

Master Nearest to / Furthest from to 100,000

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 100,000. Then, they will decide which multiple of 10,000 or 1,000 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 10,000 or 1,000 and which numbers are an equal distance from a multiple of 1,000



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



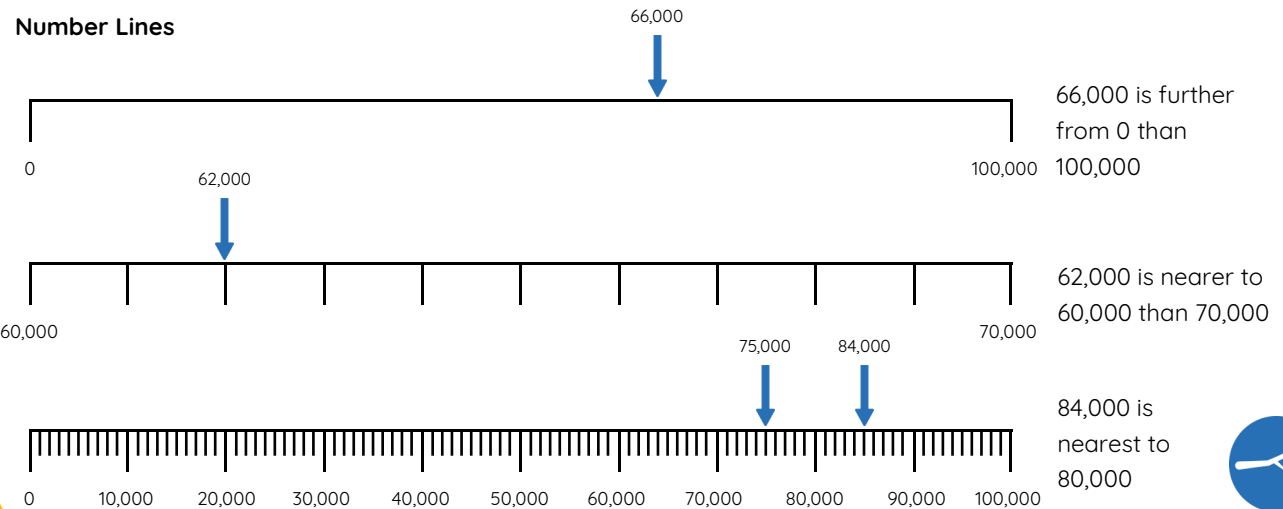
Common Errors or Misconceptions

- Pupils may have difficulty understanding the size of numbers in relation to each other. For example, they may say 75,000 is nearer to 70,000 than 66,000



Key Representations

Number Lines



Pupils will FLOURISH if they can...

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

