
teach@home

Maths Activities

Suitable for KS2 (7-8 years) Sheet 2

Place Value and Number Sense

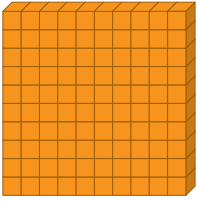
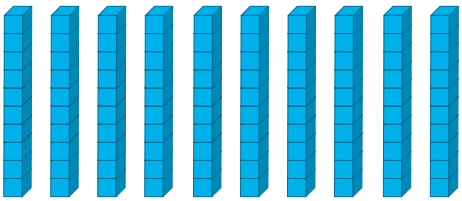
Day	Topic	Pages
Day 1	<u>Understanding Place Value</u>	<u>2-3</u>
Day 2	<u>Numbers Part 1</u>	<u>4-6</u>
Day 3	<u>Numbers Part 2</u>	<u>7-9</u>
Day 4	<u>Comparing Numbers</u>	<u>10-12</u>
Day 5	<u>Ordering Numbers</u>	<u>13-14</u>

Note: Some of the following activities use Base Ten Blocks. If you do not have them available at home, go to hand2mind.com/brainingcamp for free virtual manipulatives or download the free reproducibles of [here](#).

Use this packet of activities to help children practice their Maths skills

Day 1

Draw each number in two different forms.

100		
80		
15		
45		
300		
250		
125		
20		

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Day 1 (continued)

How many ones make up each number?

1. $3 = \underline{\quad}$ ones
2. $5 = \underline{\quad}$ ones
3. $8 = \underline{\quad}$ ones
4. $12 = \underline{\quad}$ ones
5. $15 = \underline{\quad}$ ones

How many tens make up each number?

1. $40 = \underline{\quad}$ tens
2. $80 = \underline{\quad}$ tens
3. $120 = \underline{\quad}$ tens
4. $200 = \underline{\quad}$ tens
5. $500 = \underline{\quad}$ tens

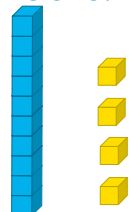
How did you know how many tens make up each number? Did you notice a pattern?

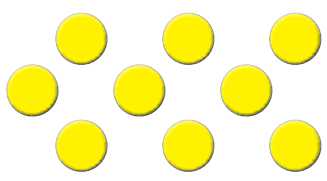


Day 2

Fill in each table.

Number: 12	Base Ten Blocks:
Counters:	Tally Marks:

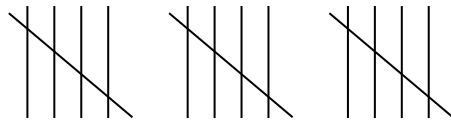
Number:	Base Ten Blocks: 
Counters:	Tally Marks:

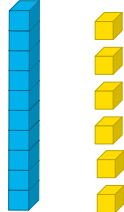
Number:	Base Ten Blocks:
Counters: 	Tally Marks:

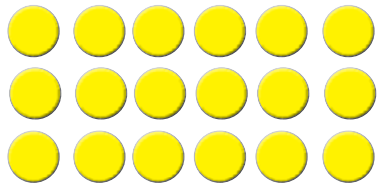
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Day 2 (continued)

Fill in each table.

Number:	Base Ten Blocks:
Counters:	Tally Marks: 

Number:	Base Ten Blocks: 
Counters:	Tally Marks:

Number:	Base Ten Blocks:
Counters: 	Tally Marks:

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Day 2 (continued)

Complete the number sentences shown below.
Use Base Ten Blocks to model each problem.

1.

$$45 + 3 \text{ tens} = \underline{\hspace{2cm}}$$

2.

$$50 + 5 \text{ ones} = \underline{\hspace{2cm}}$$

3.

$$34 + 2 \text{ tens} = \underline{\hspace{2cm}}$$

4.

$$10 + 8 \text{ ones} = \underline{\hspace{2cm}}$$

5.

$$20 + 1 \text{ ten} + 3 \text{ ones} = \underline{\hspace{2cm}}$$

6.

$$40 + 2 \text{ tens} + 6 \text{ ones} = \underline{\hspace{2cm}}$$

7.

$$25 + 3 \text{ tens} + 2 \text{ ones} = \underline{\hspace{2cm}}$$

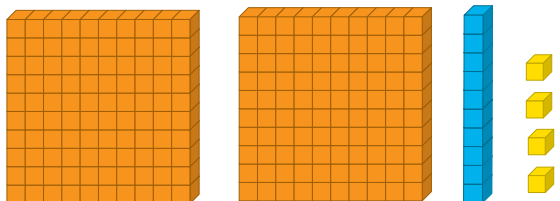
8.

$$38 + 1 \text{ ten} + 1 \text{ one} = \underline{\hspace{2cm}}$$

Day 3

Fill in each table.

Standard Form: 120	Picture Form:
Word Form:	Expanded Form:

Standard Form:	Picture Form: 
Word Form:	Expanded Form:

Standard Form:	Picture Form:
Word Form: Five hundred eight	Expanded Form:

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Day 3 (continued)

Fill in each table.

Standard Form:	Picture Form:
Word form:	Expanded Form: 200 + 90 + 5

Standard Form: 616	Picture Form:
Word Form:	Expanded Form:

Standard Form:	Picture Form:
Word Form: Nine hundred seventy-three	Expanded Form:

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Day 3 (continued)

Complete the number sentences shown below.
Use Base Ten Blocks to model each problem.

1.

$$145 + 3 \text{ hundreds} = \underline{\hspace{2cm}}$$

2.

$$60 + 2 \text{ hundreds} = \underline{\hspace{2cm}}$$

3.

$$340 + 2 \text{ tens} = \underline{\hspace{2cm}}$$

4.

$$100 + 8 \text{ ones} = \underline{\hspace{2cm}}$$

5.

$$200 + 1 \text{ hundred} + 3 \text{ ten} = \underline{\hspace{2cm}}$$

6.

$$300 + 2 \text{ hundreds} + 2 \text{ tens} + 2 \text{ ones} = \underline{\hspace{2cm}}$$

7.

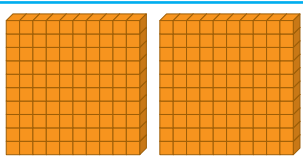
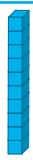
$$450 + 1 \text{ hundred} + 3 \text{ tens} + 5 \text{ ones} = \underline{\hspace{2cm}}$$

8.

$$38 + 5 \text{ hundreds} + 1 \text{ ten} + 1 \text{ one} = \underline{\hspace{2cm}}$$

Day 4

Draw each number. Then, use < or > to complete each greater than or less than.

Number	Hundreds	Tens	Ones
210			
315			

210 ___ 315

Number	Hundreds	Tens	Ones
123			
321			

123 ___ 321

Number	Hundreds	Tens	Ones
589			
523			

589 ___ 523

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Day 4 (continued)

Draw each number. Then, use < or > to complete.

Number	Hundreds	Tens	Ones
912			
199			

912 ___ 199

Number	Hundreds	Tens	Ones
549			
455			

549 ___ 445

Number	Hundreds	Tens	Ones
612			
621			

612 ___ 621

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Day 4 (continued)

Select a symbol from greater than or less than to complete the expression.

222 ___ 333	999 ___ 888
510 ___ 615	215 ___ 125
754 ___ 745	612 ___ 512
318 ___ 381	500 ___ 951
457 ___ 157	310 ___ 350
103 ___ 303	529 ___ 528

Greater than or less than					
<	<	<	<	<	<
>	>	>	>	>	>

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Day 5

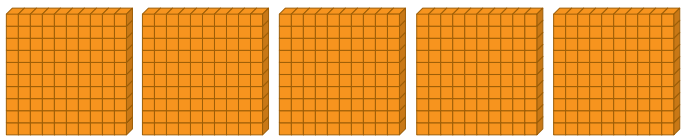
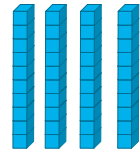
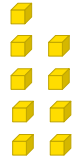
Use the 3 Digits to make two numbers. One number should be the largest possible number and one number should be the smallest possible number.

3 Digits	Smallest Number	Largest Number
1, 3, 3	133	331
8, 6, 1		
4, 1, 9		
3, 2, 9		
1, 6, 3		
2, 9, 7		
7, 7, 2		
5, 6, 1		
3, 7, 4		

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Day 5 (continued)

Model each number. Then order the numbers from largest to smallest on the lines below.

Number	Hundreds	Tens	Ones
549			
198			
467			
461			
104			
268			
