


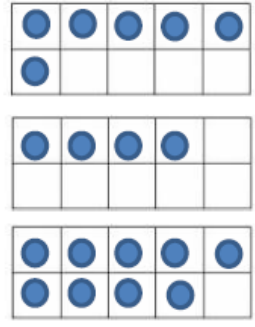
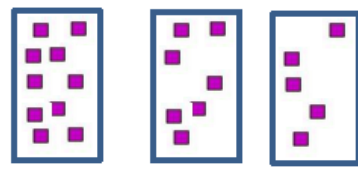
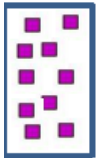
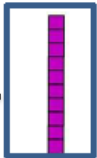
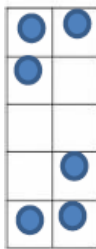

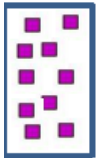
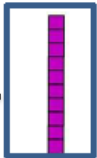
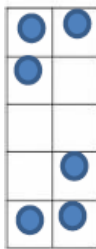





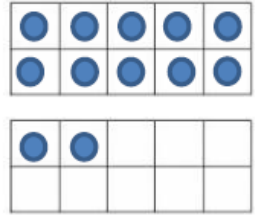
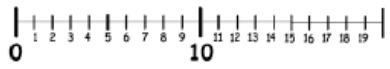
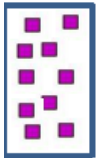
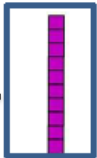
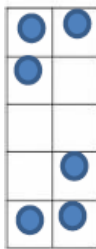



FLUENCY PROGRESSION - PLACE VALUE

Year 1	Year 1	Year 1										
<ul style="list-style-type: none"> Here is a ten frame. Add one counter at a time, counting as you go. When you fill the ten frame, count backwards, taking one counter away each time. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; width: 100px; height: 40px;"> <tr><td style="text-align: center;">●</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> </div> <ul style="list-style-type: none"> Fill in the missing numbers: 0, 1, __, 3, 4, __, 6, 7, __, 9, __ Use cubes to start from the beginning and build a tower to help you find the missing numbers. Count forwards from 5. Count backwards from 9. Sing number rhymes (ten green bottles, five little ducks, ten fat sausages, five little aliens, five speckled frogs etc.) 	●										<ul style="list-style-type: none"> Use Numicon to count in multiples of 2. Match the shapes as you go to see how many 2's fit into each number (eg two 2's make a 4) <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> Continue the pattern: 2, 4, 6, 8, __, __, __, __ Here are some 2p pieces. How much money is there altogether? <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> How many socks are there altogether? <div style="text-align: center; margin: 10px 0;">  </div>	<ul style="list-style-type: none"> Using counters, show me: 10, 8, 7 Write the number shown on the tens frames in numerals. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> Write the number of cubes in words. <div style="text-align: center; margin: 10px 0;">  </div>
●												

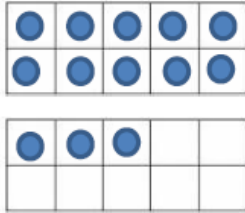
Year 1	Year 1	Year 1																															
<ul style="list-style-type: none"> Write the numbers from least to most. <table border="1" style="border-collapse: collapse; width: 100px; margin: 5px 0;"> <tr><td style="width: 20px; text-align: center;">71</td><td style="width: 20px; text-align: center;">5</td><td style="width: 20px; text-align: center;">18</td><td style="width: 20px; text-align: center;">19</td><td style="width: 20px; text-align: center;">40</td></tr> </table> <ul style="list-style-type: none"> Write 35 in the correct place in the number grid. <table border="1" style="border-collapse: collapse; width: 100px; margin: 5px 0;"> <tr><td style="width: 20px; text-align: center;">22</td><td style="width: 20px; text-align: center;">23</td><td style="width: 20px; text-align: center;">24</td><td style="width: 20px; text-align: center;">25</td><td style="width: 20px; text-align: center;">26</td></tr> <tr><td style="width: 20px; text-align: center;">27</td><td style="width: 20px; text-align: center;">28</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> Use more than, less than or equal to to fill the gaps below. <div style="margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="padding: 0 10px;">is</td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="padding: 0 10px;">is</td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> </tr> </table> </div>	71	5	18	19	40	22	23	24	25	26	27	28										is			is		<ul style="list-style-type: none"> Fill in the missing numbers. <div style="margin: 10px 0;"> <p>9 \longrightarrow  Is 1 less than</p> <p>2 \longrightarrow  Is 1 more than</p> </div> <ul style="list-style-type: none"> How many fingers will I have up if I put one down? <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> I roll the number that is one more. What number do I roll? <div style="text-align: center; margin: 10px 0;">  </div>	<ul style="list-style-type: none"> Here are two ten frames. Start counting from 10 to see how many counters there are altogether. <div style="text-align: center; margin: 10px 0;">  </div> <p>How do I know there are at least 10 counters? How do I know where to start counting from? Repeat with different numbers.</p> <ul style="list-style-type: none"> Count on from 10 on a number line. When you get to 20 count back. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> Fill in the missing numbers <table border="1" style="border-collapse: collapse; width: 100px; margin: 5px 0;"> <tr><td style="width: 20px; text-align: center;">11</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">13</td><td style="width: 20px;"></td><td style="width: 20px; text-align: center;">16</td></tr> </table>	11		13		16
71	5	18	19	40																													
22	23	24	25	26																													
27	28																																
	is																																
	is																																
11		13		16																													

Year 1

- Match the numbers to the words.

seventeen	15
twenty	12
fifteen	17
twelve	20

- Write the number shown on the ten frame in numerals and words.



Using your own ten frame show me:

Fourteen, 18, nine, 16,

Year 1

- Using two ten frames, show me a number:
 - More than 12
 - Less than 20
 - Equal to $10 + 10$

- Complete the sentences.

A number is more than 13 but less than 17. The number could be ___.

A number is less than 19 but more than 15. The number could be ___.

- Look at the baskets of apples. Which has the most? Which has the least?



Year 1

- Continue the pattern: Use cubes to build each number.

2, 4, 6, 8, __, __, __, __



5, 10, 15, 20, __, __, __

- Find the missing numbers:

6	8		12		16
---	---	--	----	--	----

30	25			10	
----	----	--	--	----	--

- How many gloves are there? How many fingers are there?



Year 1

- Complete the missing numbers:

31			28	27
19		21	22	23
40		38		36

- In pairs, take turns to say 3 consecutive numbers starting from any point. Record who says 40. e.g. start from 28
28, 29, 30, 31, 32, 33,
34, 35, 36, 37, 38, 39
40

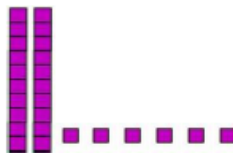
- How many bricks are there altogether?



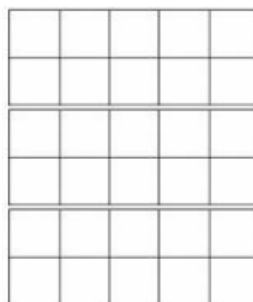
Year 1

- Using base 10, show me 37.

- What is my number?



- Using counters, fill the ten frames to make 28.



How many would you have if it was full?
 How many more do you need to make it 30?

Year 1

- Using Base 10, show me:
 - 38
 - a number smaller than 25
 - a number with 1 ten and 6 ones in it

- How many ways can you represent 17 using drawings?

- Treasure hunt activity! Can you find all the things on your sheet?

11 pencils	27 stickers
19 leaves	15 balls

Year 1

- Complete the more and less boxes below:



- Fill in the missing gaps:

One more than 29 is

is one less than 13

- = 1 less than 45

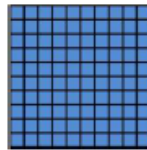
Year 1

- Here is a hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count forwards from 42.....
 Count backwards from 80.....
 Count forwards from 30, when you get to 50, count back to 40.

- Here is a 100 base ten block.



What number would come next? Use base 10 to help count forward over 100.
 When you reach 120, count back to 80.

Year 1

- Count the balls.
 How many are there?
 Can you write this number in numerals and words?



- Show me 35 cubes. How could you group them?

- Complete

29		31	32	
----	--	----	----	--

Year 1

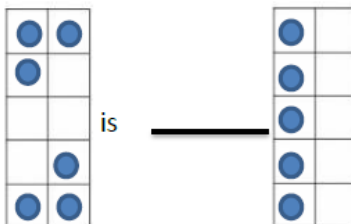
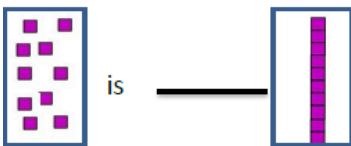
- Write the numbers from least to most.

71	5	18	19	40
----	---	----	----	----

- Write 35 in the correct place in the number grid.

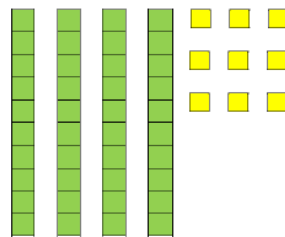
22	23	24	25	26
27	28			

- Use **more than**, **less than** or **equal to** to fill the gaps below.



Year 1

- Here is a number.
 Make one more and one less than the number, write your answer in digits and words.



- Fill in the boxes.

45 $\xrightarrow{\text{is 1 less than}}$

39 $\xrightarrow{\text{is 1 less than}}$

50 $\xrightarrow{\text{is 1 more than}}$

- Sam thinks of a number. One more than his number is 8. What is his number?
 Claire thinks of a number. One less than her number is 6. What is her number?

Year 2

- Continue the sequence:
 2, 4, 6, 8, 10, __, __, __
 15, 20, 25, 30, __, __
 90, 80, 70, __, __, __
 21, 18, 15, __, __, __

- Fill in the missing numbers

10		20	25	30		40
----	--	----	----	----	--	----

- Circle the odd one out:

20, 18, 17, 14, 12, 10

3, 8, 13, 18, 23, 27, 33,

12, 15, 18, 20, 24

Year 2

- Match the numerals to words.

43	thirty four
62	thirty nine
39	forty three
34	sixty two

- Write each number represented in numerals and in words.



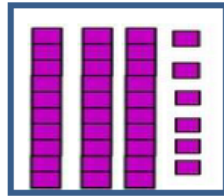
- How much money is there? Write your answer in numerals and words.



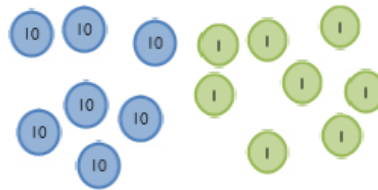
Year 2

Use Base 10 or place value counters to make each number and complete each sentence.

- In the number 36 there are ___ groups of ten and ___ ones.



- The number ___ is made up of seven groups of ten and eight ones.



- The number 89 shows ___ in the tens place and ___ in the ones place.

Year 2

- Place these numbers on the number line.

12, 22, 5, 19



- Use manipulatives to represent the following numbers.

23, 35, 53, 42

- Place the following numbers on the number line.

50, 23, 78



Year 2

- Order the numbers from smallest to largest.

23	32	27
30	19	41

- Use <, > and = to make these number sentences correct.

4 tens ___ 40 ones
 2 tens ___ 9 ones
 4 tens ___ 44 ones

- Order the amounts below from smallest to largest.

2 tens and 5 ones	27
2 groups of 10 and 8 ones	
1 lot of 10 and 19 ones	



Year 2

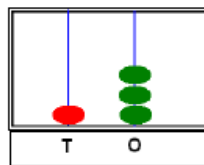
- Here is a number line. The number 14 is shown.



- Mark the number 7 on the number line.

- Jack is making numbers on an abacus.

He is using 4 beads to make 2 digit numbers.



Here he has made 14.

How many other 2 digit numbers could Jack make using 4 beads on an abacus?

Year 3

- Continue the pattern:

50, ___, 150, 200, ___
 100, 200, ___, ___, 500

- Fill in the missing words:

___, ___, one hundred, one hundred and fifty

- Count in 10s from 0. Whenever you get to a multiple of 50 say Fizz, when you get to multiples of 100 say Buzz. If it is a multiple of both say Fizzbuzz.

- Using equipment, show me the fifth multiple of 50

Year 3

- Find 10 more and less than the following numbers:
23, 96, 250, 192
- What is 100 more or less than these numbers?
283, 591, 392, 901, 892
- Fill in the missing numbers:

10 less	Starting number	10 more
	325	
674		
	892	
		1001

Year 3

- Write the value of each underlined digit.
318, 92, 921
- Fill in the place value grid with counters to make 608

H	T	O

- Find the value of in each of these statements.
 $\blacktriangle = 500 + 70 + 4$
 $628 = \blacktriangle + 20 + 8$
 $703 = 700 + \blacktriangle + 3$

Year 3

- Use <, > or =
 $377 \square 397$
 $5_3 \square 29_$
 $700 \square 70 \text{ tens}$
- Using 3 counters, like shown in the place value grid below, make all the numbers possible. Order from smallest to largest. For example, make 300 by putting all three counters in the hundreds column

100s	10s	1s

- Here are three digit cards. Write all the three digit numbers that you can make and order them from smallest to largest.

4

2

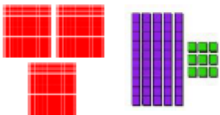
5

Year 3

- Fill in the blanks

Numbers in words	Numerals
Four hundred and two	
	560

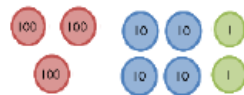
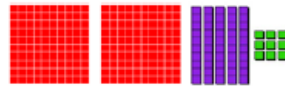
- What number is represented by the Base 10? Write it in numerals and words.



- 352 children were on time for school this morning. Write this number in words.
Five hundred and seventy people went to the school fair. Write this number in numerals.

Year 3

- What number is represented in each set?



- This ten frame would represent one thousand if filled. What number is represented?

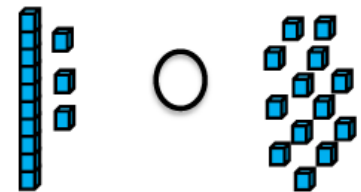
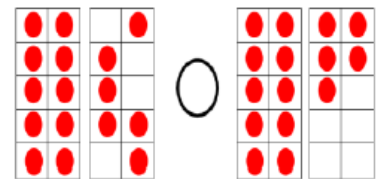


- Show 450 on the number line.



Year 3

- Use art straws to build numbers. 10 art straws are bundled together to make 1 ten.
What number do you have? How many ways can you say it?
e.g. 48
4 tens and 8 ones
48 ones
40 and 8



Year 4

- Find the next two numbers
6, 12, 18, 24,
7, 14, 21, 28, 35,
9, 18, 27, 36
25, 50, 75,
5000, 6000, 7000
- Fill in the missing numbers:

14		28	35	
----	--	----	----	--

100			175	200
-----	--	--	-----	-----
- Hassan counts on in 25's from 250.
Circle the numbers he will say.
990, 125, 300, 440, 575, 700

Year 4

- Find the missing value
 $3,891 + \bigcirc = 4,891$
- Complete the table

1000 more	Starting number	1000 less
	3467	
2219		
		665
- Write the number represented in the place value chart.

Th	H	T	O

Add 3 thousands. Write the new number.
What has changed?

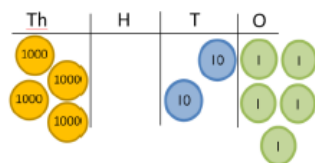
Year 4

- Find the missing numbers in the sequences:
5, 4, 3, 2, 1, 0, , -2,
8, 6, 4, 2, 0, , -4,
10, 6, 2, -2, , -10,
- What temperature is 10 degrees below 3 degrees Celsius?
- Use the number line to complete the questions.

What is 4 more than -2?
What is 7 less than 3?
What is the difference between -5 and 4?

Year 4

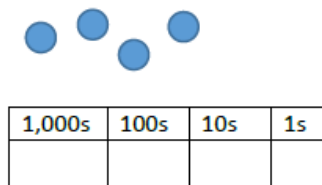
- Find the value of \bigcirc in each statement.
 $\bigcirc = 3,000 + 500 + 40$
 $2,000 + \bigcirc + 2 = 2702$
 $\bigcirc + 40 + 5 = 3045$
- Write the value of the underlined digit.
3,462, 5,124, 7,024, 4,720
- 1,423 is made up of
_ thousands,
_ hundreds,
_ tens
_ ones
- What number has been made in the place value chart?



Year 4

- Write these numbers in order from smallest to largest.
1,324, 1,423, 1,342, 1,432, 2,341
- Here are 4 digit cards. Arrange them to make as many 4 digit numbers as you can and order your numbers from largest to smallest.

4	0	5	3
---	---	---	---
- Using four counters in the place value grid below make as many 4 digit numbers as possible. Put them in ascending order.



Year 4

- What number is represented below?

I add 7 hundreds and 4 tens to it.
What is the new number?
- Show 1600 on the number line.
- This ten frame represents 1000 when it is full.

What number is represented in the ten frame?

Year 4

- Complete the tables

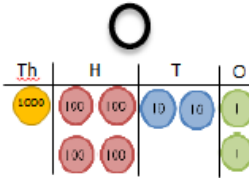
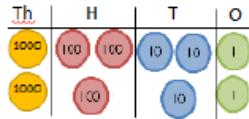
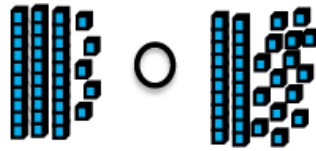
	Nearest 10	Nearest 100	Nearest 1000
667			
1274			
2495			

Lowest possible whole number	Rounded number	Highest possible whole number
4,500	5,000 to the nearest 1,000	5,499
	300 to the nearest 100	
	___ to the nearest 10	74

- The school kitchen wants to order enough jacket potatoes for lunch. Potatoes come in sacks of 100. How many sacks do they need for 766 children?

Year 4

- Use <, > or =



- How many ways can you write this number?



e.g. 314 ones

Year 4

- Match the Arabic numeral to the correct Roman numeral.

15	LV
55	XCIII
39	
	XV
88	C
93	XXXIX

Fill in the missing boxes.

- Convert the Roman numeral into Arabic numerals. XVII - XXIV - XIX

- Order the numbers in ascending order.



Year 5

- Complete the missing values.

It has ___ hundred thousands.
 It has ___ ten thousands.
 It has ___ hundreds.
 It is made of 580000 and ___ together.

- Say 358923 aloud. Can you write this number in words?
- Give the value of 3 and 6 in each number. One has been done for you.

Number	Place value of 3	Place Value of 6
3,462	3000 or three thousands	60 or 6 tens
43,726		
69, 314		
306,222		

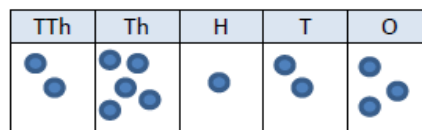
- Order the following numbers in ascending order:
 362354, 362000, 362453, 359999, 363010

Year 5

- Finish the sequence:

1000, 2000, 3000, ____, ____
 350, 340, ____, ____, ____
 11800, 11900, ____, ____

- Jack has made a number on a place value grid.



Jack adds 5 thousands to his number. What number has he got now?

- Spot the error:
 289636, 299636, 300636, 301636, 302636

Year 5

- Find the missing numbers in the sequences
 5, 4, 3, 2, 1, 0, __, -2, __
 8, 6, 4, 2, 0, __, -4, __
- Charlie recorded the temperature at 7am each morning in a table.

Day	Temp
Mon	-1
Tues	2
Wed	0
Thurs	-3
Fri	-4
Sat	-2
Sun	1

Which was the warmest/coldest day?
 What was the difference between the warmest and coldest day?
 Order the temperatures from coldest to warmest.

- Katie says

Three hours ago it was -2°c
 It is now 5°c warmer.

What was the temperature earlier in the day?

Year 5	Year 5	Year 5
<ul style="list-style-type: none"> Round the following numbers to the nearest <ul style="list-style-type: none"> a) 10 b) 100 c) 1,000 <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px;">4,821</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px;">2,781</div> </div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; margin: 10px auto; width: 80px; text-align: center;">69,243</div> In 2015, there were 697,852 births in England and Wales. What is this rounded to the nearest 1,000? Nearest 10,000? Nearest 100,000? Write five numbers that can be rounded to the following numbers when rounded to the nearest 100. <div style="margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 80px; margin: 5px auto; text-align: center;">300</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 80px; margin: 5px auto; text-align: center;">7,000</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 80px; margin: 5px auto; text-align: center;">55,600</div> </div> 	<ul style="list-style-type: none"> There are three different numbers. They are all four-digit odd numbers. The digits of each number add up to 14. None of the numbers can be divided by 5. These numbers read the same forwards and backwards. Can you guess the numbers using these clues? Jim is thinking of a number. It is less than 150. The digits add up to 9. The first two digits added together are half of the third digit. What could Jim's number be? 	<ul style="list-style-type: none"> Translate these Roman Numerals: <ul style="list-style-type: none"> 1. MD 2. MCD 3. CXVI 4. DCLX Write the numbers in Roman Numerals: <ul style="list-style-type: none"> 1. 35 4. 283 2. 100 5. 570 3. 99 Complete these calculations: <ul style="list-style-type: none"> 1. CD + DC = 2. VI + IV = 3. CX + XC

Year 6	Year 6	Year 6											
<ul style="list-style-type: none"> Which is greater? Seventy six thousand, eight hundred and twenty six or 78,626 Order these numbers from smallest to largest 3,620,566, 366,216, 3,267,958, 3,410,058, 3,267,589, 3,654,233 Here are 7 digit cards. Make as many 7 digit numbers as you can and order them from largest to smallest. <div style="margin: 10px 0;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">7</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; width: 40px; text-align: center;">3</div> </div> </div> 	<ul style="list-style-type: none"> Complete the table <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Nearest tenth</th> <th>Nearest 100</th> </tr> </thead> <tbody> <tr> <td>3,423.49</td> <td></td> <td></td> </tr> <tr> <td>4,833.20</td> <td></td> <td></td> </tr> <tr> <td>5,994.67</td> <td></td> <td></td> </tr> </tbody> </table> A number rounded to the nearest 100 is 600. What is the smallest possible number it could be? Circle the card that rounds to 5,000 when rounded to the nearest 100 <div style="margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; display: inline-block; margin-right: 20px;">5,099</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; display: inline-block; margin-right: 20px;">4,950</div> </div> <div style="margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; display: inline-block; margin-right: 20px;">4,941</div> <div style="border: 1px solid black; padding: 5px; border-radius: 10px; display: inline-block;">4,500</div> </div> 		Nearest tenth	Nearest 100	3,423.49			4,833.20			5,994.67		
	Nearest tenth	Nearest 100											
3,423.49													
4,833.20													
5,994.67													

Year 6

- Cut out the thermometer and an arrow.



The temperature is 30°C
Show this on the thermometer.

- My number has exactly 60 thousands.
It has 4 hundreds.
The digit in the millions column is double the digit in the hundreds column.
The digit in the hundred thousand column is half the digit in the ten thousand column.
What is my number?