# Number and Place Value:
## Order Whole Numbers to 1 000 000

| Aim: | Success Criteria: | Resources: |
|---|---|---|
| Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.<br><br>To order and compare numbers to 1 000 000. | I can determine the value of each digit in a number.<br><br>I can use a place value grid to compare numbers.<br><br>I can put numbers in a given order. | **Lesson Pack**<br><br>Whistle |

| | Key/New Words: | Preparation: |
|---|---|---|
| | Place value, digit, compare, order, higher, lower, greater than, less than, millions, thousands, hundreds, tens, ones, zero, partition, digit. | **Build a Number Cards** - cut out, one per class<br><br>Differentiated **Number Ordering Cards** - cut out, one per class<br><br>Differentiated **Spiral Ordering Sheet** - one per pair<br><br>**Star Swap Activity Sheet** - as required |

| Prior Learning: | It will be helpful if children have covered reading and writing numbers with up to at least 1 000 000, and identifying the value of each digit. |
|---|---|

## Learning Sequence

| | | |
|---|---|---|
| | **Remember It:** Children read different representations of numbers shown on the **Lesson Presentation**, identifying which is the odd one out. | |
| | **Build a Number:** Give each child a **Build a Number Card**. Children move around the space with their cards, then get into groups of six when the whistle is blown. Each child in the group should have a different coloured card. Children build a number using the parts of numbers shown on their cards. Show the next slide on the **Lesson Presentation**, which gives the criteria for winning this round. Find the winning group, then repeat the game, showing a different slide with different criteria for winning. | |
| | **Ordering Numbers:** Introduce the table showing the weekly takings at a theme park as shown on the **Lesson Presentation**. Model how to enter the digits of each number in the table into a place value grid using the **Lesson Presentation**. Click through the slides to explain how to compare four of the numbers by looking at the value of their digits. **Can children order the three remaining numbers by comparing the value of their digits?** Share the final order of the numbers and discuss any misconceptions. | |
| | **Explain Yourself:** Show the set of numbers on the **Lesson Presentation**. **Can children identify which number would be third if they were put in order? Can children explain how they ordered the numbers?** Referring to the **Lesson Presentation**, model an explanation of how to order the numbers to identify the third number in the set. | |
| | **Connect the Dots:** Children order the numbers in the circle on the **Lesson Presentation** by joining the dots. Click through the slides to reveal the answer. **Can children put the numbers in order?** | |
| | **Spiral Ordering:** Children take turns to draw a differentiated **Number Ordering Card**. Children label their number on the differentiated **Spiral Ordering Sheet**. The winner is the player who is the first to get three numbers in order on the spiral. **Can children put numbers in a given order?** | |

★ Numbers up to 10 000. Spiral has quarter, half way and three quarter points marked and labelled.

★★ Numbers up to 100 000. Spiral has half way point marked and labelled.

★★★ Numbers up to 1 000 000.

**Diving into Mastery:** Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.

To compare amounts using inequality symbols, order amounts and position numbers on a number line to 1 000 000.

Children interpret clues and match the clues to the set of ordered numbers. They answer reasoning questions about numbers that can be made - and ordered - from a set of number cards.

Children decide whether statements about a set of ordered numbers - some numbers unknown - are true or false, explaining their reasoning. They explain whether generalised statements about ordering are always, sometimes or never true.

**Star Swap:** Show the star on the **Lesson Presentation** and explain that two opposite pairs of numbers have been swapped. **Can children work out which pairs need to swapped back to put the numbers in order?** Children use the **Star Swap Activity Sheet** if required. Share and discuss the answer.

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**Explore**it

**Find**it: Set up a number hunt around your classroom or school. Write numbers up to 1 000 000 on lolly sticks and hide them. Children find the numbers, then put them in order.

**Order**it: Children use **Place Value Ordering 6-Digit Numbers Activity Sheet** to order six-digit numbers.

**Learn**it: Children will find this visually exciting **Knowledge Organiser** a useful tool for ordering and comparing numbers to 1 000 000.

# Maths

## Number and Place Value

# Order Whole Numbers to 1 000 000

# Aim

- To order and compare numbers to 1 000 000.

# Success Criteria

- I can determine the value of each digit in a number.
- I can use a place value grid to compare numbers.
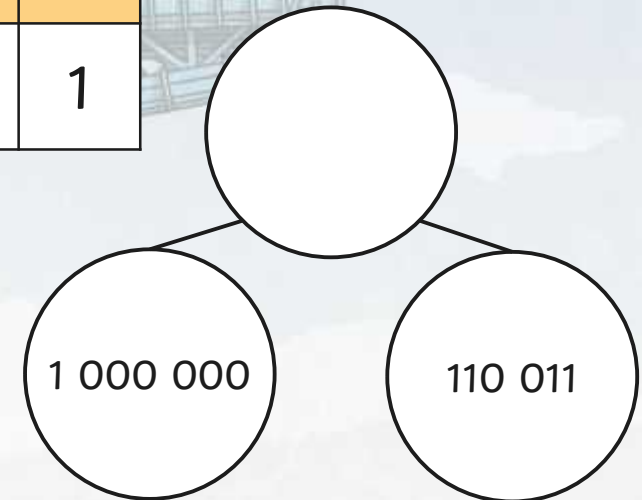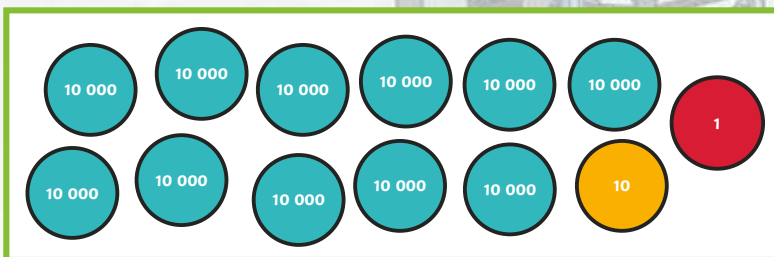- I can put numbers in a given order.

# Remember It

Which of the representations is the odd one out?
Explain your reasoning to your partner.

| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| 1 | 1 | 1 | 0 | 0 | 1 | 1 |

one million, one hundred and ten thousand and eleven

one millions, one hundred thousands, one ten thousands, one ten and one ones

1 000 000        110 011

10 000  10 000  10 000  10 000  10 000  10 000  1

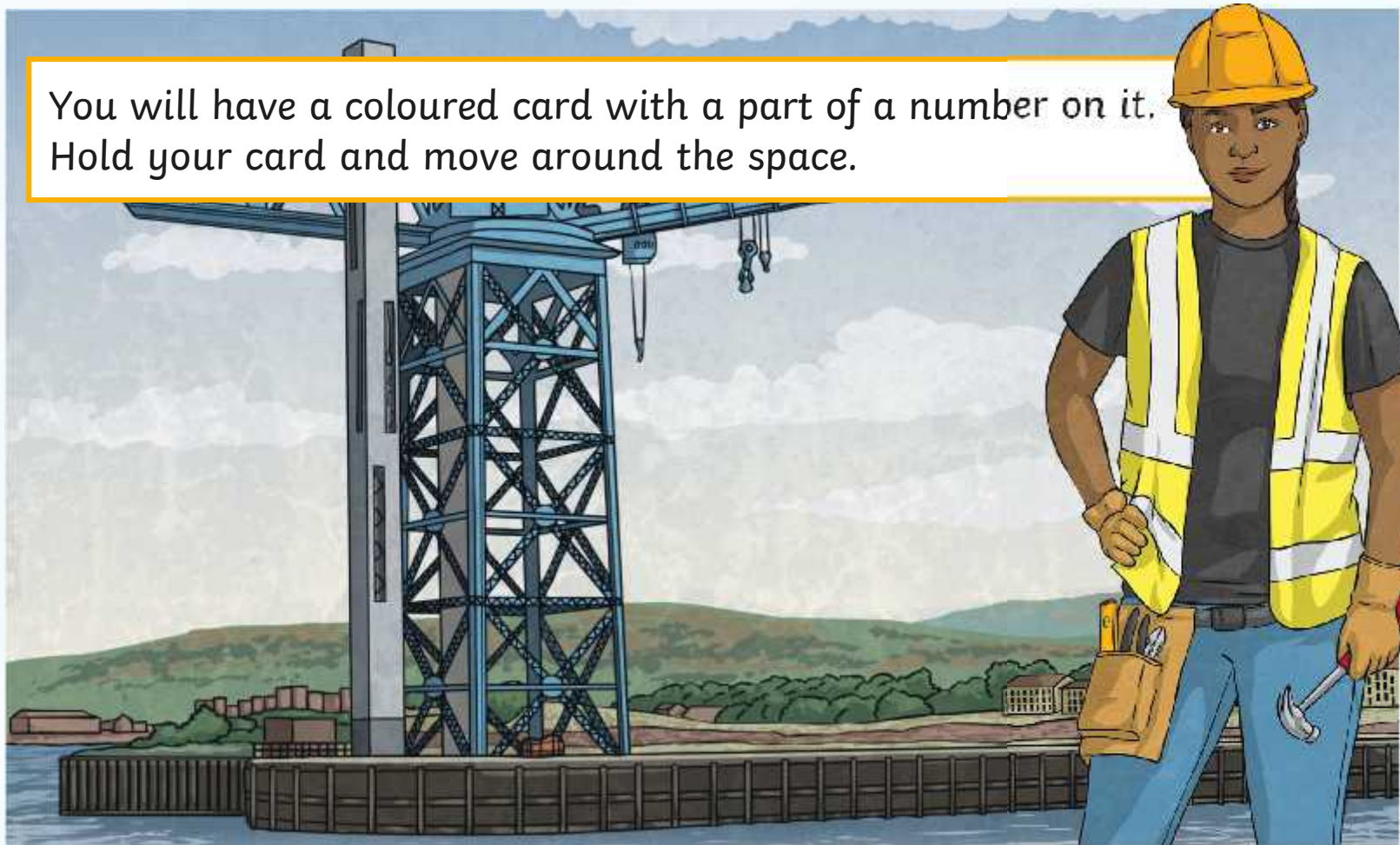10 000  10 000  10 000  10 000  10 000  10

The place value counters is the odd one out.
All other representations total 1 110 011.
The counters represent 1 100 011.

# Build a Number

You will have a coloured card with a part of a number on it. Hold your card and move around the space.

# Build a Number

When I blow the whistle, get into a group of 6. Each person in your group should have a different coloured card.

If it is not possible to get into a group of 6, just make sure everyone in your group has a different coloured card.

Look at the parts of numbers on your cards.
What number can you build from the different parts?

I will choose a winner based on different criteria each time. It might be the highest number, the lowest number or the number closest to 500 000.

# Build a Number

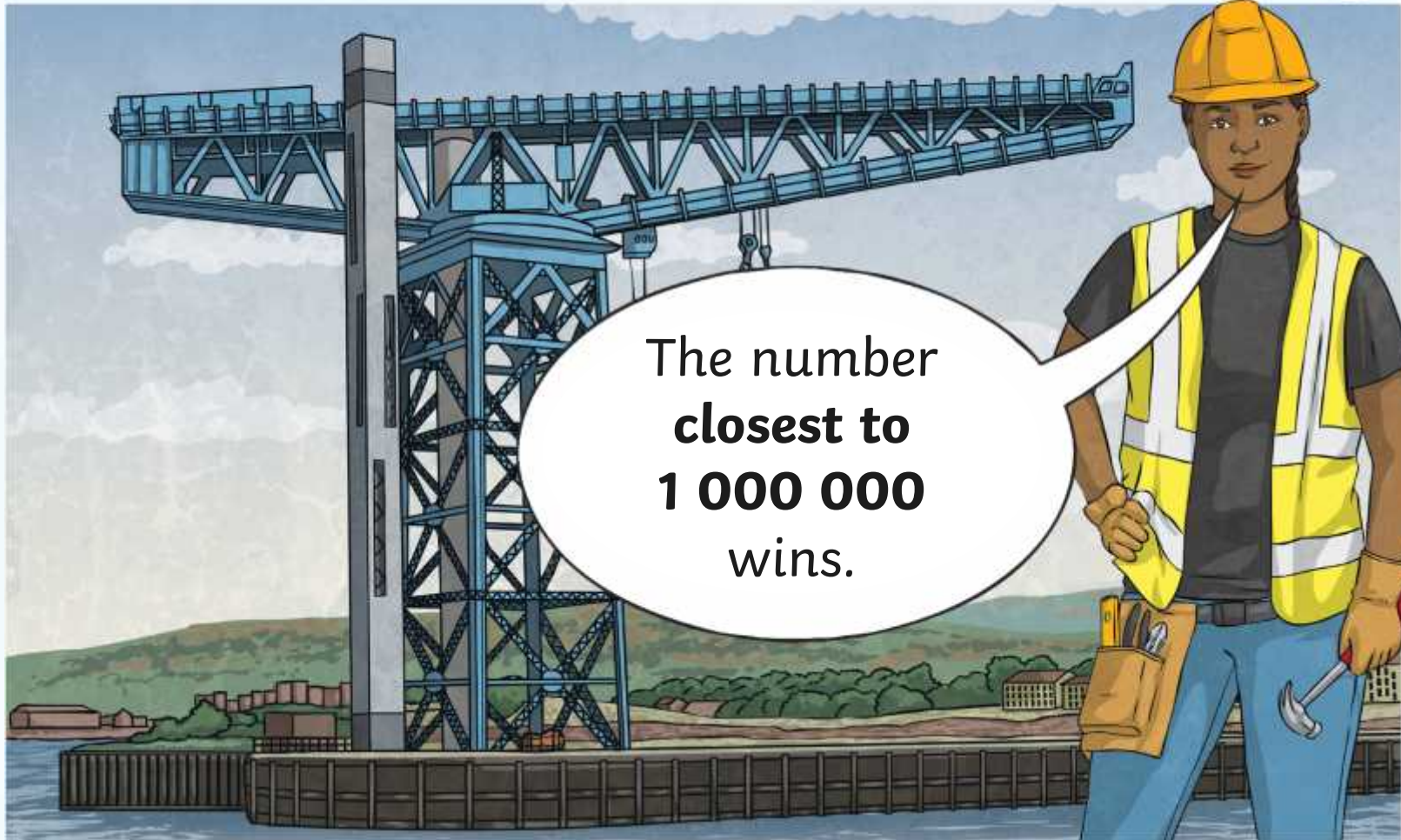

The **highest** number wins!

# Build a Number

The winning group is the one with the number **closest to 400 000**.

# Build a Number

The number **closest to** **1 000 000** wins.

# Build a Number

The winning groups are any that have made a number **lower than 300 000**.

# Comparing 6-Digit Numbers

**Whole Class**

When we compare 6-digit numbers, we compare the values of each digit starting with the hundred thousands. If the numbers have the same amount of hundred thousands, we compare the ten thousands. If the digits are the same again, we look at the next place value digit to the right.

| 881 317 | < | 881 371 |

**<**

less than

| 881 317 | 881 713 | 881 371 | 881 137 |

881 317 and 881 371 both have 8 hundred thousands, 8 ten thousands, 1 thousand and 3 hundreds.
881 317 has 1 ten.
881 371 has 7 tens.
881 317 is less than 881 371.

# Comparing 6-Digit Numbers

Whole Class

When we compare 6-digit numbers, we compare the values of each digit starting with the hundred thousands. If the numbers have the same amount of hundred thousands, we compare the ten thousands. If the digits are the same again, we look at the next place value digit to the right.

881 713 > 881 137

> greater than

881 317    881 713    881 371    881 137

881 713 and 881 137 both have 8 hundred thousands, 8 ten thousands and 1 thousand.
881 713 has 7 hundreds.
881 137 has 1 hundred.
881 713 is greater than 881 137.

# Ordering Numbers

When ordering numbers, we need to compare the value of the digits in each place. We can do this using a place value grid to help us.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| £12 875 | £10 423 | £12 785 | £9758 | £13 853 | £19 758 | £21 758 |

**Look at this table.**

It shows the takings at an amusement park over a week.

# Ordering Numbers

Entering the amounts into a place value grid helps to compare the value of the digits.

| Day | Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|---|---|
| Monday | | | 1 | 2 | 8 | 7 | 5 |
| Tuesday | | | 1 | 0 | 4 | 2 | 3 |
| Wednesday | | | 1 | 2 | 7 | 8 | 5 |
| Thursday | | | | 9 | 7 | 5 | 8 |
| Friday | | | 1 | 3 | 8 | 5 | 3 |
| Saturday | | | 1 | 9 | 7 | 5 | 8 |
| Sunday | | | 2 | 1 | 7 | 5 | 8 |

# Ordering Numbers

Monday and Wednesday both have 2s in the thousands column, so we look at their hundreds digits. Monday has an 8, so this is the next biggest number in the set, while Wednesday has a 7 in the hundreds column, making it the next number in the set.

| Day | Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|---|---|
| Monday | | | 1 | 2 | 8 | 7 | 5 |
| Tuesday | | | 1 | 0 | 4 | 2 | 3 |
| Wednesday | | | 1 | 2 | 7 | 8 | 5 |
| Thursday | | | | 9 | 7 | 5 | 8 |
| Friday | | | 1 | 3 | 8 | 5 | 3 |
| Saturday | | | 1 | 9 | 7 | 5 | 8 |
| Sunday | | | 2 | 1 | 7 | 5 | 8 |

We look at the ordering the Sunday number, it is the only number in the hundreds column to the left (there are 2 ten thousands). This makes it the largest number in the set.

# Ordering Numbers

Here are the numbers in order:

| Day | Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|---|---|
| Sunday | | | 2 | 1 | 7 | 5 | 8 |
| Saturday | | | 1 | 9 | 7 | 5 | 8 |
| Friday | | | 1 | 3 | 8 | 5 | 3 |
| Monday | | | 1 | 2 | 8 | 7 | 5 |
| Wednesday | | | 1 | 2 | 7 | 8 | 5 |
| Tuesday | | | 1 | 0 | 4 | 2 | 3 |
| Thursday | | | | 9 | 7 | 5 | 8 |

# Explain Yourself

**Whole Class**

Look at this set of numbers:

| 3 576 283 | 3 756 382 | 3 567 382 | 3 765 283 |

If you put them in order from highest to lowest, which number would be third?

Explain your choice to a partner and explain how you ordered the numbers.

# Explain Yourself

| 3 576 283 | **3 756 382** | 3 567 382 | **3 765 283** |

To order the numbers, compare the digits. All the numbers have 3 millions, so we need to compare the digits in the hundred thousands place.

We can see that 2 of the numbers have 5s in the hundred thousands place and 2 of the numbers have 7s in the hundred thousands place.

We know that the numbers with 7s in the hundred thousands place are higher than the numbers with 5s, so we then move on to compare the digits in the ten thousands place.

# Explain Yourself

3 576 283    **3 7<u>5</u>6 382**    3 567 382    **3 7<u>6</u>5 283**

Looking at the 2 highlighted numbers, we can see that one has a 5 in the ten thousands place, whereas the other number has a 6 in the ten thousands place.

This means that 3 765 283 is bigger than 3 756 382. Therefore, we can put these two numbers in order.

**3 765 283,   3 756 382**

# Explain Yourself

3 5**7**6 283     3 5**6**7 382

We now just need to compare the ten thousands digits in the remaining two numbers.

We can see that the first number has a 7 in the ten thousands place, whereas the second number has a 6 in the ten thousands place.

This means that 3 576 283 is bigger than 3 567 382.
We can order these numbers now.

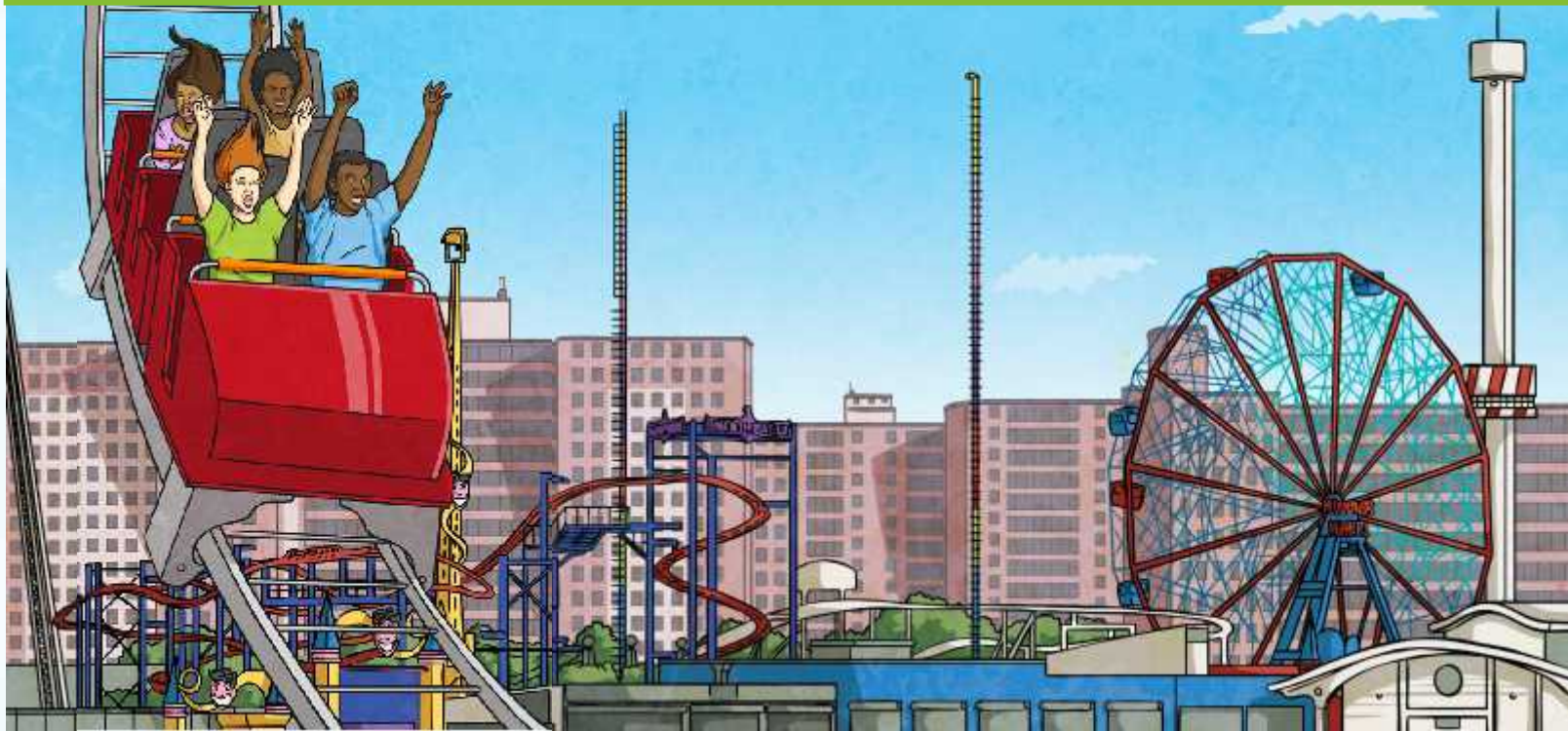**3 765 283,  3 756 382,  3 576 283,  3 567 382.**

# Explain Yourself

**3 765 283,   3 756 382,   3 576 283,   3 567 382.**

This means that **3 576 283** would appear **third** in this list!

# Connect the Dots

Whole Class

Can you order these numbers smallest to greatest by connecting the dots? Start at the green dot.

56 874

54 867          45 768

65 478                    47 658

54 847          67 487

65 784

# Explain Yourself

## Play this game in pairs.

On your **Spiral Ordering Activity Sheet** you will see a spiral numbered from zero.

Take turns to draw a Number Card. Label your number on the spiral. The first person to get 3 numbers in a row, with none of their partner's numbers between them, is the winner.

When you order your numbers, it is helpful to think about where the halfway point of the spiral is, and which number would be there. You could also work out the numbers that would be one quarter and three quarters along the spiral.
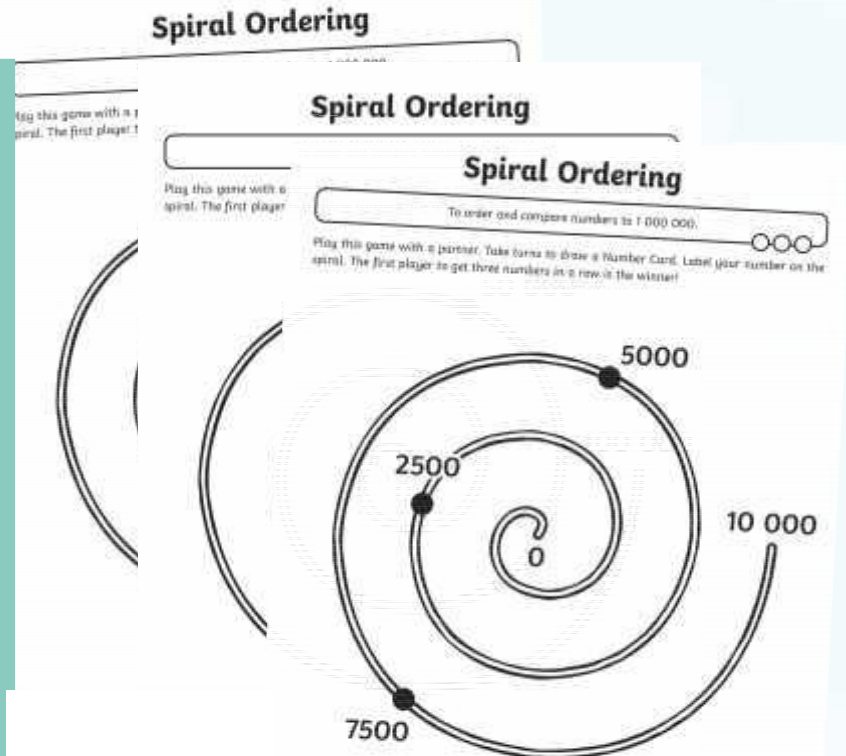
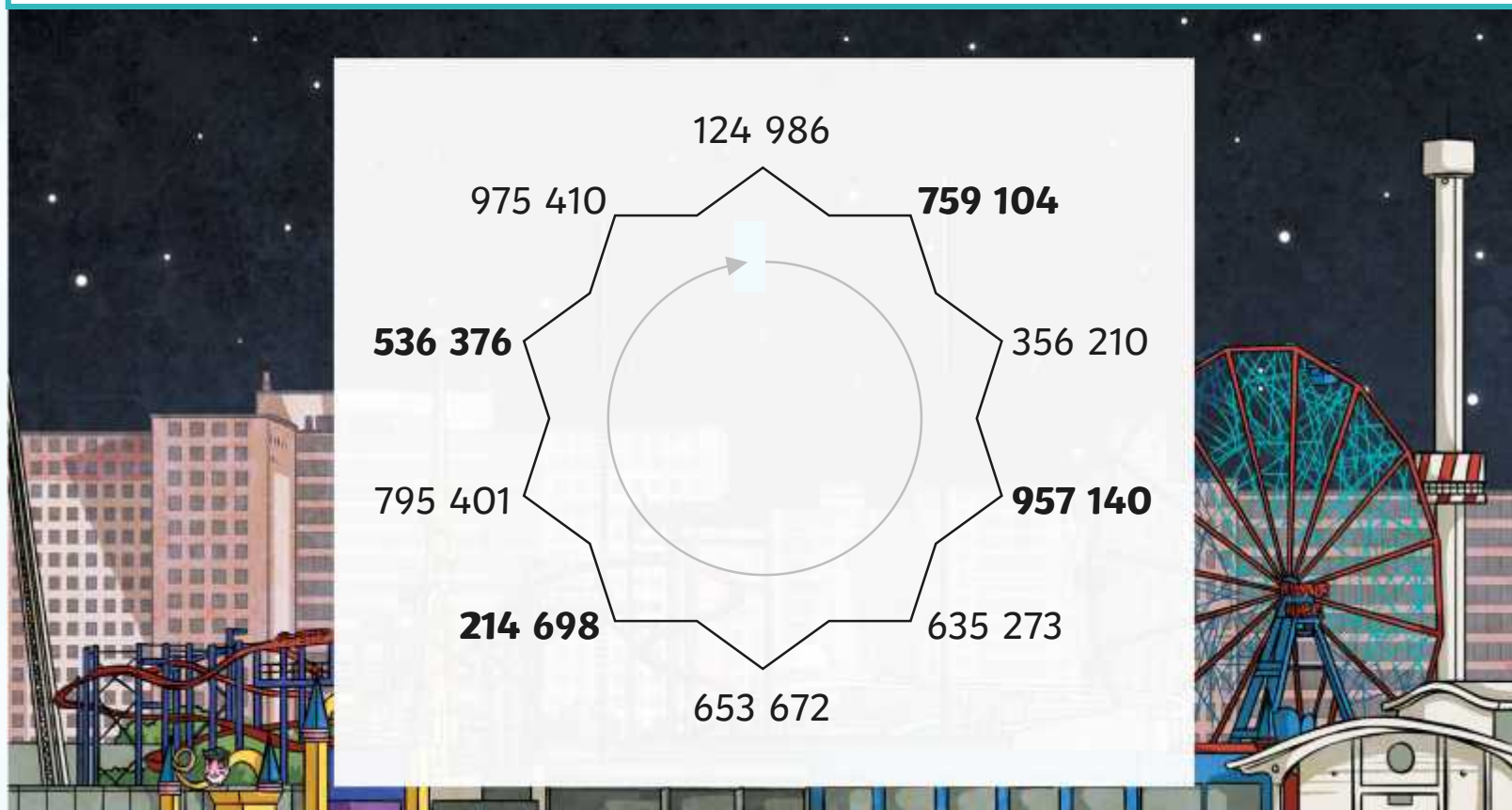## Dive in by completing your own activity!

# Star Swap

The numbers on the points of this star are in order from lowest to highest. However, two opposite pairs of numbers have been swapped. Can you work out which opposite pairs need to be swapped to get the numbers in order?

124 986

975 410          759 104

536 376          356 210

795 401          957 140

214 698          635 273

653 672

# Star Swap

Did you work out which pairs of numbers had been swapped?

124 986

975 410

**759 104**

**536 376**

356 210

795 401

**957 140**

**214 698**

635 273

653 672

# Aim

- To order and compare numbers to 1 000 000.

# Success Criteria

- I can determine the value of each digit in a number.

- I can use a place value grid to compare numbers.

- I can put numbers in a given order.

**Aim:** To order and compare numbers to 1 000 000.

Date:

Delivered By: | Support:

| Success Criteria | Me | Friend | Teacher | T | PPA | S | I | AL | GP |
|---|---|---|---|---|---|---|---|---|---|
| I can determine the value of each digit in a number. | | | | Notes/Evidence | | | | | |
| I can use a place value grid to compare numbers. | | | | | | | | | |
| I can put numbers in a given order. | | | | | | | | | |

Next Steps

) _____

) _____

| T | Teacher | I | Independent |
|---|---|---|---|
| PPA | Planning, Preparation and Assessment | AL | Adult Led |
| S | Supply | GP | Guided Practice |

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| | | |
|---|---|---|
| Three ones | Five ones | Six ones |
| Zero ones | Two ones | Nine ones |

| | | |
|---|---|---|
| Two tens | Six tens | Seven tens |
| One ten | Four tens | Eight tens |

| | | |
|---|---|---|
| Five hundreds | Nine hundreds | Zero hundreds |
| Four hundreds | Six hundreds | Eight hundreds |

| Two thousands | Seven thousands | One thousand |
|:---:|:---:|:---:|
| Four thousands | Three thousands | Six thousands |

| One ten thousand | Nine ten thousands | Eight ten thousands |
| --- | --- | --- |
| Three ten thousands | Five ten thousands | Four ten thousands |

| | | |
|---|---|---|
| Zero hundred thousands | Six hundred thousands | Nine hundred thousands |
| Five hundred thousands | Four hundred thousands | Two hundred thousands |

**1)** 

| Make these statements true by using the < or > symbol. | | |
|---|---|---|
| Monday's earnings | **>** | Wednesday's earnings |
| Thursday's earnings | **>** | Tuesday's earnings |
| Friday's earnings | **<** | Tuesday's earnings |

| Tuesday's earnings | **<** | Thursday's earnings | **>** | Friday's earnings |
|---|---|---|---|---|

**2)**

| smallest | £42 042 Friday | £42 047 Tuesday | £42 568 Wednesday | £43 113 Thursday | £43 125 Monday | greatest |
|---|---|---|---|---|---|---|

**3)** 

0 — January ——— 500 000 — April — October ——— 1 000 000 — July

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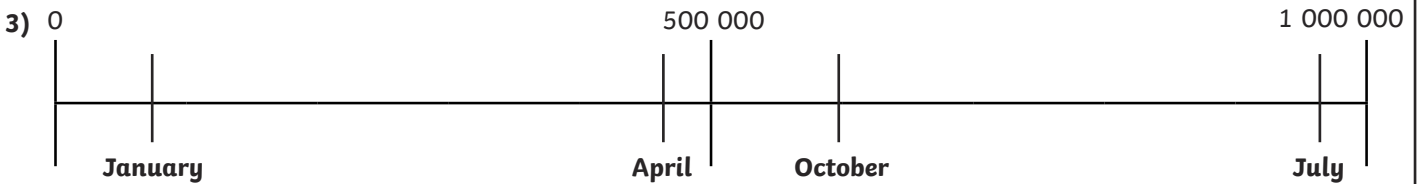
**1)** **Rodrigo – B**

**Thelma - C**

**2)** **a)** **Leo is incorrect. The largest number Fiona could make is 863 210.**

**b)** **There are many possible answers. Both numbers should be larger than 836 210. The fourth number should be larger than the third.**

**c)** **Leo has ordered the numbers in ascending order not descending order.**

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**1)** **Freddie is incorrect. 167 980 is a possible answer but it is not the only possible answer.**

**Christie is incorrect. The last card must be larger than 167 998. 167 000 is smaller than 167 998 so it is not a possible answer.**

**Emmanuel is incorrect. When the number cards are put in descending order, 167 998 will be the second card.**

**2)** **a)** **This is sometimes true. When you are ordering numbers in ascending order, the largest number will come last. However, the largest number will come first if you are putting the numbers in descending order.**

**b)** **This is sometimes true. With a set of numbers that all have a different digit in the highest value place value column, you only need to look at this – for example, 23, 54 and 78. However, if the digits are the same then you need to look at the next highest value place value column.**

**c)** **Always true.**

**1)**

Here are the earnings from the gift shop at a theme park.

| | |
|---|---|
| Monday | £43 125 |
| Tuesday | £42 047 |
| Wednesday | £43 113 |
| Thursday | £42 568 |
| Friday | £42 042 |

**Make these statements true by using the < or > symbol.**

| Monday's earnings | | Wednesday's earnings |
|---|---|---|
| Thursday's earnings | | Tuesday's earnings |
| Friday's earnings | | Tuesday's earnings |

| Tuesday's earnings | | Thursday's earnings | | Friday's earnings |
|---|---|---|---|---|

**2)** Order the amounts of money in ascending order.

| smallest | | | | | greatest |
|---|---|---|---|---|---|

**3)** Here are the theme park's average ticket sales for different months of the year.

| January | 100 000 |
|---|---|
| April | 450 000 |
| July | 950 000 |
| October | 600 000 |

Estimate where these numbers would sit on a number line. Mark them and label the month.

```
0                        500 000                    1 000 000
|                           |                           |
```

**1)** Match the child to the set of numbers that satisfies their clue.

I've put numbers between 50 000 and 200 000 in order.

Rodrigo

I need to swap around two numbers to order my numbers correctly.
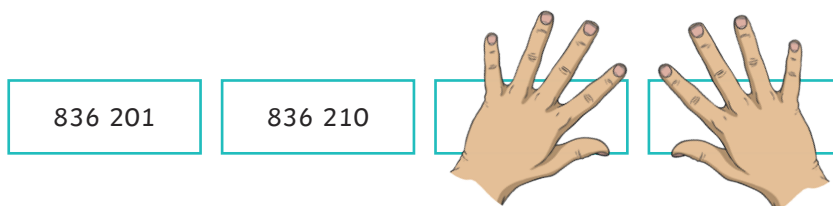
Thelma

| A | 760 891, 761 545, 761 877, 761 898 |
| B | 760 891, 761 545, 761 877, 761 898 |
| C | 76 882, 289 776, 332 540, 312 740 |

**2)** Fiona picked 6 cards from a set of 0-9 digit cards. She arranged them to make as many 6-digit numbers as she could.

| 6 | 1 | 0 | 8 | 3 | 2 |

**a)** Leo says that the greatest number Fiona could make is 632 801. Do you agree? Explain your answer.

_____

**b)** Fiona makes four numbers using these digit cards and arranges them in ascending order. She covers the last two numbers.

| 836 201 | 836 210 | | |

Which numbers could go in the last two boxes? Find two possible answers for each box.

_____

_____

**c)** Leo makes four numbers of his own. He arranges them in descending order.

| 985 211 | 985 321 | 975 891 | 983 120 |

Do you agree with his work? Explain your answer.

_____

_____

**1)** Read the statements about the cards in ascending order below.

| 167 972 | | 167 998 | |
|---------|---|---------|---|

Freddie: The second card could only be 167 980.

Christie: The last card could be 167 000.

Emmanuel: 167 998 will be in the same position if the cards are put in descending order.

Do you agree with the children's statements? Explain your answers.

_____

_____

_____

**2)** Are the following statements always, sometimes or never true? Explain your answers.

**a)** When ordering numbers, you always put the largest number last.

_____

_____

**b)** You only need to look at the digit with the largest value when ordering numbers.

_____

_____

**c)** Putting an odd amount of numbers in ascending order gives you the same middle number as when you put the group of numbers in descending order.

_____

_____

**1)**

| Here are the earnings from the gift shop at a theme park. | |
|---|---|
| Monday | £43 125 |
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| Thursday | £42 568 |
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| Make these statements true by using the < or > symbol. | | | | |
|---|---|---|---|---|
| Monday's earnings | | Wednesday's earnings | | |
| Thursday's earnings | | Tuesday's earnings | | |
| Friday's earnings | | Tuesday's earnings | | |
| Tuesday's earnings | | Thursday's earnings | | Friday's earnings |

**2)** Order the amounts of money in ascending order.

**3)** Here are the theme park's average ticket sales for different months of the year.

| January | 100 000 |
|---|---|
| April | 450 000 |
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| October | 600 000 |

Draw a number line from 0 to 1 000 000. Estimate where these numbers would sit on a number line. Mark them and label the month.

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I've put numbers between 50 000 and 200 000 in order.

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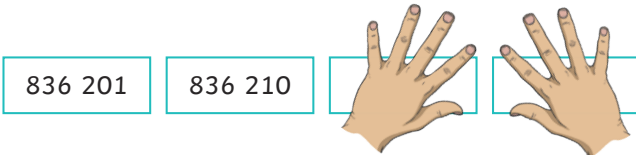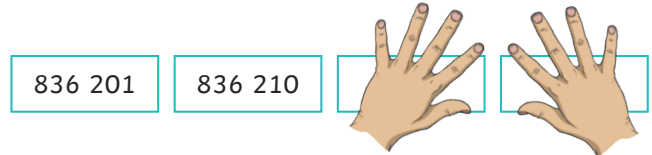
Thelma

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|---|---|
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**2)** Fiona picked 6 cards from a set of 0-9 digit cards. She arranged them to make as many 6-digit numbers as she could.

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|---|---|---|---|---|---|

**a)** Leo says that the greatest number Fiona could make is 632 801. Do you agree? Explain your answer.

**b)** Fiona makes four numbers using these digit cards and arranges them in ascending order. She covers the last two numbers.

| 836 201 | 836 210 | | |
|---|---|---|---|



Which numbers could go in the last two boxes? Find two possible answers for each box.

**c)** Leo makes four numbers of his own. He arranges them in descending order.

| 985 211 | 985 321 | 975 891 | 983 120 |
|---|---|---|---|

Do you agree with his work? Explain your answer.

**1)** Read the statements about the cards in ascending order below.

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|---|---|---|---|

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Do you agree with the children's statements? Explain your answers.

**2)** Are the following statements always, sometimes or never true? Explain your answers.

**a)** When ordering numbers, you always put the largest number last.

**b)** You only need to look at the digit with the largest value when ordering numbers.

**c)** Putting an odd amount of numbers in ascending order gives you the same middle number as when you put the group of numbers in descending order.

# Number Ordering Cards

To order and compare numbers to 1 000 000.

Cut out these cards and use them to complete the Spiral Ordering Activity Sheet.

| | | | |
|---|---|---|---|
| 1000 | 9000 | 2000 | 3500 |
| 7000 | 7300 | 1250 | 1700 |
| 500 | 2750 | 8500 | 5500 |
| 3000 | 9250 | 2900 | 100 |
| 4500 | 8000 | 9500 | 9900 |

| | | | |
|---|---|---|---|
| 1000 | 9000 | 2000 | 3500 |
| 7000 | 7300 | 1250 | 1700 |
| 500 | 2750 | 8500 | 5500 |
| 3000 | 9250 | 2900 | 100 |
| 4500 | 8000 | 9500 | 9900 |

# Number Ordering Cards

To order and compare numbers to 1 000 000.

Cut out these cards and use them to complete the Spiral Ordering Activity Sheet.

| | | | |
|---|---|---|---|
| 25 000 | 75 000 | 12 500 | 87 500 |
| 31 900 | 10 200 | 10 250 | 29 400 |
| 7500 | 15 300 | 19 000 | 65 250 |
| 56 000 | 91 300 | 91 030 | 70 500 |
| 30 750 | 5000 | 69 000 | 40 000 |

| | | | |
|---|---|---|---|
| 25 000 | 75 000 | 12 500 | 87 500 |
| 31 900 | 10 200 | 10 250 | 29 400 |
| 7500 | 15 300 | 19 000 | 65 250 |
| 56 000 | 91 300 | 91 030 | 70 500 |
| 30 750 | 5000 | 69 000 | 40 000 |

# Number Ordering Cards

To order and compare numbers to 1 000 000.

Cut out these cards and use them to complete the Spiral Ordering Activity Sheet.

| | | | |
|---|---|---|---|
| 500 000 | 250 000 | 750 000 | 330 400 |
| 25 850 | 920 600 | 960 200 | 45 700 |
| 815 700 | 851 900 | 123 480 | 132 840 |
| 600 000 | 690 200 | 700 000 | 850 000 |
| 303 900 | 457 000 | 213 408 | 990 900 |

| | | | |
|---|---|---|---|
| 500 000 | 250 000 | 750 000 | 330 400 |
| 25 850 | 920 600 | 960 200 | 45 700 |
| 815 700 | 851 900 | 123 480 | 132 840 |
| 600 000 | 690 200 | 700 000 | 850 000 |
| 303 900 | 457 000 | 213 408 | 990 900 |

# Spiral Ordering

To order and compare numbers to 1 000 000.

Play this game with a partner. Take turns to draw a Number Card. Label your number on the spiral. The first player to get three numbers in a row is the winner!

5000

2500

10 000

0

7500

# Spiral Ordering

To order and compare numbers to 1 000 000.

Play this game with a partner. Take turns to draw a Number Card. Label your number on the spiral. The first player to get three numbers in a row is the winner!
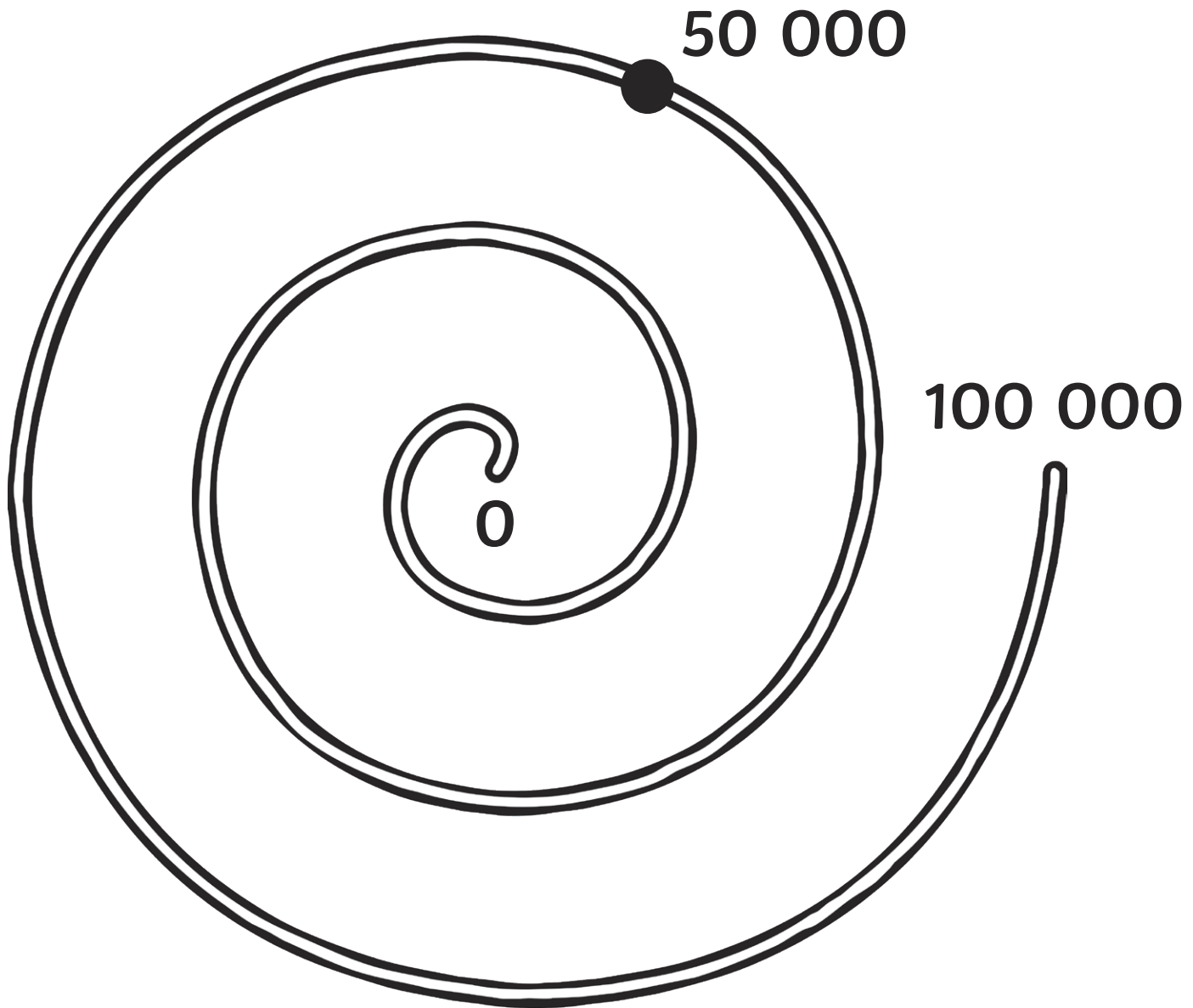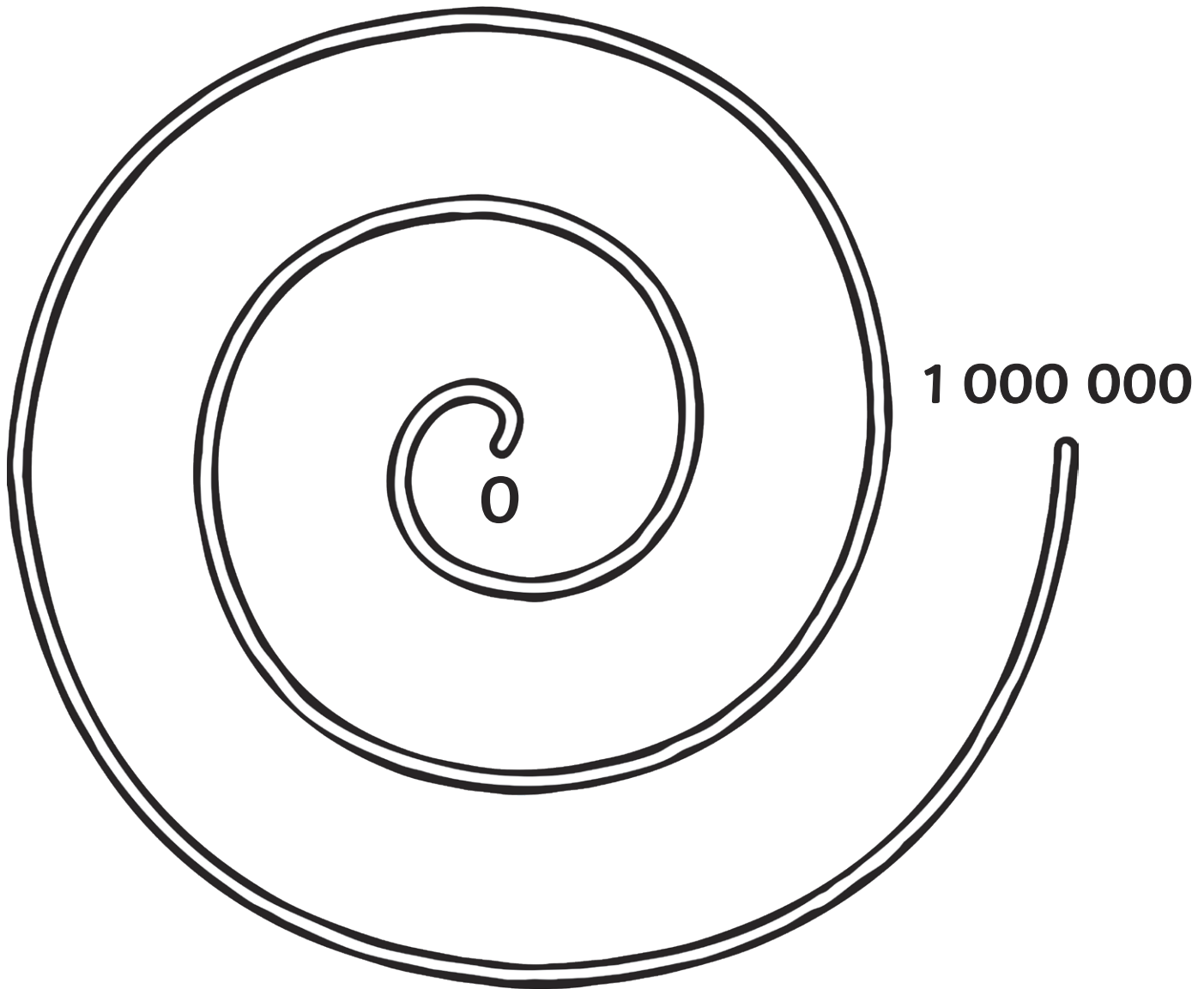
50 000

100 000

0

# Spiral Ordering

To order and compare numbers to 1 000 000.

Play this game with a partner. Take turns to draw a Number Card. Label your number on the spiral. The first player to get three numbers in a row is the winner!

1 000 000

0

# Star Swap

The numbers on the points of this star are in order from lowest to highest. However, two opposite pairs of numbers have been swapped. Can you work out which opposite pairs need to be swapped to get the numbers in order?

124 986

975 410

759 104

536 376

356 210

795 401

957 140

214 698

635 273

653 672

Place Value | Order Whole Numbers to 1 000 000

| | | |
|---|---|---|
| **To order and compare numbers to 1 000 000.** | | |
| I can determine the value of each digit in a number. | | |
| I can use a place value grid to compare numbers. | | |
| I can put numbers in a given order. | | |

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