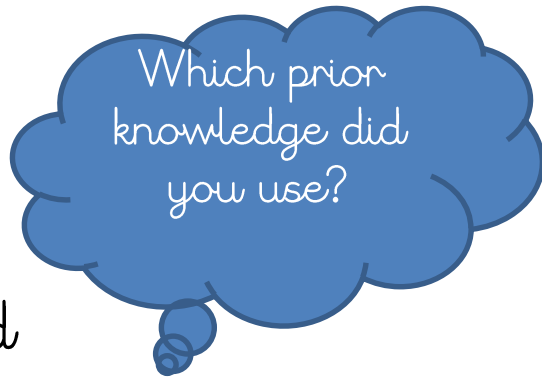

Linked to your previous learning, discuss and complete the following questions:

1. How would you read and write the following numbers?

12,245

One hundred and twenty three thousand and eight

234,160

2,004

WALT: Read and write numbers up to 1,000,000

Introduction

This prior knowledge will help you during this session

Remember, the value of a digit depends on its position.

E.g.

M	Hth	TTh	Th	H	T	Is
1	2	5	7	9	4	4

Say the following numbers aloud:

2,345

358,923

2,369, 452

How would you write the numbers in words?

Can you think of any times when you would use this knowledge in real-life situations?

Key Vocabulary

- Digit
- Ones
- Ten
- Hundred
- Thousand
- Million
- Partition
- Number
- Place value
- Smallest
- Largest
- Ordered

Use the class maths display and your table top resource pack to generate your own examples of key vocabulary too.

Fluency – Do it!

Write the numbers given in words as digits:

1) seventy-two thousand and thirty

2) Seven hundred and sixty thousand and four

3) one hundred and eighty – four thousand and sixty

Write the numbers given in digits as words

4) 72, 041

5) 572, 966

6) 2, 650, 629

Fluency – Do it! ANSWERS

Write the numbers given in words as digits:

1) 72, 030

2) 760, 004

3) 184, 060

Write the numbers given in digits as words

4) Seventy- two thousand and forty one

5) Five hundred and seventy-two thousand, nine hundred and sixty six

6) Two million, six hundred and fifty thousand, six hundred and twenty nine

Reasoning – Secure it!

Year 5 children are writing numbers as words and vice versa. Use your Maths Sentence Starters to explain the mistakes that they have made and then correct them.

6,500 – Sixty-five thousand

3,303 – Three thousand, three hundred and thirty

5,800, 400 – Fifty-eight thousand, four hundred

** Highlight sentence starters in green and key vocabulary in yellow.

Reasoning – Secure it! Answer

6,500 – Sixty-five thousand

I know that the number given in digits should be six thousand and five hundred. I noticed that Year 5 have not used their knowledge of place value correctly when writing the number in words. Sixty-five thousand would be written as 65,000.

3,303 – Three thousand, three hundred and thirty

I know that the number given in words is not the same as the number written in digits therefore Year 5 have got their answer wrong. I noticed that Year 5 have not used their knowledge of place value correctly as the final digit 3 is worth 3 tens and not 3 ones.

5,800, 400 – Fifty-eight thousand, four hundred

I know that the number given in digits should be five million, eight hundred thousand and four hundred. I noticed that Year 5 have not used their knowledge of place value correctly when writing the number in words. Fifty-eight thousand, four hundred would be written as 58, 400.

Problem solving - Deepen it!

Harriet is making numbers including the digits 1, 2, 3 and 4. If she is only allowed to use each digit once in a number, what different numbers can she write?

Use your Maths Sentence Starters to explain how you know that you have found all of the different combinations.

E.g. Because,,, I already know.... Using this knowledge...
Once I found this out...

Which is the largest number she can make?
Which is the smallest number she can make?

** Highlight sentence starters in green and key vocabulary in yellow.

Problem solving – Deepen it!

Answers

Harriet is making numbers including the digits 1, 2, 3 and 4. If she is only allowed to use each digit once in a number, what different numbers can she write?

1234, 1243, 1423, 1432, 1324, 1342,
2134, 2143, 2341, 2314, 2413, 2431,
3124, 3142, 3214, 3241, 3412, 3421,
4321, 4312, 4123, 4132, 4231, 4213

Which is the largest number she can make? 4321
Which is the smallest number she can make? 1234

Plenary

Assess your learning today in gel pen using one of the sentence starter below:

I would use this in real life when ...

or

A career where this skill might be useful maybe ...

Remember to use an emoji to show how well you understood the WALT.

Using the digits 1, 2, 3, 4, 5, 6 and 7, what is the largest and smallest number you can make using each digit once? Convince your partner as to how you know that this is the largest or smallest number.