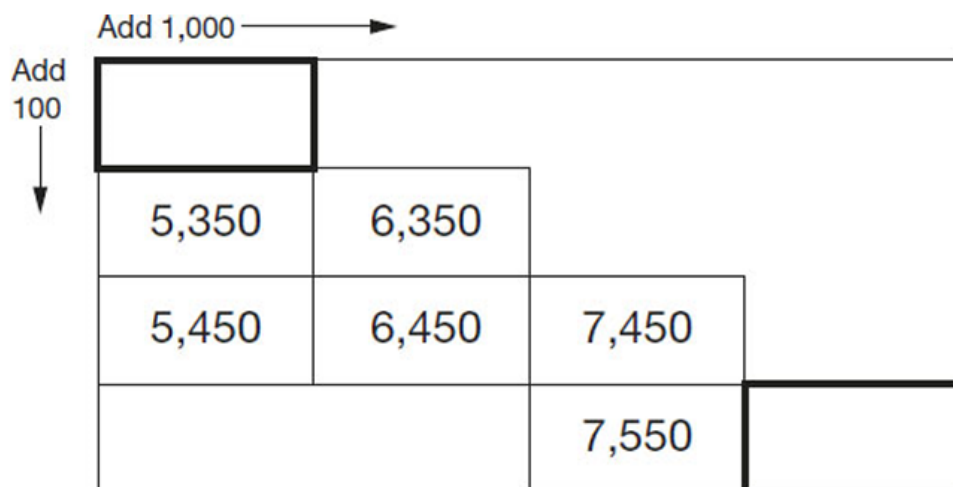


1.

Write the two missing numbers.



2 marks

2.

5,639,728

Which digit is in the **hundred thousands** place?

1 mark

What is **two thousand more** than 5,639,728?

1 mark

3.

Circle the numbers that have **8** in the thousands place.

84,623

28,436

683,052

8,325

608,231

1 mark

4.

Tick **all** the numbers that are less than one million and fifty thousand.

1,400,000

☐

1,049,900

☐

1,060,000

☐

1,030,900

☐

1 mark

5.

Write the next **two** numbers in this sequence.

1,780

1,880

1,980

1 mark

6.

Tick the number **eighty thousand, three hundred and six**.

Tick **one**.

8,306

☐

80,036

☐

80,306

☐

800,306

☐

80,300,006

☐

1 mark

7.

Chen has these digit cards.



She uses three of the cards to make a **three-digit** number.

Each card can be used only **once**.

Chen puts the **4** in the **tens** place.

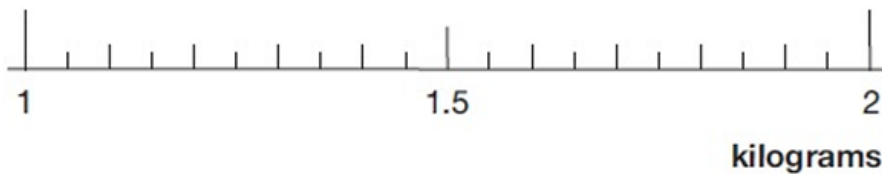
Write the **lowest** three-digit number that Chen could make.

Three empty rectangular boxes are arranged horizontally, intended for the student to write the digits of a three-digit number.

1 mark

8.

Draw an arrow (↑) on the scale below to show 1350 grams.



1 mark

9.

Here is a number.

9,658,214

Tick the statements that are **true**.

The digit 5 represents 50,000

☐

The value of the digit 9 is nine hundred thousands.

☐

The digit 6 represents 6 millions.

☐

The value of the digit 2 is twenty tens.

☐

2 marks