KS2

Arithmetic

200 + 20 + 2 = ☐

2000 + 200 + 20 = ☐

Make the number 10 and 100 times smaller and then 10 and 100 times bigger.

Millions			Thosand			Ones		
100s	10s	1s	100s	10s	1s	100s	10s	1s

STEM sentence:

☐ x 10 = ☐ ☐ x 100 = ☐ ☐ ÷ 10 = ☐ ☐ ÷ 100 = ☐

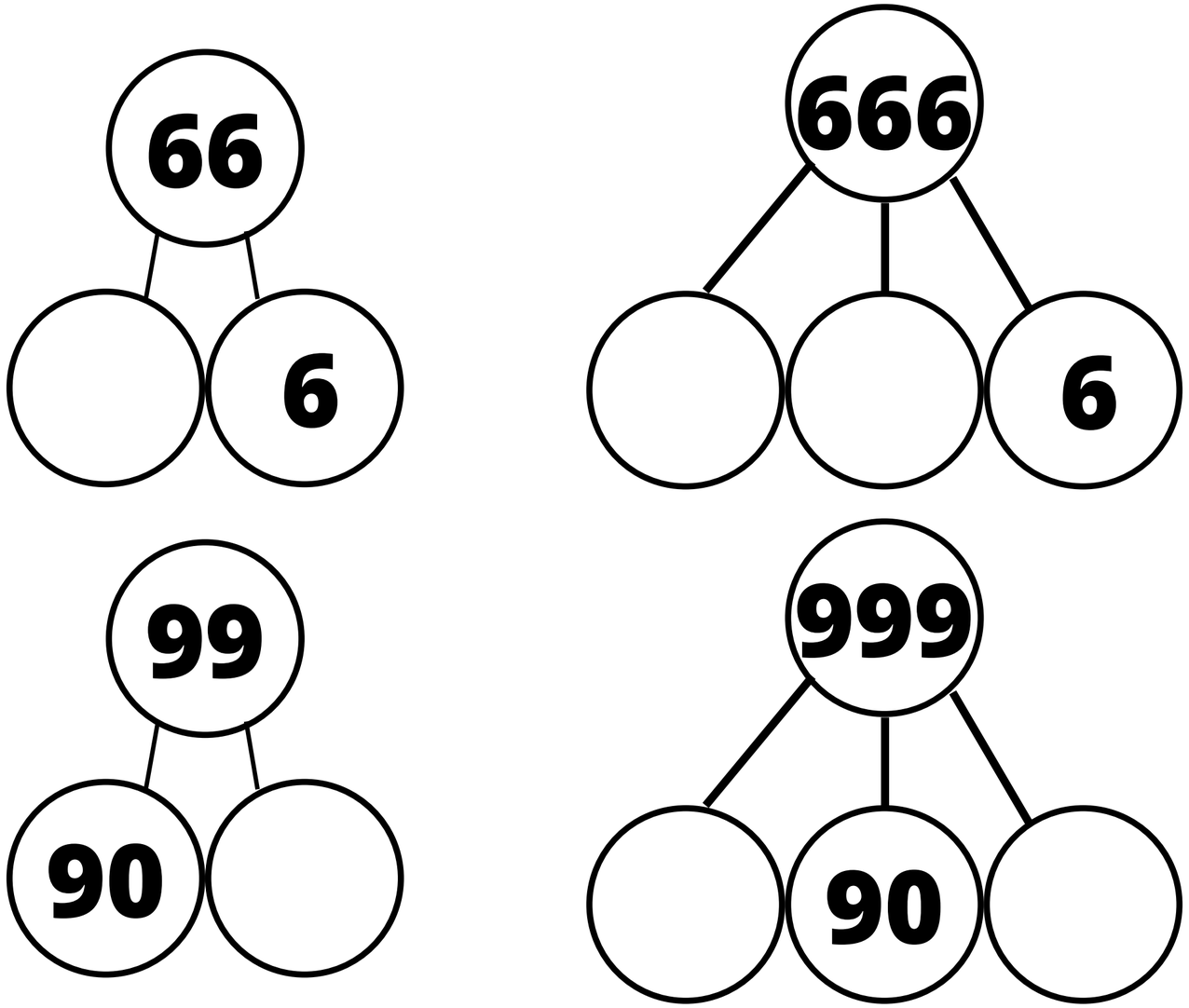
KS2

Arithmetic

200 + ☐ + 2 = 222

2000 + ☐ + 20 = ☐

Complete the part-whole models.



STEM sentence:

The whole is ☐, a part is ☐

KS2

Arithmetic

2000 > ☐

2000 < ☐

20,000 > ☐

20,200 < ☐

Make the statements correct using inequality symbols.

500 ☐ 50

5000 ☐ 500

500 ☐ 5000

50,000 ☐ 50,500

STEM sentence:

☐ > ☐ ☐ < ☐

KS2

Arithmetic

27 to the nearest ten ☐

127 to the nearest hundred ☐

Round the numbers

Round to to the nearest	525, 252	252, 525
200,000		
30,000		
4,000		
500		
60		

STEM sentence:

☐ rounded to the nearest ☐ is ☐

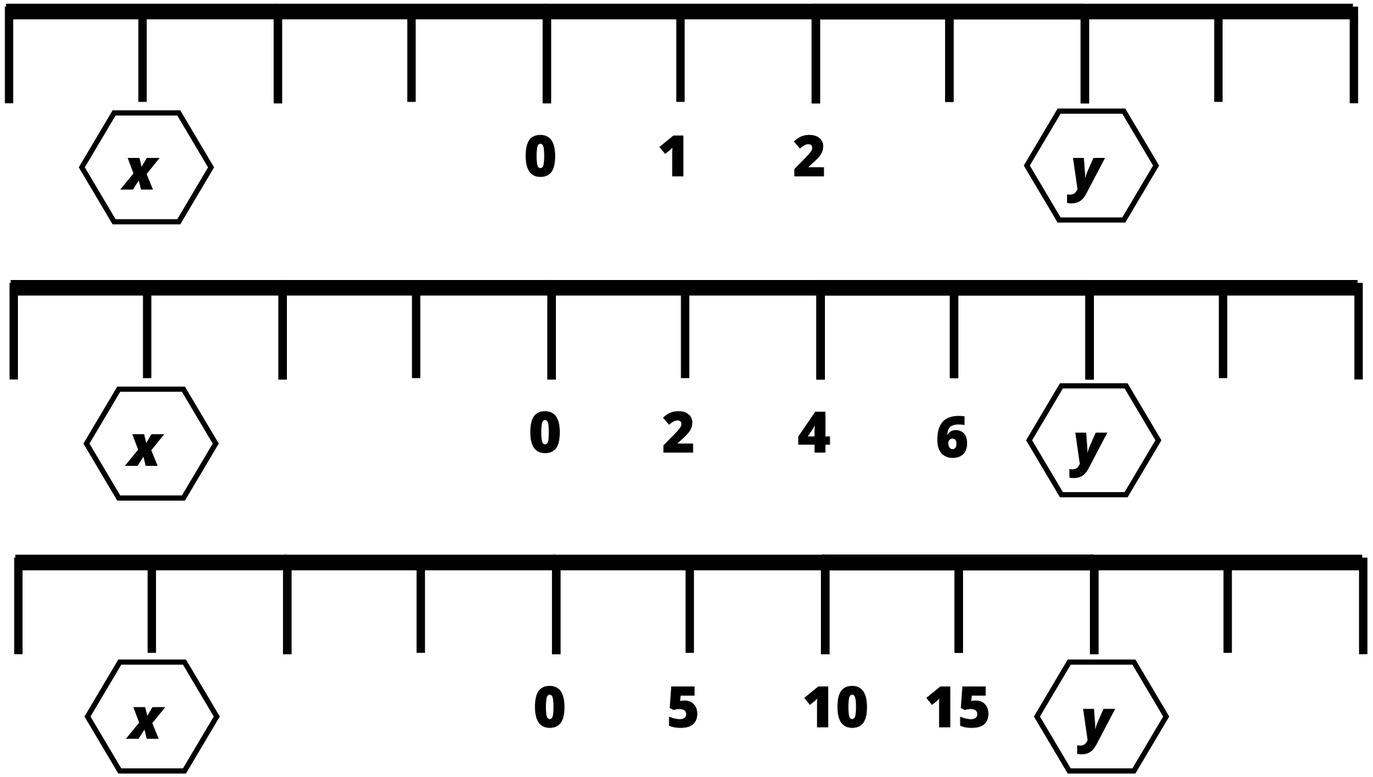
KS2

Arithmetic

1 - 2 = ☐

☐ = 2 - 3

☐ = 3 - 4



What is the value of *x* and *y*?

STEM sentence:

x = ☐ ☐ = y

KS1

Arithmetic

2 is between 1 and ☐

☐ is between 13 and 15.

Which numbers could come between the start and end numbers?

0 — 20

10 — 20

15 — 20

STEM sentence:

☐ is between ☐ and ☐

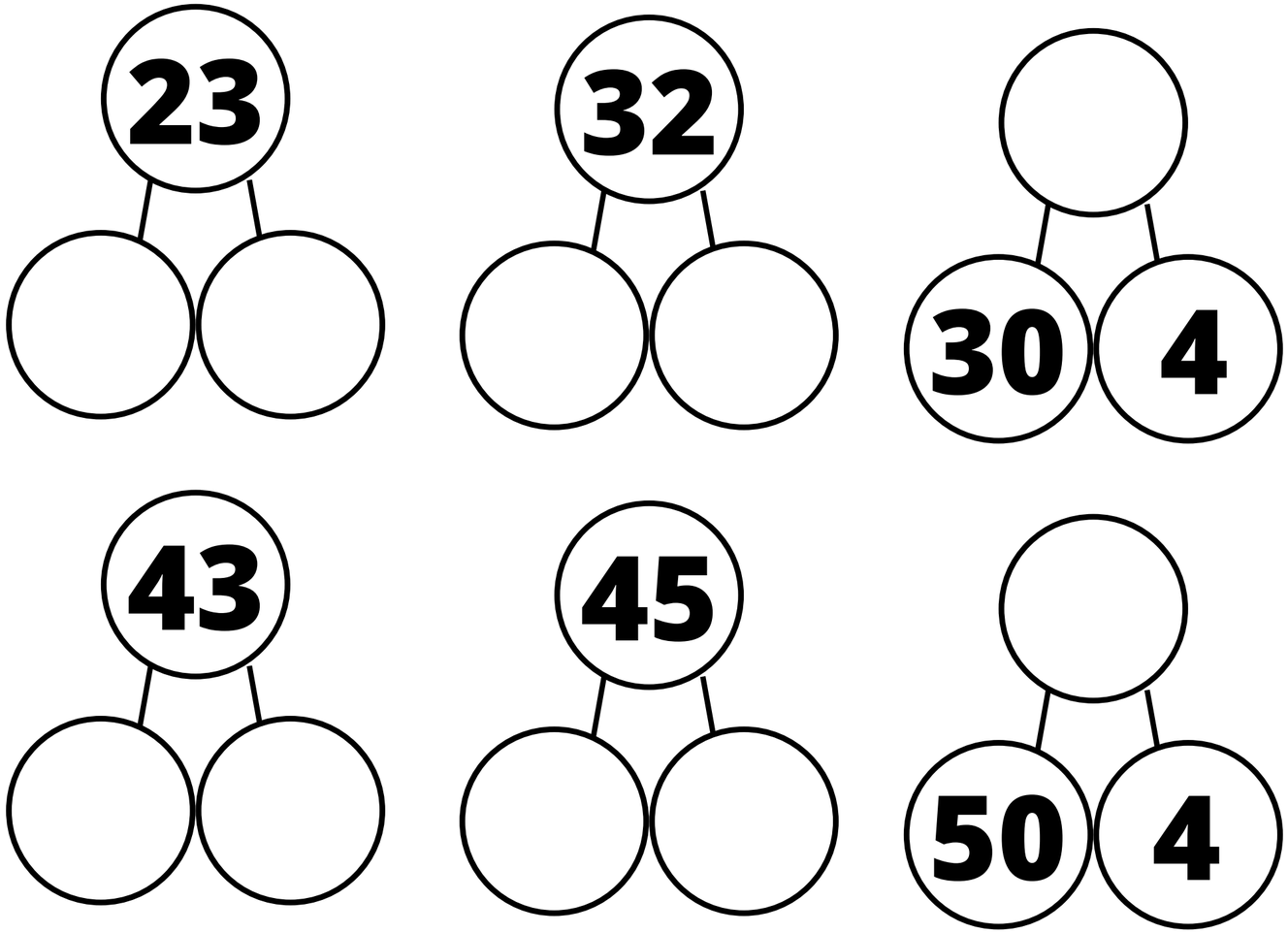
KS1

Arithmetic

34 = ☐ tens and ☐ ones

☐ tens and ☐ = 43

Partition the numbers into tens and ones.



STEM sentence:

There are ☐ tens and ☐ ones in ☐

KS1

Arithmetic

☐ > 15

☐ < 51

15 < ☐

☐ > 51

Both numbers are the same. What could they be?

56 < ☐

65 > ☐

STEM sentence:

☐ < ☐ ☐ > ☐

KS1

Arithmetic

☐ > 21

☐ < 12

21 < ☐

☐ > 12

How many ways can you make the statements correct?

12 < ☐ < 21

23 < ☐ < 32

54 > ☐ > 45

STEM sentence:

☐ < ☐ ☐ > ☐

KS1

Arithmetic

☐ > 13

☐ < 31

13 < ☐

☐ > 31

Put the numbers in order.
Think of different ways they could be oredered.

25 52

68 86

78 87

STEM sentence:

☐ < ☐ ☐ > ☐