Number and Place Value Prior Assessment Question 2:

Q2 I can write 5, 6 and 7 digit amounts.

I can write 5, 6 and 7 digit amounts when 0 is used as a place holder.

NPV 1: read, write, order and compare numbers up to 10 000 000 and determine the value

Teacher Input Ideas:

Here is a variety of ideas:

- **Children could be given place value cards to explore different amounts up to 7 digits. They could then record these on place value tables/ charts when an amount is read aloud to them or written in words.**

- **Explore amounts written in word form or read aloud. Explore when and why a zero is used and discuss how we can ensure that we have the correct number of digits for the amount that is said. You could play a game, such as children could hold up the digit cards when each amount is read aloud. Explore numbers such as 306, 876. Model listening to the amounts alongside using a place value chart where the children can write in the columns the amounts that are read aloud. For example, "I can hear that there is 3 hundred thousand so I place a 3 here, the next column is tens of thousands. I can hear I have 6 thousand so therefore I need to add a 0 as we have no tens of thousands."**

  Explore without a place value chart with 4, 980, 763. For example, "I can hear I have 4 million therefore I know I will need 7 digits for this number." Encourage the children to have a go independently on whiteboards and then check that they have 7 digits. Ask the children to explain where there may be difficulty and look at errors together.

- **Practise counting from different larger numbers in different amounts: such as 34,599 adding 1, 10 or 100 each time and observe what happens to the size of the number and the position of the digits.**

Practice Activities

Purple Practice: Most suited for children that made errors in **Question 2 a, b and c and** need to secure writing up to 7 digit amounts accurately before exploring using zero as a place holder.

This activity consists of two sheets. The first sheet has amounts written in words on. The children are to read the amounts and write these in digits. For instant feedback

and assessment, these could be cut out and stuck onto the bottom of strips of paper. Then the strip could be folded in half so that the amount is displayed on the outside of the card. On the inside or reverse of the card the answers (sheet two) could be cut out and stuck on so that the children could lift the flap or turn over the card to see instantly if they are correct. The children can then review if they have made progress towards the objective and they can be easily regrouped and given more support during the lesson if children are making errors.

Alternatively, the children could have these cut up and scattered on the table for children to choose amounts. Cards could also be selected /given by yourself using the assessment to help group and select. Green cards could also be given when children feel secure in writing 7 digit numbers. The second purple sheet could be given to help the children to check their answers and assess their learning.

Green Practice: Most suited for children that **made errors in Question 2 d and e** and will benefit from practising writing up to 7 digit amounts, including amounts where 0 is used as a place holder.

As suggested above with the purple activity, the two sheets could be cut up or placed on folded cards so that the children are given instant feedback on their progress during the lesson. These cards require the children to record amounts in digits up to 10 million, including numbers where zero is used as a place holder

Yellow Practice Most suited for children who demonstrate some **understanding** in **Question 2** and will benefit from writing 6, 7 and 8 digit amounts in digits.

This activity encourages the children to create their own table to record information. The children could also apply skills of measuring and mental division to produce a high-quality table on the sheet or into their books. They are then encouraged to read the amounts that are recorded in words and record these using digits in the table.

Mastery The children are encouraged to develop their problem-solving skills in this activity and discuss the ideas and method they are using to work it out. Allow the children time to explore what the problem is and suggest possible starting points/answers. The questions below may prompt the children to suggest that some clues are more useful initially than others to help reduce the possibilities for each person.

Prompts

Which clue will you use first? Why? Explain how this clue helps you? Are there any clues you can't use yet? Why? Is there more than one possible answer for some of the clues? How will you record your ideas?

Answers

Purple and Green: answers are on sheet 2 of both tasks.

Yellow:

Places	Distance in metres
Leicester to London	142978
London to Manchester	261970
Manchester to Paris	605862
London to Madrid	1264825
Dublin to New York	5120286
Birmingham to Budapest	1590620
Dubai to Sydney	12063027

Mastery:

9 574 098	425 172	819 168	10 817 126
Oskar	Felix	Sam	Harley

Read the amounts and write down the number in digits.

Twenty five thousand, four hundred and seventy two

Ninety four thousand, five hundred and twelve

One hundred and seventy-seven thousand, two hundred and eighty three

Five hundred and fifty four thousand, two hundred and fourteen

Seven thousand, nine hundred and ninety nine

Six hundred and fifty four thousand, seven hundred and twenty two

One million, eight hundred and fifteen thousand, six hundred and forty one

Seven million, five hundred and twenty four thousand, five hundred and fifteen.

Four million, three hundred and fifty one thousand, two hundred and sixty four

Five hundred and fourteen thousand two hundred and seventeen.

Three million, six hundred and eighty four thousand, six hundred and forty three

Fifty three thousand five hundred and eleven.

Eight million, six hundred and eleven thousand, four hundred and twelve.

Nine million, five hundred and sixty one thousand, one hundred and eleven.

Eight hundred and fifty six thousand, one hundred and fourteen.

Check your answers here.

25472	94512	177283
554214	7999	654722
1815641	7524515	4351264
514217	3684643	53511
8611412	9561111	856114

BRICKWORK
mathematics

Green Practice

Lo: I can write amounts using digits, including numbers with zeroes.

Read the amounts and write down the number in digits.

Fifty four thousand, seven hundred and fifty	Ninety thousand, four hundred and fifteen	Seventy six thousand and two
One hundred and three thousand, seven hundred and forty	Seven hundred and forty thousand and eighty two	Six hundred and fifty five thousand and three forty
Nine hundred and fifty four thousand, six hundred and seven	Eight million, four hundred and one thousand, six hundred and nine	Four million, four hundred and forty thousand and one hundred.
Six million, one thousand, five hundred and seventeen.	One million, four hundred and two thousand, six hundred and one	Five hundred and one thousand
Five million and one	Six hundred thousand and eleven	Two hundred and two thousand and two

BRICKWORK

Mathematics

Lo: I can write amounts using digits, including numbers with zeroes.

Check your answers here.

54750	90415	76002
103740	740082	655003
954607	8401609	4440100
6001517	1402601	501000
5000001	600011	202002

Yellow Practice

Lo: I can write 5, 6 and 7 digit amounts when I must use 0 as a place holder.

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mathematics

Bobby recorded how many metres distance is between some of his favourite places. He recorded them down onto a piece of paper. He wants to record these into a table using digits so he can compare the amounts clearly.

Leicester to London is one hundred and forty-two thousand, nine hundred and seventy-eight metres in distance.

London to Manchester is two hundred and sixty-one thousand, nine hundred and seventy metres in distance.

Manchester to Paris is six hundred and five thousand, eight hundred and sixty-two metres in distance.

London to Madrid is one million, two hundred and sixty-four thousand, eight hundred and twenty-five metres in distance.

Dublin to New York is five million, one hundred and twenty thousand, two hundred and eighty-six in distance

Birmingham to Budapest is one million, five hundred and ninety thousand, six hundred and twenty metres in distance.

Dubai to Sydney is twelve million, sixty-three thousand, and twenty-seven metres in distance.

Create your own table to record this information. Write the distance using digits.

BRICKWORK
mathematics

4 children write down a number each. Below are the 4 numbers. Use the clues to work out which number belongs to which child.

Nine million, five hundred and seventy-four thousand, and ninety- eight.

Four hundred and twenty-five thousand, one hundred and ninety- eight.

Eight hundred and nineteen thousand, five hundred and sixty- eight.

Ten million, eight hundred and seventeen thousand, one hundred and twenty-six.

Clues:

Felix has no millions in his number.

Sam has no sevens in his number.

Harley has approximately 10 million more than Sam in her number.

Oskar has more odd digits than even digits in his number.

Felix

Sam

Harley

Oskar

Write the answers in digits.