

## 3M010 Overview

# 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



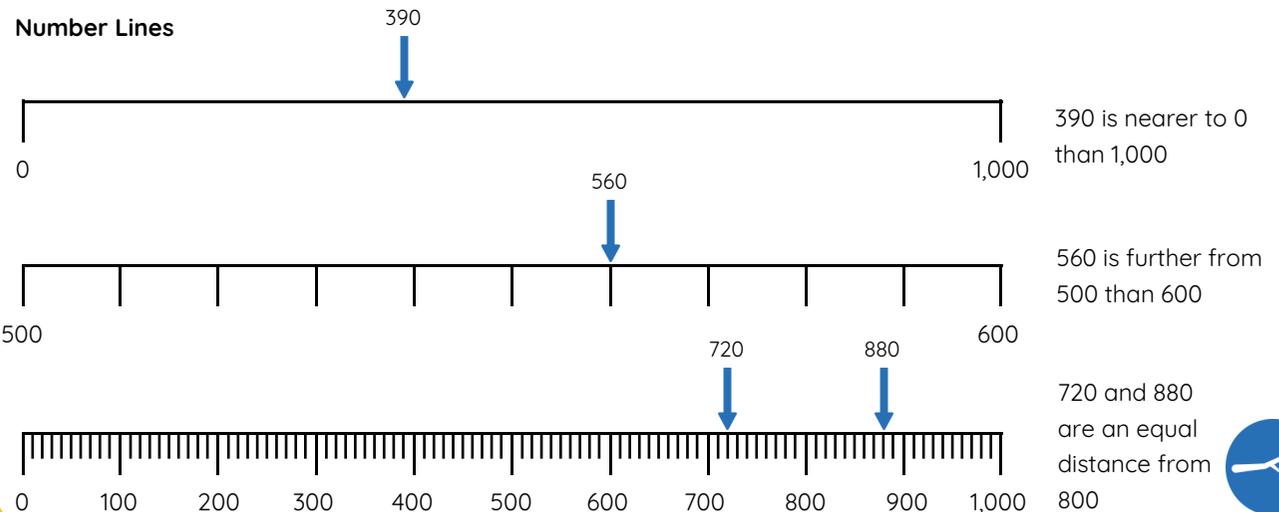
### Commons Errors or Misconceptions

- 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.

