5M013 Overview

Master Ordering 5 and 6-Digit Numbers

Rationale

In this step, pupils build on their understanding of comparing 5 and 6-digit numbers to order 5-digit or 6-digit numbers as well as 5-digit and 6-digit numbers. They will work from left to right, looking at the greatest place value column first and continue to use the vocabulary 'greatest' and 'smallest' in their ordering.

They will continue to use the vocabulary 'ascending' and 'descending'. They will prove their understanding through the use of number lines. Pupils will develop their learning by writing missing digits to make ordering correct.

Key Stem Sentences

- The greatest number is ___
- The smallest number is ___
- ___ has more / fewer 100,000s / 10,000s / 1,000s / 100s / 10s / 1s than ___
- ___ has no 100,000s / 10,000s / 1,000s / 100s / 10s / 1s.

Key Vocabulary

- greatest place value column
- greatest / smallest
- more / fewer / no
- ascending order / descending order

Common Errors or Misconceptions

- Pupils may misread the value of digits, including when using zero as a placeholder.
- Pupils may not line up numbers accurately. For example, 232,386
  23,617

Key Representations

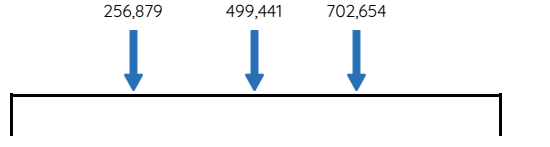
Place value counters

12,301 has fewer 10,000s than 21,030 and 21,023. 21,023 has fewer 10s than 21,030. The smallest number is 12,301 and the greatest number is 21,030

Place value charts with digits

10,000s	1,000s	100s	10s	1s
3	1	1	1	1
3	2	1	1	1
3	0	1	2	1

Number lines (to support reasoning)



Pupils will FLOURISH if they can ...

- identify which number is the smallest and which is the greatest.
- order numbers from smallest to greatest and greatest to smallest.
- complete missing digits to make ordering correct.
- begin to explain their understanding using their own words and representations.