

Year Five: Counting, partitioning and calculating: Ordering and Place Value	
Learning Objectives	Resources
<p>Using and applying mathematics</p> <ul style="list-style-type: none">Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry <p>Counting and understanding number</p> <ul style="list-style-type: none">Count from any given number in whole-number steps; relate the numbers to their position on the number lineExplain what each digit represents in whole numbers, and partition, round and order these numbers	<p>Digit cards Calculators Dice</p>
ICT	Curriculum Links
<p>Word processing – practice how to cut and paste information to order sets of numbers</p>	<p>Geography – calculating distances on maps using simple scales</p>

Year Five: Counting, partitioning and calculating: Ordering and Place Value				
	Mental/Oral Starter	Class Introduction	Independent and Group Tasks	Plenary
Monday	<p>Provide the children with their own set of digit cards. Display the following numbers in words on flash cards and get the children to hold up the correct digits. Tell the children to turn cards back to front to show any extra zeros.</p> <p>a) Three hundred and forty eight thousand six hundred and two (348,602) b) Eight hundred and two thousand three hundred and ninety two (802,392) c) Five hundred and seventy four thousand and three (574,003) d) Six hundred and eight thousand five hundred and forty one (608,541) e) Two hundred and thirty thousand (230,000) f) Nine hundred and seventy one thousand and thirteen (971,013) g) Four hundred thousand and sixteen (400016) h) Six hundred and two thousand and seven (602,007)</p>	<p>Choose one child to roll a dice to generate six digits. Write the digits on the board in order that they are rolled.</p> <p>Provide the children with their own mini-whiteboard and ask them to write down the smallest and biggest number that they can make using all six digits.</p> <p>Choose some children to read out their number and write them onto the board. Get the children to identify the different place value of the digits. Which digit is in the thousands column? Which digit is in the hundreds column?</p> <p>Point to the smallest number that has been made using the six digits. Ask the children to identify how they can make a bigger number by moving one of the digits. Get the children in the class to read the number correctly.</p> <p>Replace one of the digits in the number with a zero. Ask the children to read the new number correctly. Move the zero to other places in the number and choose individual children to read the new numbers.</p>	<p>Support (activity 1a) Split the children into pairs and ask them to roll a dice to generate four digits. Get the children to record the smallest and biggest numbers that they can make using the four digits. Ask the children to write the numbers that they have created in words.</p> <p>Core (activity 1b) Split the children into pairs and ask them to roll a dice to generate six digits. Get the children to record the smallest and biggest numbers that they can make using the six digits. Ask the children to write the numbers that they have created in words.</p> <p>Extension (activity 1c) Split the children into pairs and ask them to randomly choose six digit cards. Get the children to record the smallest and biggest numbers that they can make using the six digits. Ask the children to write the numbers that they have created in words.</p>	<p>Which numbers are bigger than 450,000?</p> <p>Which numbers are smaller than 120,000?</p> <p>Get some children to write their suggested numbers on the board for the rest of the class to read back correctly.</p>