

Unit 2 Section 1 : Place Value

This section deals with the revision of place value.

Remember that we write decimal numbers in the form:

Thousands	Hundreds	Tens	Units	.	Tenths	Hundredths	Thousands
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Example 1

Here are some number cards:

1 | 7 | 3 | 5

You can use each card *once* to make the number 1735, like this:

1 | 7 | 3 | 5

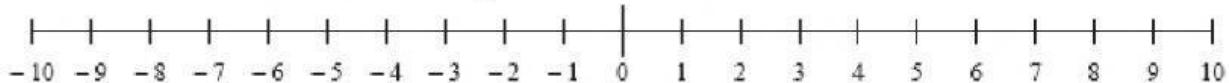
(a) What is the *biggest* number you can make with the four cards?

7531 because $7 > 5 > 3 > 1$

(b) Explain why you *cannot* make an *even* number with the four cards.

To make an even number, the last digit must be even, but all four cards in this example show odd digits.

Note: It is often helpful to refer to a number line when comparing values;
a number line can also show negative values:



Remember that the symbol < means 'less than' and > means 'greater than'.

Example 2

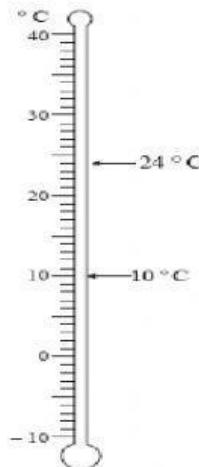
Put the correct sign, < or = or >, into each sentence.

(a) -7 < -2
(b) $3 - 2$ > -5
(c) $3 - 5$ = $4 - 6$

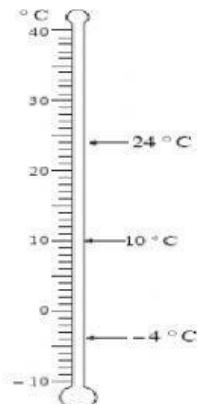
Example 3

The arrow on this thermometer shows a temperature of 10°C .

(a) Draw an arrow on the thermometer to show a temperature of 24°C .
Label the arrow 24°C .

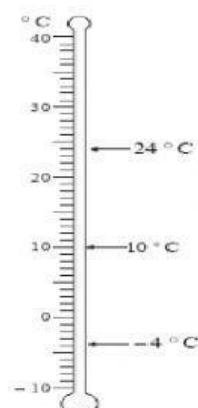


(b) Draw an arrow on the thermometer to show a temperature of -4°C .
Label the arrow -4°C .



(c) The temperature was -10°C .
It went up 15°C .
What is the temperature now?

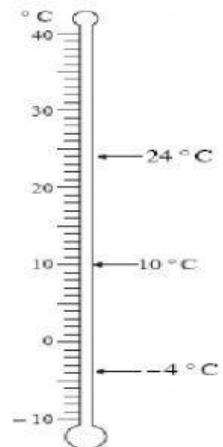
5 °C



(d) Write these temperatures in order, coldest first.

3°C , -10°C , 0°C , 20°C , -1°C

-10°C , -1°C , 0°C , 3°C , 20°C



Question 1

(a) Write the numbers:

(i) one hundred and eighty,

(ii) two hundred and twelve,

(iii) one hundred and eight,

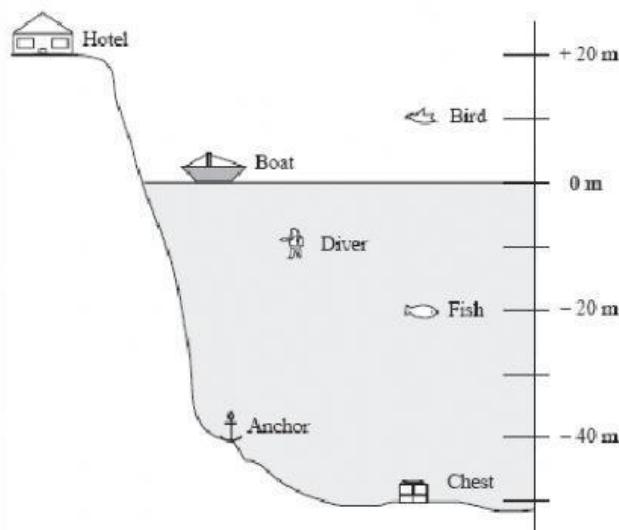
(iv) ninety two

(b) Using the numbers in (a), write them in order with the smallest first.

 , , ,

Question 2

Ali drew a picture to show what there is above and below the sea at Aber.



The anchor is at about -30 m.

(a) What is at about $+10$ m?

- choose -

(b) What is at about -10 m?

- choose -

(c) What is about 30 m higher than the chest?

- choose -

Question 3

Put the correct sign, $<$ or $=$ or $>$, into each number sentence, to make it correct.

(a) $8 + 2$

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

 $= 7 + 6$

(b) $6 - 3$

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

 $= 1 + 2$

(c) 0

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

 $= -3$

Question 4

Write the following sums of money in pounds, in decimal form.

(a) Seventy two pounds, forty five pence.

(b) One hundred and three pounds, fifty pence.

(c) One hundred and thirty pounds, five pence.

Question 5

Here are some number cards:

5 0 7 1

(a) What is the *largest* possible number you can make, using all four cards?

(b) What is the *smallest* possible number, using all four cards but starting with a non-zero digit?

(c) What is the *smallest* possible number you can make, using only three of the cards and starting with a non-zero digit?

Question 6

(a) Look at this part of a number line:

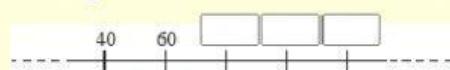


Complete this sentence:

The numbers on this number line *go up* in steps of .

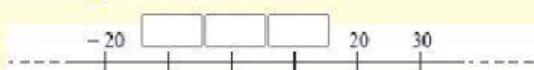
(b) This is a *different* number line.

What are the 3 missing numbers?



(c) This is a *different* number line.

What are the 3 missing numbers?



(d) This is a *different* number line.

What are the 2 missing numbers?

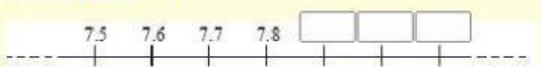


Complete this sentence:

The numbers on this number line go *up* in steps of .

(e) This is a *different* number line.

What are the 3 missing numbers?



Complete this sentence:

The numbers on this number line go *up* in steps of .