

Homework/Extension

Step 8: 1,000 More or Less

National Curriculum Objectives:

Mathematics Year 4: (4N1) [Count in multiples of 6, 7, 9, 25 and 1000](#)

Mathematics Year 4: (4N2b) [Find 1,000 more or less than a given number](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Complete a sequence by finding 1,000 more or 1,000 less than a 4-digit multiple of 1,000 and 100. Choice of answers given using numerals and pictorial representations.

Expected Complete a sequence by finding 1,000 more or 1,000 less than any 4-digit number. Choice of answers given using numerals, pictorial representations and some use of numbers written as words.

Greater Depth Complete a sequence by finding 2,000 more or 2,000 less than any 4-digit number by finding 1,000 more/less and then 1,000 more/less. Choice of answers given using numerals, numbers written as words and mixed pictorial representations.

Questions 2, 5 and 8 (Varied Fluency)

Developing Find matching pairs by working out 1,000 more or less than 4-digit multiples of 1,000 and 100, using numerals and the same pictorial representations.

Expected Find matching pairs by working out 1,000 more or less than any 4-digit numbers using numerals, pictorial representations and some use of numbers written as words.

Greater Depth Find matching pairs by working out 1,000 more or less than 4-digit numbers. Some use of finding 2,000 more or less by finding 1,000 more/less and then 1,000 more/less. Numerals, numbers written as words and mixed pictorial representations used.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Identify 4-digit numbers from given clues and explain reasoning. Clues involve finding 1,000 more or 1,000 less than a 4-digit multiple of 1,000 and 100. Numbers written as numerals.

Expected Identify 4-digit numbers from given clues and explain reasoning. Clues involve finding 1,000 more or 1,000 less than any 4-digit number. Numbers written as numerals.

Greater Depth Identify 4-digit numbers from given clues and explain reasoning. Clues involve finding 2,000 more or less by finding 1,000 more/less and then 1,000 more/less. Numbers written as numerals or words.

More [Year 4 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

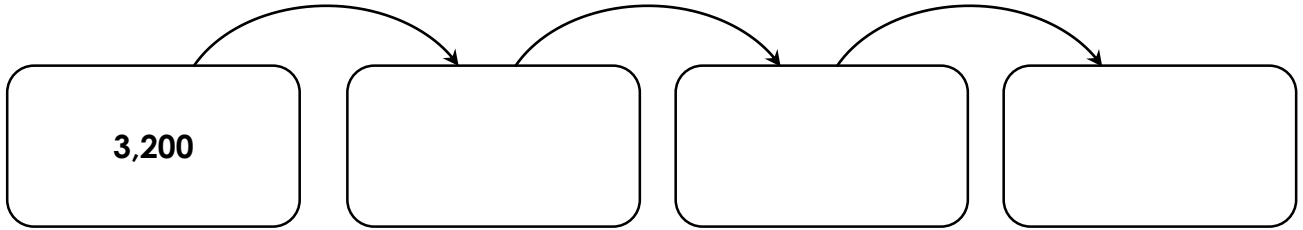
1,000 More or Less

1. Place the numbers in the correct position in the sequence.

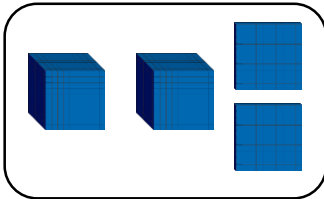
1,000 less

1,000 more

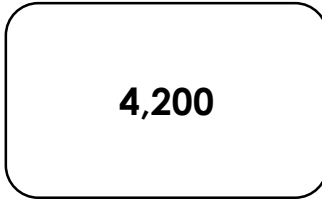
1,000 more



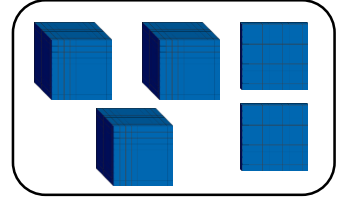
A



B



C



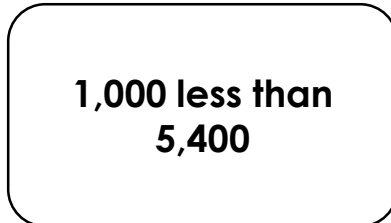
VF
HW/Ext

2. Match the pairs that have the same value.

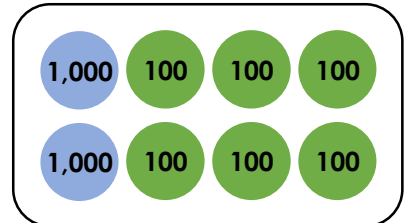
A



B



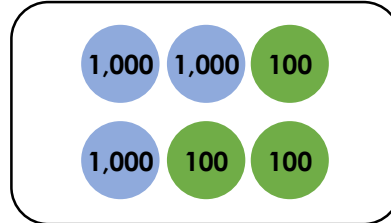
C



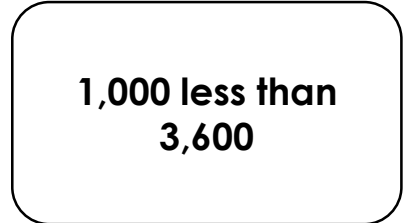
D



E



F



VF
HW/Ext

3. The children are discussing team points after playing a game.

The red team has 1,000 more than the green team.

The green team has 7,500.

The blue team has 1,000 less than the green team.



Evangeline



Reena



Tom

Tom thinks the blue team have scored the least. Is he correct? Explain your answer.



RPS
HW/Ext

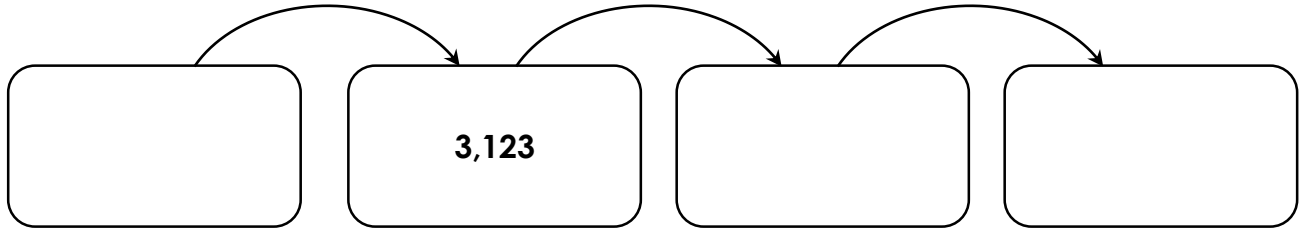
1,000 More or Less

4. Place the numbers in the correct position in the sequence.

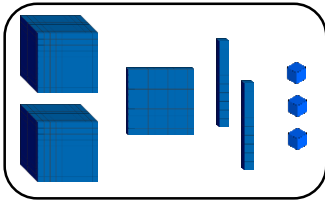
1,000 less

1,000 less

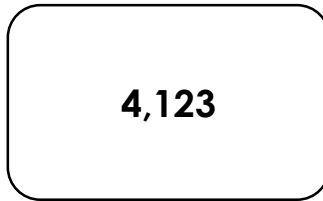
1,000 more



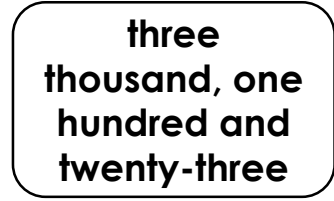
A



B



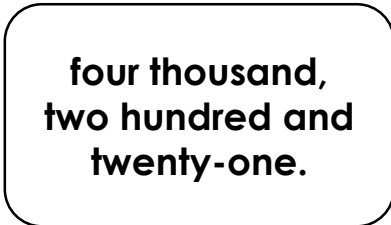
C



VF
HW/Ext

5. Match the pairs that have the same value.

A



B



C



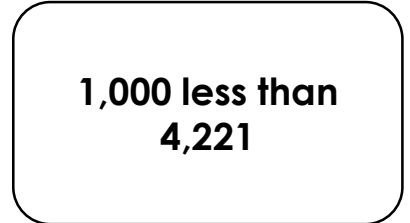
D



E



F



VF
HW/Ext

6. The children below have been playing a computer game. They are discussing their scores.



On Level 5, I scored 1,000 more than Suki. I scored 5,475 on Level 6.



I scored 7,290 on Level 5 but I scored 1,000 less than George on Level 6.



I scored 1,000 less than Suki on Level 5 and 1,000 more than George on Level 6.

George thinks he has the highest scores on both levels. Is he correct? Explain your answer.



RPS
HW/Ext

1,000 More or Less

7. Place the numbers in the correct position in the sequence.

1,000 less 1,000 less 1,000 less 1,000 less 1,000 more 1,000 more

A B C

100 1

1 1

4,123

one hundred and twenty-three



VF
HW/Ext

8. Match the pairs that have the same value.

A B C

1,000 less than 3,442

1,000 more than 3,442 and 1,000 more again

100 100 100 1

1

D E F

five thousand, four hundred and forty-two

1,000 1 1,000 100

100 100 100 1

1,000 less than 2,442 and 1,000 less again



VF
HW/Ext

9. The children below have been playing pinball. They are discussing their scores.

Reece Charlene Vassos

I scored 1,000 more than Vassos then I scored another 1,000 points.

I scored four thousand, two hundred and ninety-five.

I scored 1,000 more than Charlene and then I scored 1,000 more points.

Reece thinks he has the highest score. Is he correct? Explain your answer.



RPS
HW/Ext

Homework/Extension 1,000 More or Less

Developing

1. A; C; B
2. $A = B$; $D = E$; $C = F$
3. Tom is correct because the red team has 8,500, the green team has 7,500 and the blue team has 6,500, so the blue team have the least.

Expected

4. B; A; C
5. $A = D$; $B = C$; $E = F$
6. George is not correct because he only had the highest score on level 5. On level 5, George scored 8,290, Suki scored 7,290 and Jamal scored 6,290 but on level 6, George scored 5,475 and Jamal scored 6,475 so George did not have the highest score on that level.

Greater Depth

7. B; C; A
8. $A = E$; $B = D$; $C = F$
9. Reece is correct because Charlene scored 4,295, Vassos scored 6,295 and Reece scored 8,295, so he had the highest score.