

# Master Nearest to / Furthest from to 1,000,000

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



## 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



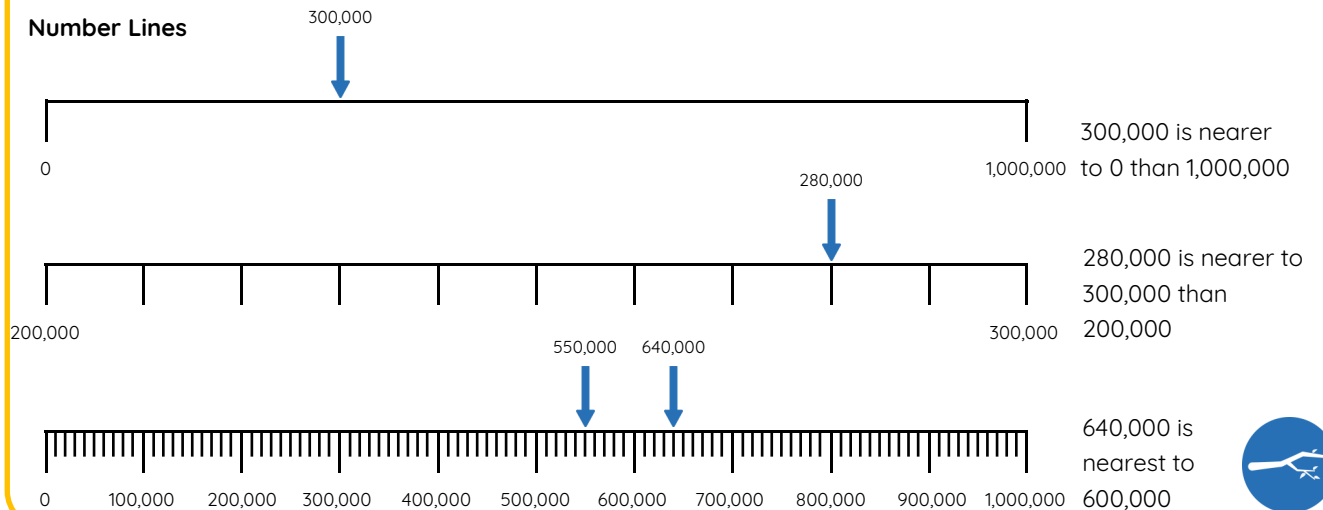
## Common Errors and Misconceptions

- Pupils may have difficulty understanding the size of numbers in relation to each other. For example, they may say 280,000 is further from 300,000 than 330,000



## Key Representations

### Number Lines



## Pupils will FLOURISH if they can...

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

