

# 29.09.20

## Yr 6 Ocean Maths – Autumn Term

This session, we will cover a range of games which encourage you to use your number and place value skills. They are all based on topics that you have already covered this half term. Practical activities such as these are a positive way of reinforcing number and place value skills at home, which provide the foundation for deeper learning. Activity sheets and answers will be emailed separately.

### National Curriculum Objectives Covered

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context and calculate intervals across zero

# Place Value – Up to 6 Digits

Jamie has five counters. He places them onto a place value grid.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●		●		●●●		

He describes the number that his counters represent.

The counters represent 1 010 300  
or one million, ten thousand and three hundred.



**Imagine that you have ten counters and can arrange them on this place value grid.**

1. What is the highest number you can make using all the counters?
2. What is the lowest number you can make using all the counters?
3. What is the difference between these two numbers?
4. Can you arrange all the counters to make a number that rounds to 1 132 000 to the nearest 10 000? Write the number you make.
5. Can you arrange all the counters to make a number that has a five in the hundred thousands column and a four in the ones column? Write the number you make in digits and in words.
6. What is the highest number you can make that has a five in the ones place?

Use real counters if you have access to them at home – you could use pennies as counters!.

# Place Value – Up to 6 Digits

7

5

1

3

8

4

2

What is the largest six digit number you can make? Write it in digits and in words.

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What is the smallest five-digit number you can make? Write it in digits and in words.

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Can you make a number that has a three in the ten thousands place, a seven in the thousands place and a four in the millions place? Write it in digits and in words.

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Can you make a number that has a three in the ten thousands place, a seven in the thousands place and a four in the millions place? Write it in digits and in words.

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Can you make a five-digit number that has a five in the ones place and a one in the hundredths place?

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Fill in the spaces to make the lowest possible decimal number: \_\_\_\_ . \_\_\_\_ \_\_\_\_ \_\_\_\_

Make a number to make this number sentence correct:

$$5138 < \boxed{\phantom{0000}} < 5324$$

Make a decimal number that could go in the box:

$$84.3 > \boxed{\phantom{0000}} > 84.2$$



# Number – Negative Numbers

-9

20

2

-19

7

-1

←  
Lowest

→  
Highest

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their difference?

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What is the difference between the highest and the lowest number?

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# Number – Negative Numbers

**-9**

**20**

**2**

**-19**

**7**

**-1**

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their sum?

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Between which two numbers would zero fit in this number sequence?

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Find the sum of the two highest numbers and the sum of two lowest numbers. What is the difference between the two answers?

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# Number – Rounding

Work out what each number rounds to and colour the shape the correct colour.

<b>Red:</b> 3000 to the nearest hundred	<b>Orange:</b> 40 000 to the nearest 10 thousand	<b>Yellow:</b> 0.4 to the nearest tenth
<b>Blue:</b> 500 000 to the nearest hundred thousand	<b>Green:</b> 200 to the nearest hundred	<b>Purple:</b> 3 to the nearest whole number

