## <u>Y5 – Autumn – Block 1 – Step 7 – 10/100/1,000/10,000/100,000 more or less Answers</u>

| Question | Answer   |            |             |               |                |                 |  |
|----------|--|------------|-------------|---------------|----------------|-----------------|--|
| 1        | <ul> <li>a) 27 57<br/>The numbers are increasing by 10</li> <li>b) 159 129 119<br/>The numbers are decreasing by 10</li> <li>c) 575 775 975 1,075<br/>The numbers are increasing by 100</li> </ul>   |            |             |               |                |                 |  |
| 2        | Tiny has increased to middle digit by 1 each time, but above 390 the number should be 400, not 3100  |            |             |               |                |                 |  |
| 3        | <ul> <li>a) Adding one counter to the thousands column increases the number by 1,000<br/>569,241</li> <li>b) 568,341</li> <li>c) 568,240</li> <li>d) 568,251</li> <li>Children may have used the place value chart or realised that they can just add 1 to the<br/>digit with the relevant place value.</li> </ul>   |            |             |               |                |                 |  |
| 4        | <ul> <li>a) 234,650</li> <li>b) 234,750</li> <li>The counter in the hundreds row of the Gattegno chart moves one place to the right.</li> <li>c) 224,650</li> <li>The counter in the ten-thousands row of the Gattegno chart moves one place to the left.</li> <li>d) The counter is removed and the counter in the row above moves one place to the right.</li> </ul>     |            |             |               |                |                 |  |
| 5        | Number   | 10<br>more | 100<br>more | 1,000<br>more | 10,000<br>more | 100,000<br>more |  |
|          | 25   | 35         | 125         | 1,025         | 10,025         | 100,025         |  |
|          | 250  | 260        | 350         | 1,250         | 10,250         | 100,250         |  |
|          | 2,500  | 2,510      | 2,600       | 3,500         | 12,500         | 102,500         |  |
|          | 25,000   | 25,010     | 25,100      | 26,000        | 35,000         | 125,000         |  |
|          | 250,000  | 250,010    | 250,100     | 251,000       | 260,000        | 350,000         |  |
|          | multiple possible answers e.g.:<br>For 25, the tens and ones column always remain as 25 except in 35<br>The sum of the digits in the original number is 7, but the sum of the digits in every<br>answer is 8<br>Children may have spotted a pattern with some of the numbers as you move diagonally<br>down to the right as they are 10 times the size e.g. 35, 350, 3,500 |            |             |               |                |                 |  |

## <u>Y5 – Autumn – Block 1 – Step 7 – 10/100/1,000/10,000/100,000 more or less Answers</u>

| Question A | Answer  |
|------------|---|
| 6 3        | If Brett adds both counters to the same column, he could make:<br>413,850 233,850 215,850 214,050 213,870 213,852<br>There are many more possible solutions if he adds the counters to different columns, e.g.<br>323,850 213,951<br>If Brett adds both counters to the hundreds column there will be 10 counters which can<br>be exchanged for 1 counter in the thousands column to give 214,050 |