

Varied Fluency

Step 5: Compare and Order to 100,000

National Curriculum Objectives:

Mathematics Year 5: (5N2) [Read, write, order and compare numbers to at least 1,000,000](#)

Differentiation:

Developing Questions to support comparing and ordering numbers to 100,000. Up to three numbers per question. Using a variety of pictorial representations and numerals only.

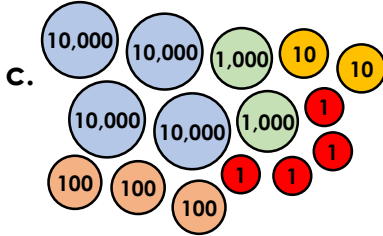
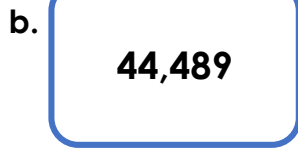
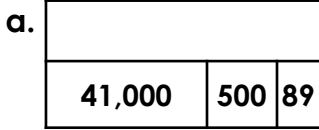
Expected Questions to support comparing and ordering numbers to 100,000. Up to five numbers per question. Using a variety of pictorial representations and words.

Greater Depth Questions to support comparing and ordering numbers to 100,000. Up to five numbers per question. Using a variety of pictorial representations, numerals, words and some use of Roman numeral and some use of unconventional partitioning.

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

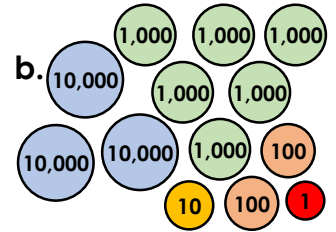
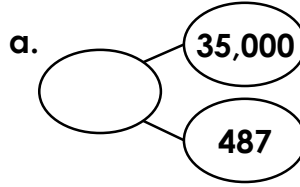
Did you like this resource? Don't forget to [review](#) it on our website.

1a. Which representation is the greatest number?



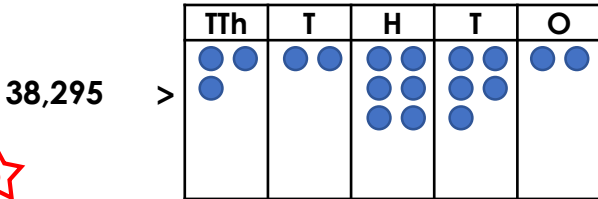
VF

1b. Which representation is the greatest number?



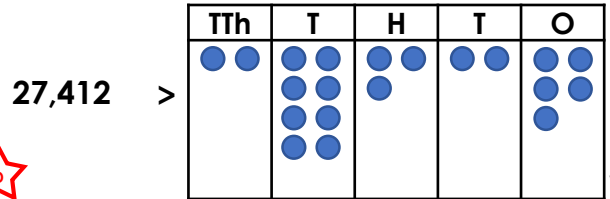
VF

2a. True or false?



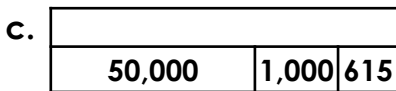
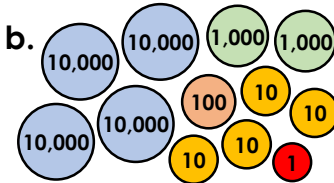
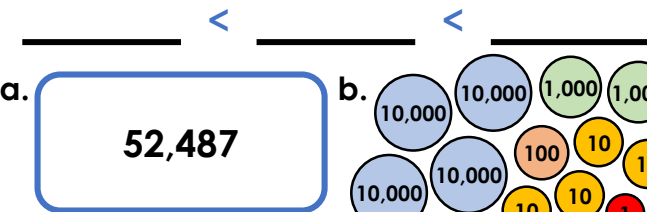
VF

2b. True or false?



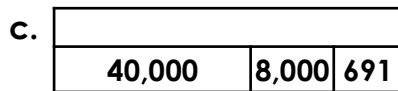
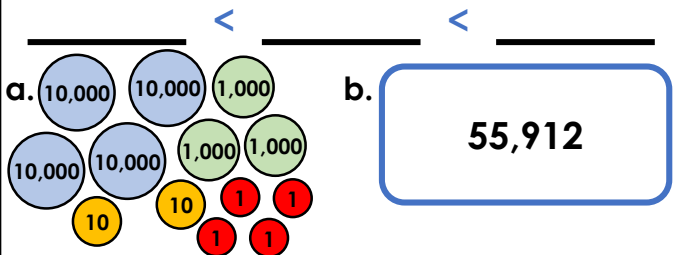
VF

3a. Add the letters to make the statement correct.



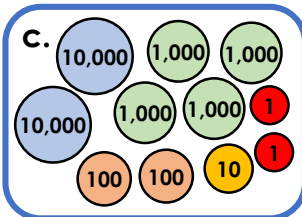
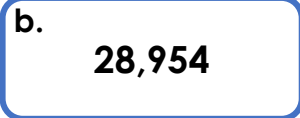
VF

3b. Add the letters to make the statement correct.



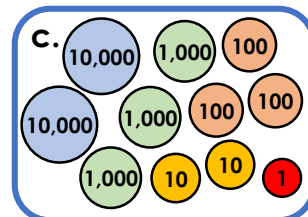
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4a. Circle the number that would be third when these numbers are placed in ascending order.



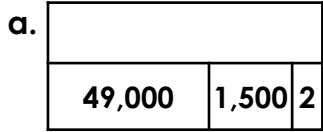
VF

4b. Circle the number that would be third when these numbers are placed in descending order.

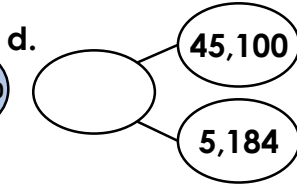
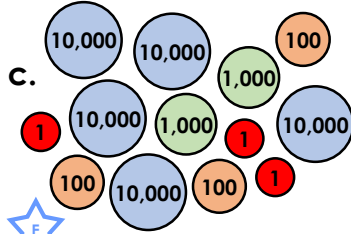


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5a. Which representation is the greatest number?

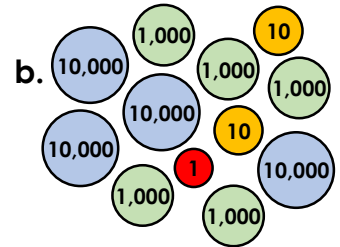
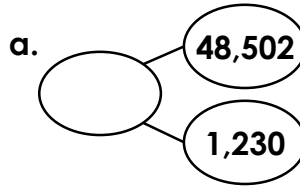


b. Fifty-two thousand, four hundred and nine.

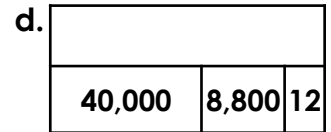


VF

5b. Which representation is the greatest number?



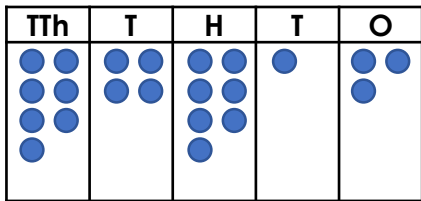
c. Forty-eight thousand, five hundred and ninety-three.



VF

6a. True or false?

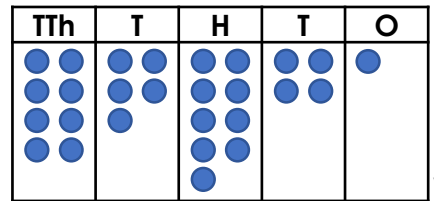
Seventy-four thousand, nine hundred and four >



VF

6b. True or false?

Eighty-six thousand, nine hundred and fifty-four >

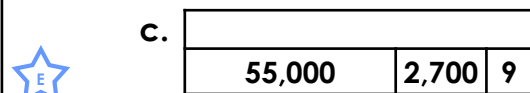
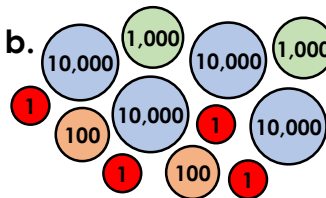


VF

7a. Add the letters to make the statement correct.

_____ < _____ < _____

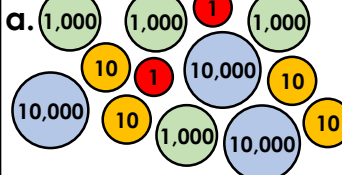
a. Fifty-nine thousand, eight hundred and six.



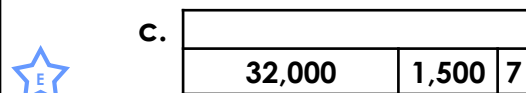
VF

7b. Add the letters to make the statement correct.

_____ < _____ < _____



b. Thirty-seven thousand, one hundred and nine.

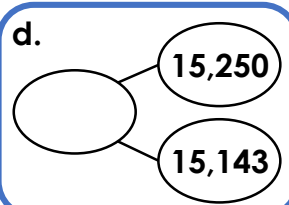
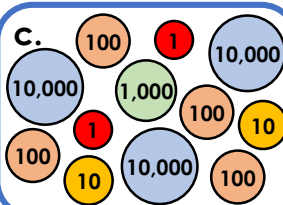


VF

8a. Circle the number that would be fourth when these numbers are placed in ascending order.

a. Thirty-one thousand, three hundred and four

b. 30,791

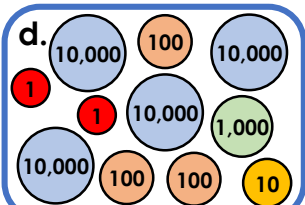
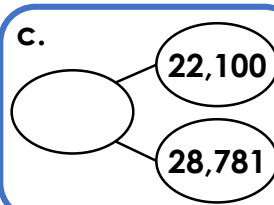


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8b. Circle the number that would be third when these numbers are placed in descending order.

a. 41,206

b. Forty-nine thousand, seven hundred and one.



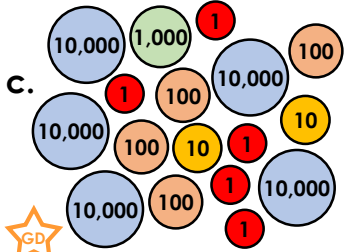
VF

9a. Which representation is the greatest number?

a.

49,000	20 hundreds	18

b. Fifty-one thousand and eighteen tens.



d.

	50,315
	MD

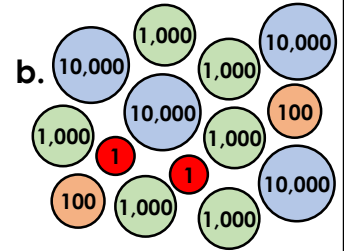


VF

9b. Which representation is the greatest number?

a.

	48,502
	MMCM



c. Fifty-one thousand and twenty-four tens.

d.

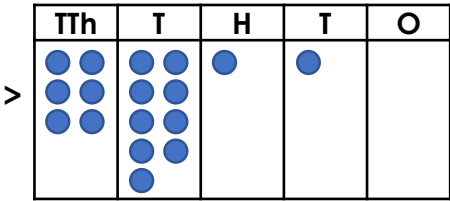
48,000	25 hundreds	27



VF

10a. True or false?

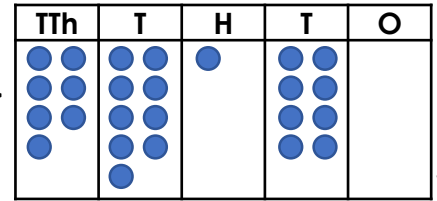
Sixty-nine thousand and eleven tens.



VF

10b. True or false?

Seventy-eight thousand and sixteen tens.

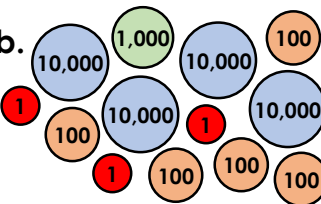


VF

11a. Add the letters to make the statement correct.

_____ < _____ < _____

a. Forty-one thousand, six hundred and sixteen tens.



c.

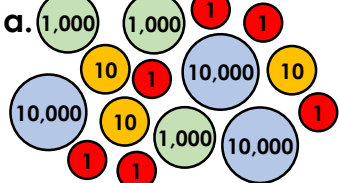
40,204	MMCCC	25



VF

11b. Add the letters to make the statement correct.

_____ < _____ < _____



b. Thirty-two thousand, one hundred and twelve tens.

c.

30,600	MMCDL	41

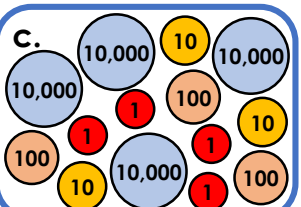


VF

12a. Circle the number that would be third when these numbers are placed in ascending order.

a. Fifty thousand, two hundred and six tens

b. 50,216



d.

	MCC
	49,026



VF

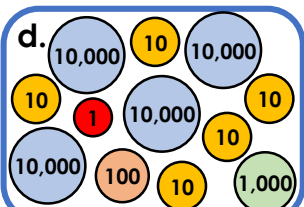
12b. Circle the number that would be third when these numbers are placed in descending order.

a. 40,115

b. Forty thousand, one hundred and fifteen tens.

c.

	38,105
	MMC



VF

Varied Fluency

Compare and Order to 100,000

Developing

- 1a. **b. 44,489**
- 2a. **True**
- 3a. **b, c, a**
- 4a. **b – 28,954**

Expected

- 5a. **b. 52,409**
- 6a. **True**
- 7a. **b, c, a**
- 8a. **c – 31,422**

Greater Depth

- 9a. **d. 51,815**
- 10a. **False, =**
- 11a. **b, a, c.**
- 12a. **d – 50,226**

Varied Fluency

Compare and Order to 100,000

Developing

- 1b. **c. 36,281**
- 2b. **False, <**
- 3b. **a, c, b**
- 4b. **c – 23,321**

Expected

- 5b. **a. 49,732**
- 6b. **True**
- 7b. **c, a, b**
- 8b. **d – 41,312**

Greater Depth

- 9a. **a. 51,402**
- 10b. **False, <**
- 11b. **b, a, c**
- 12b. **c – 40,205**