex is incorrect. The number line is going up in 50s. If the number line was going up in 100s, the last number would be 2,000

Question	Answer
8	<p>a)</p>  <p>b)</p>  <p>c)</p> 
9	 <p>Children may decide to divide the number line up into different intervals to help them place the numbers.</p>

Y3 – Autumn – Block 1 – Find 1, 10, 100 more or less Answers

Question	Answer																												
1	a) Annie has made the number 315 b) 100 more than Annie's number is 415 c) 10 more than Annie's number is 325 d) 1 more than Annie's number is 316																												
2	The number represented is 492 a) 592 502 493 b) 392 482 491																												
3	a) 800 b) 485 c) 690 d) 147																												
4	a) 372 b) 190 c) 713 d) 705																												
5	a) 779 b) 235 c) 290 d) 394																												
6	a) 100 more than 763 is 863 b) 865 is 100 more than 765 c) 403 is 100 less than 503 d) 1 less than 300 is 299 e) 10 less than 109 is 99 f) 962 is 10 less than 972 g) 698 is 1 less than 699																												
7	502, 412 or 403																												
8	<table border="1"> <thead> <tr> <th>100 more</th> <th>10 more</th> <th>1 more</th> <th>number</th> <th>1 less</th> <th>10 less</th> <th>100 less</th> </tr> </thead> <tbody> <tr> <td>573</td> <td>483</td> <td>474</td> <td>473</td> <td>472</td> <td>463</td> <td>373</td> </tr> <tr> <td>398</td> <td>308</td> <td>299</td> <td>298</td> <td>297</td> <td>288</td> <td>198</td> </tr> <tr> <td>1,000</td> <td>910</td> <td>901</td> <td>900</td> <td>899</td> <td>890</td> <td>800</td> </tr> </tbody> </table>	100 more	10 more	1 more	number	1 less	10 less	100 less	573	483	474	473	472	463	373	398	308	299	298	297	288	198	1,000	910	901	900	899	890	800
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9	990																												

Y3 – Autumn – Block 1 – Compare objects Answers

Question	Answer
1	a) Dora has 462 bricks. b) Ron has 526 bricks. c) Ron has the greater number of bricks. There are more hundreds boxes and 500 is greater than 400, so 526 is greater than 462
2	a) 512 b) 720 c) 528 d) 300
3	Amir 500 is greater than 300 so Amir's number must be greater.
4	Practical activity: use 8 pieces of base 10 to make different numbers and compare them with their partner's numbers. They will make a range of numbers that have a digit total of 8
5	a) > b) <
6	3 counters added to the right-hand place value chart to make the statement correct: 1 counter added to hundreds column if at least 1 counter added to tens column; or 2 or 3 counters added to hundreds column.
7	604, 613, 622, 631 or 640

Y3 – Autumn – Block 1 – Compare numbers Answers

Question	Answer
1	359
2	817
3	370
4	700, 396, 400
5	634, 715, 66
6	a) < b) < c) > d) the ones columns
7	a) 328 is less than 344 b) 916 is greater than 490 c) 510 is less than 517
8	Steel Man lasts the longest.
9	a) < b) < c) > d) > e) > f) > g) = h) <
10	a) 5, 4, 3, 2 or 1 0 or 1 0 b) 6, 7, 8 or 9 any digit any digit
11	a) 8, 9 b) 7, 8, 9 c) 9

Y3 – Autumn – Block 1 – Ordering numbers Answers

Question	Answer
1	Tommy has the greatest number of marbles.
2	A
3	a) 400 b) 390 c) 719 d) 438
4	a) 405, 412, 429, 718 b) 73, 99, 200, 620 c) 95, 509, 595, 1,000
5	any two of: 645, 646, 647, 648, 649, 650, 651
6	a) 9 g, 32 g, 230 g, 302 g, 320 g b) The 3rd tallest person is Dani.
7	£279, £199, £195, £179
8	a) The first number could be 405, 415, 425, 435, 445, 455 or 465 If the first number is 465, the second number could be 466, 467, 468 or 469 If the first number is less than 465, the second number could have any number of ones. The third number could be 558, 658, 758, 858 or 958 b) The first number could be 465, 475, 485 or 495 If the first number is 465, the second number could be 464, 463, 462, 461 or 460 If the first number is more 465, the second number could have any number of ones. The third number could be 458, 358, 258 or 158
9	0, 1, 2, 3, 4 or 5 056 < 703 < 750 (discussion could be had around the fact we would not write '056') 156 < 713 < 751 256 < 723 < 752 356 < 733 < 753 456 < 743 < 754 556 < 753 < 755

Y3 – Autumn – Block 1 – Counting in 50s Answers

Question	Answer
1	100, 150, 200, 350 Teddy has 400 cards.
2	350, 400, 450, 500 600, 850, 900, 950, 1,000 650, 500, 400, 350
3	750, 350, 800, 950
4	450, 600
5	false Three lots of 50 g are the same as 150 g. 250 g is heavier than 150 g.
6	a) Whitney has scored 350 points. 2 lots of 100 points is 200 points, then counting on 50 three times gives 350 points. b) Four darts on 100 points, one dart on 50 points. c) Dexter is incorrect. He could score 450 points if he had 3 darts on 100 points and 3 darts on 50 points, because $300 + 150 = 450$
7	550 pence or £5 and 50 pence