Place Value Question 11 and 12:

Objective: I can identify the largest and smallest amounts.

I can order a set of numbers up to 300.

NPV3: compare and order numbers up to 1000

Assessment Questions 11 and 12

Prior Learning:

Question 11:
I can say which number is the largest and smallest

I feel

In each set of numbers , put L next to the largest number and S next to the smallest number.

123	342	89	210
290	100	10	302
99	199	119	90

Question 12:
I can order sets of numbers up to 300

I feel

In each set of numbers, write the numbers in order from smallest to largest.

109 165 94 237

_____

211 299 201 210

_____

Input:

- Place key word cards around the classroom such as highest number, lowest number, smallest value, largest value, digit and number. Discuss the meaning of the different vocabulary.
- Place a number on the board or around the room. Ask the children to make this amount using objects or resources. Discuss what each digit shows in a number and how these can help to compare amounts. Ask a few groups to state how much they have. Compare 3 or 4 amounts from the different groups, finding the largest amount and the smallest amount. Place 4 numbers on the board to order from smallest to largest. For children needing more support, images of objects or objects can be placed underneath each amount.
- Practise counting – practise counting from any number, crossing different boundaries.
- Also provide opportunities for the children to order numbers that are close in value or with similar digits such as: 102, 120, 201 and 210.

Practice Activities

Purple Practice: Most suited for children who made errors in Question 11 of the prior learning assessment and will benefit from ordering amounts under 300.

For this activity the children are presented with a row of blocks. The children are asked to find the smallest amount in each row. The children can either circle these, mark these with a coloured sticker or a letter s. The children are then asked to find the largest amount from each row. Another suggestion is for the children to cut out the lowest amount blocks and make their own wall with the smallest amounts and then they can repeat this with the largest amounts, making the next row of the wall.

If children are finding it tricky to pick out the largest and smallest amounts from 4 blocks, provide the children with just 2 or 3 blocks at a time from the rows on the task sheet and then gradually provide the children with more once they demonstrate confidence. The children are required to select only the largest and smallest amounts from each set and not order them in this activity. However if you feel that some children need to order 4 sets of numbers where the amounts are not too close in value, this activity can be used in this way.

Additionally, if the children are finding this tricky, the use of objects grouped in tens, hundreds and ones or place value charts may help the children to compare the number of hundreds, tens and ones.

Green Practice: Most suited for children able to answer some of the Questions in Question 11 of the assessment tasks, however they need to secure amounts that are closer in value to compare the difference in hundreds, tens and ones.

The green activity is presented in the same format as the purple activity but the amounts provided on the blocks contain more zeroes and amounts closer together in value than the amounts on the purple task sheet.

Yellow Practice: Most suited for children who made errors with Question 12 of the prior learning assessment and need to secure ordering four amounts rather than just comparing 2 amounts.

Children are presented with blocks like in the purple and green activities, however the children are required to cut these out and create walls in order placing smallest to largest amounts and then largest to smallest amount, which is indicated half way down the activity.

Mastery – fluency

The children are presented with amounts of sweets that have been collected by 4 children at a fair. The children are given the amounts which are presented in ones, groups of ten and groups of hundred. The children have the opportunity to apply understanding of prior learning that ten ones make a ten, and ten groups of ten make a hundred. They are to explore the different ways the amounts are presented. The children should be encouraged to count the amounts and they may want to record these as words or digits to help them to compare the amounts and discover who has collected the most sweets.

Answers:

Purple:

	Smallest	largest
1)	29	300
2)	100	271
3)	118	289
4)	106	267
5)	100	250
6)	116	261

Green:

	Smallest	largest
1)	29	290
2)	105	150
3)	108	188
4)	198	201
5)	21	212
6)	100	111

Yellow:

1)	29	200	209	290
2)	105	115	125	150
3)	108	180	181	188
4)	201	200	199	198
5)	212	210	201	21
6)	111	110	101	100

Mastery:

Anita

BRICKWORK Mathematics

Purple Practice

LO: I can say which number is the largest and which number is the smallest.

Can you find the smallest amount in each row?
Can you find the largest amount in each row?

1) 291 29 120 300

2) 156 200 271 100

3) 118 157 289 215

4) 199 267 106 210

5) 250 150 100 200

6) 216 261 116 198

BRICKWORK Mathematics

Green Practice

LO: I can say which number is the largest and which number is the smallest.

Can you find the smallest amount in each row?
Can you find the largest amount in each row?

1) 209 29 290 200

2) 115 105 150 125

3) 108 188 181 180

4) 200 199 198 201

5) 201 210 21 212

6) 100 101 110 111

BRICKWORK Mathematics

Yellow Practice

I can order a set of numbers from the smallest to largest and largest to smallest

Order these numbers from the smallest amount to the largest amount.

1) 209 29 290 200

2) 115 105 150 125

3) 108 188 181 180

Order these numbers from the largest amount to the smallest amount.

4) 200 199 198 201

5) 201 210 21 212

6) 101 100 110 111

BRICKWORK Mathematics

Mastery

Fluency

Four children go on a sweet hunt at a fair. They collect the sweets they have found. Who has collected the most sweets?

The sweets are organised: