Number and Place Value Year 5- Answers

1. Write the following amounts in words

1a) 42179 **Forty-two thousand, one hundred and seventy-nine**

1b) 98675 **ninety eight thousand, six hundred and seventy five**

1c) 732143 **Seven hundred and thirty-two thousand, one hundred and forty-three**

1d) 205610 **Two hundred and five thousand, six hundred and ten**

1e) 41008 **Forty-one thousand and eight**

You may want to pick up on spellings of key words in mental starters but the focus should be that the child understands the value of each digit and states the amount. Look at the child's understanding of zero as a place holder.

2. Write the following amounts using digits

2a) fifteen thousand, seven hundred and eighty-five **15785**

2b) eighty-five thousand, two hundred and fifty-one **85251**

2c) seven hundred and fifty-four thousand, three hundred and eighteen. **754318**

2d) one hundred and five thousand, three hundred and sixty **105360**

2e) six hundred thousand **600000**

Q3 Write the value of the digit underlined in each set of numbers.

a) 5689<u>1</u> — Ninety or 90

b) <u>2</u>18654 — Two hundred thousand

This question tests the child's understanding of the value of the digits. Do not except 9 tens or hundred thousands. The child needs to demonstrate the value the digits make.

3c) Write a 5-digit number with the digit 4 in the thousands place.

Accept any 5-digit number with the second digit being a 4. Example: 64532

Q4) Place the numbers in to the correct boxes so that they are ordered from the largest amount to the smallest amount.

79382 7562 70981 71986 701987 79431

largest
- 701987
- 79431
- 79382
- 71986
- 70981

smallest
- 7562

Assess here whether the errors are due to:

- lack of understanding that the more number of digits, the larger the amount is
- lack of understanding when 0 is used as a place holder
- when the initial digits are the same, but the children do not look at the hundreds, tens or ones to see which is the larger amount.

Q5) Fill in the missing boxes:

a) 4567 4568 4569 **4570** 4571

Is the child able to add one more when making a new ten?

b) 12567 12577 **12587** 12597 12607

Is the child able to identify that the tens are increasing?

c) 10890 10990 **11090** 11190 11290

Has the child identified that a new thousand has been made?

d) 845655 845654 845653 845652 **845651**

Can the child count backwards with larger amounts?

Q6) In a crisp factory, the number of crisps produced in one hour is record below. A journalist wants to round the amounts for a newspaper article about crisps. Round the amount

291,278

to the nearest	100,000	300 000
to the nearest	1,000	291 000
to the nearest	10	291 280

Look out for the child's understanding of why rounding is needed and that they do not just apply a rule. Common errors are:

1) For the nearest thousand they may round down to 290,000 as they feel the digit 1 should change as it does when rounding up.
2) Some children will put just write 80 when rounding to the nearest ten and not 291280.

Q7) a) Write three hundred and six in roman numerals.

CCCVI

b) At the end of a film, these roman numerals were displayed to show the year it was created.

MMXII

What year was the film created?

2012