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.

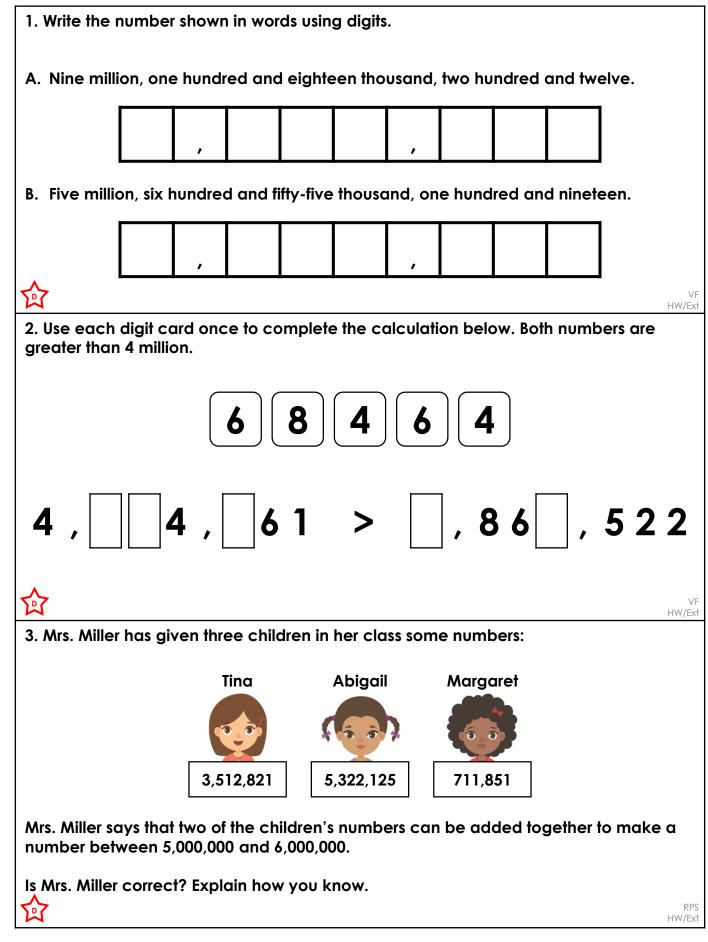
More Year 6 Place Value resources.

Did you like this resource? Don't forget to review it on our website.

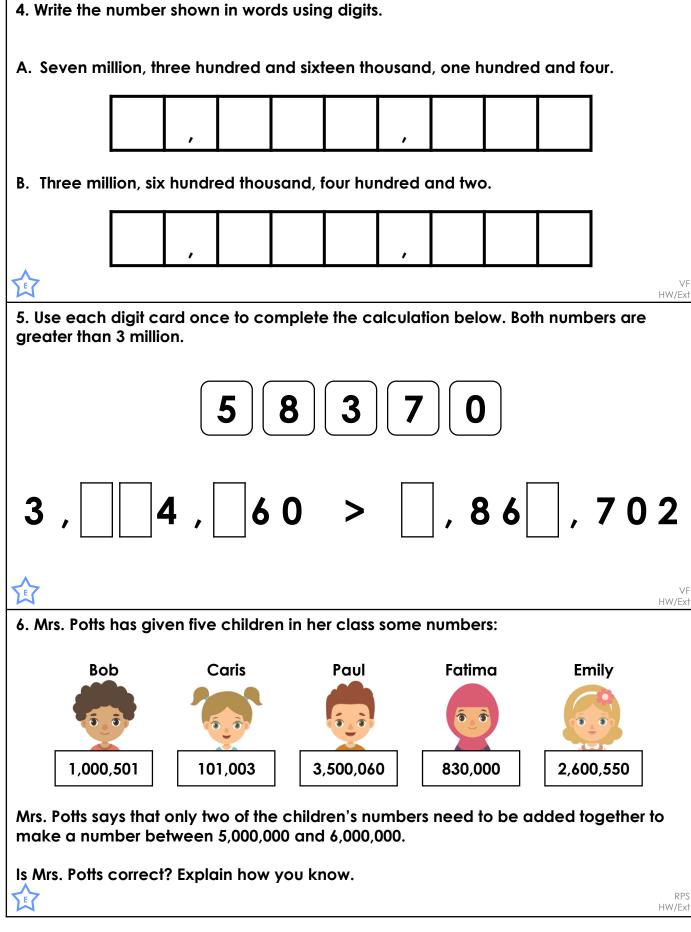


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7. Write the number shown in words using digits.				
A. Eight million, fourteen hundred hundreds, three thousand, fifty-five tens and two.				
	,	,		
B. Four million, thirty-two thousands, sixteen tens and six.				
	,			
			<u> </u>	V HW/Ex
8. Use each digit card once to complete the calculation below.				
30175				
Seven million, six hundred and fifty-three thousands, and thirteen tens.				
				V HW/E
9. Mr. Gilbert has given five children in his class some numbers:				
Harriet	Julie	Kevin	Robert	Troy
	(a)-(a)		(a)	
4,100,195	4,990,875	5,050,980	3,699,805	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.				
				RF HW/E:

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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

