

Number and Place Value

Baseline Assessment

1. Give the missing numbers in these sequences.

6, 12, 18, , 30, ,

14, 21, 28, , , 49,

, , 72, , 54, , 36

2. Fill in the missing numbers on this number line.



3. Match the underlined digit in each of these numbers to the correct value.

794 • • four tens

4970 • • four hundreds

947 • • four ones

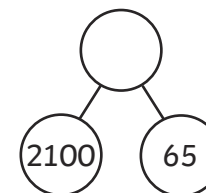
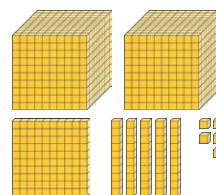
7497 • • four thousands

4. Rewrite these numbers in order from least value to greatest value.

6783, 6837, 7836, 6387, 7638

least value greatest value

5. Use <, > or = to compare the different representations.



200 + 6 + 40 + 7000



1000s	100s	10s	1s

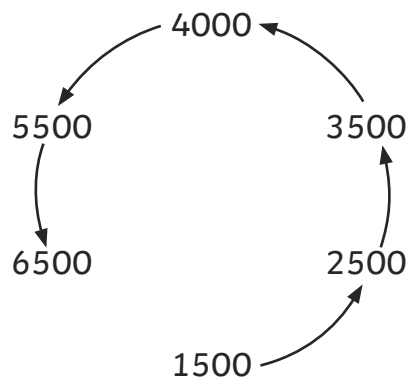
1000 more than 8340 1000 less than 9340

6. Tick the number indicated by the arrow on the number line.

8455 ☐
8658 ☐
8950 ☐



7. Look at the sequence and circle the number that is the odd one out. Explain why you have chosen it.



8. Match these Roman numerals to the correct number.

XXIX •	• 100
C •	• 51
LI •	• 33
XXXIII •	• 29

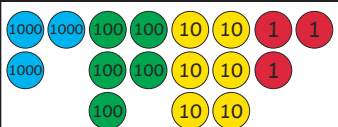
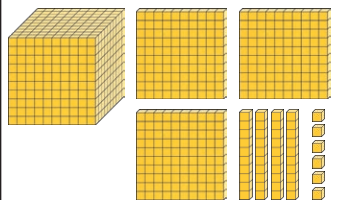
9. Amelia starts counting on in steps of 25 from 75. Circle all the numbers Amelia says.

201, 125, 155, 175, 170, 225

10. Oliver starts counting in steps of 1000 from zero. Circle the numbers Oliver would **not** say.

4500, 2000, 6000, 3001, 5020, 9000

11. Complete the table by rounding the numbers represented to the nearest 10, 100 and 1000.

Representation	Rounded to the Nearest 10	Rounded to the Nearest 100	Rounded to the Nearest 1000
			
			

12. Decide whether each statement is true (T) or false (F).

5510 is 5 thousands, 5 hundreds and 10 tens. ☐

5510 is 551 tens. ☐

5510 is 5 thousands and 510 ones. ☐

13. Use the digit cards to make the largest possible even number between 4000 and 5000.

4

5

8

6

14. Malik has written a number sequence. Explain the mistake Malik has made in his number sequence.

9, 6, 3, -3, -6, -9
