

Master Nearest to / Furthest from to 1,000

Rationale

In this step, pupils will build upon their knowledge of the comparative size of numbers by finding numbers that are nearest to or furthest from a given number.

Pupils will begin by deciding if a number is nearer to or further from 0 or 1,000. Then, they will decide which multiple of 100 or 10 a number is nearer to or further from.

Learning will be developed further by deciding which number, in a pair or group, is nearest to or furthest from a given multiple of 100 or 10 and which numbers are an equal distance from a multiple of 100 or 10



Key Stem Sentences

- ___ is nearer to / further from ___ than ___
- ___ is nearest to / furthest from ___
- ___ is ___ away from ___
- ___ and ___ are an equal distance from ___



Key Vocabulary

- nearest / nearer to
- furthest / further from
- equal distance from



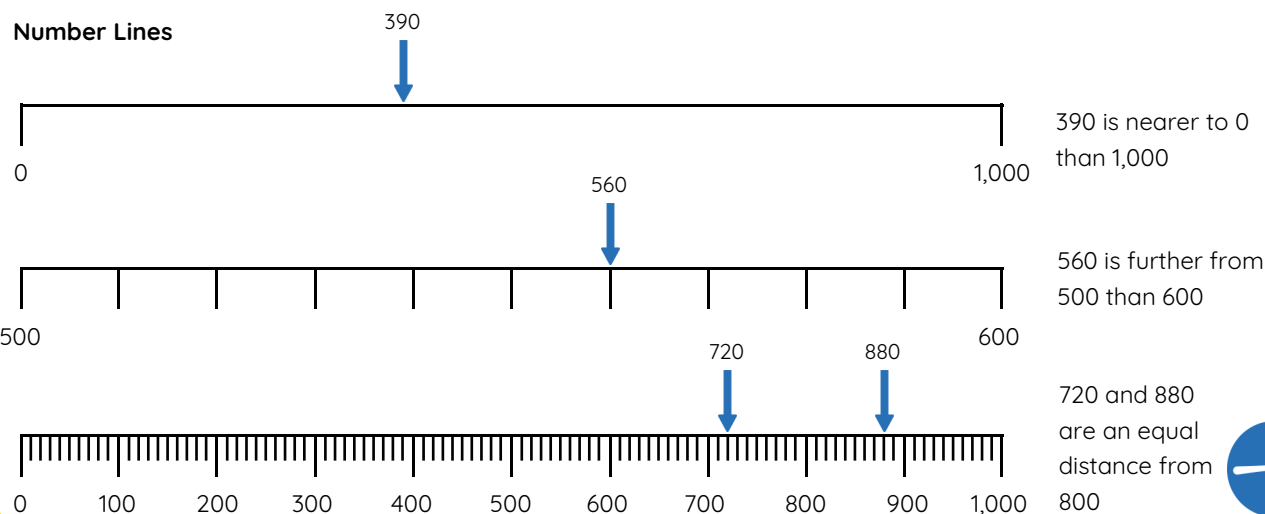
Commons Errors or Misconceptions

- Pupils may have difficulty understanding the size of numbers in relation to each other. For example, they may say 286 is nearer to 300 than 312.



Key Representations

Number Lines



Pupils will FLOURISH if they can...

- accurately identify whether a number is nearer to 0 or 1,000
- accurately identify the multiple of 100 or 10 a number is nearer to / further from.
- accurately identify whether numbers are nearest to / furthest from / an equal distance from a given multiple of 100 or 10
- begin to explain their understanding using 'Decide, Assess, Back up', given stems and representations.

