

Homework/Extension

Step 1: Numbers to Ten Million

National Curriculum Objectives:

Mathematics Year 6: (6N2) [Read, write, order and compare numbers up to 10,000,000](#)

Mathematics Year 6: (6N3) [Determine the value of each digit in numbers up to 10,000,000](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Convert the numbers written in words into digits to support writing and representing numbers up to 10 million. Numbers represented using numerals and words. No use of zero.

Expected Convert the numbers written in words into digits to support writing and representing numbers up to 10 million. Numbers represented using numerals and words.

Greater Depth Convert the numbers written in words into digits to support writing and representing numbers up to 10 million. Numbers represented using numerals, words and using unconventional partitioning.

Questions 2, 5 and 8 (Varied Fluency)

Developing Rearrange digit cards to make a number to support writing and representing numbers up to 10 million. Numbers represented using numerals. No use of zero.

Expected Rearrange digit cards to make a number to support writing and representing numbers up to 10 million. Numbers represented using numerals.

Greater Depth Rearrange digit cards to make a number to support writing and representing numbers up to 10 million. Numbers represented using numerals, words and using unconventional partitioning.

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

Developing Combine different combinations of numbers written in numerals to make a target amount to support writing and representing numbers up to 10 million. Numbers represented using numerals. No use of zero.

Expected Combine different combinations of numbers written in numerals to make a target amount to support writing and representing numbers up to 10 million. Numbers represented using numerals.

Greater Depth Combine different combinations of numbers written in numerals to make a target amount to support writing and representing numbers up to 10 million. Numbers represented using numerals. Numbers in closer proximity and a narrower target range.

More [Year 6 Place Value](#) resources.

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

Numbers to Ten Million

1. Write the number shown in words using digits.

A. Nine million, one hundred and eighteen thousand, two hundred and twelve.

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B. Five million, six hundred and fifty-five thousand, one hundred and nineteen.

	,				,			
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VF
HW/Ext

2. Use each digit card once to complete the calculation below. Both numbers are greater than 4 million.



$$4, \square \square 4, \square 6 1 > \square, 8 6 \square, 5 2 2$$



VF
HW/Ext

3. Mrs. Miller has given three children in her class some numbers:

Tina



3,512,821

Abigail



5,322,125

Margaret



711,851

Mrs. Miller says that two of the children's numbers can be added together to make a number between 5,000,000 and 6,000,000.

Is Mrs. Miller correct? Explain how you know.



RPS
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Numbers to Ten Million

4. Write the number shown in words using digits.

A. Seven million, three hundred and sixteen thousand, one hundred and four.

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B. Three million, six hundred thousand, four hundred and two.

	,					,			
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VF
HW/Ext

5. Use each digit card once to complete the calculation below. Both numbers are greater than 3 million.



$$3, \square \square 4, \square 60 > \square, 86 \square, 702$$



VF
HW/Ext

6. Mrs. Potts has given five children in her class some numbers:

Bob



1,000,501

Caris



101,003

Paul



3,500,060

Fatima



830,000

Emily



2,600,550

Mrs. Potts says that only two of the children's numbers need to be added together to make a number between 5,000,000 and 6,000,000.

Is Mrs. Potts correct? Explain how you know.



RPS
HW/Ext

Numbers to Ten Million

7. Write the number shown in words using digits.

A. Eight million, fourteen hundred hundreds, three thousand, fifty-five tens and two.

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B. Four million, thirty-two thousands, sixteen tens and six.

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VF
HW/Ext

8. Use each digit card once to complete the calculation below.



	,	6			,		6	
--	---	---	--	--	---	--	---	--

>

Seven million, six hundred and fifty-three thousands, and thirteen tens.



VF
HW/Ext

9. Mr. Gilbert has given five children in his class some numbers:

Harriet



4,100,195

Julie



4,990,875

Kevin



5,050,980

Robert



3,699,805

Troy



4,300,100

Mr. Gilbert says that only two of the children's numbers need to be added together to make a number between 7,700,000 and 8,300,000.

Is Mr. Gilbert correct? Explain how you know.



RPS
HW/Ext

Homework/Extension Numbers to Ten Million

Developing

1. **A. 9,118,212**

B. 5,655,119

2. **4,864,661 > 4,864,522**

3. **Mrs. Miller is incorrect. No pair of combinations will make a total between 5,000,000 and 6,000,000.**

Expected

4. **A. 7,316,104**

B. 3,600,402

5. **3,874,060 > 3,865,702 or 3,874,560 > 3,860,702**

6. **Mrs. Potts is incorrect. You need to add together at least three children to make a total between 5,000,000 and 6,000,000. For example: Bob, Paul and Fatima.**

Greater Depth

7. **A. 8,143,552**

B. 4,032,166

8. **7,653,160**

9. **Mr. Gilbert is correct. Harriet and Robert can be added together to make a total of 7,800,000, or Robert and Troy can be added together to make a total of 7,999,905**