

Year 5 & Year 6

'Read, write, order and compare numbers to at least 1,000,000 (10,000,00 for Year 6) and determine the value of each digit.'

Try and find numbers in real life. Things mean more when they are set in a familiar context. Measurements of ingredients in a recipe book are a good example. Pick a random recipe, write the numbers out (in numerals and words) and put them in order. Going smallest to biggest (ascending) and biggest to smallest (descending). Remember, ordering is easiest to see when you write the numbers in a list with the column lining up correctly. Comparing doesn't always have to be written down like this. Questioning really helps with mental maths; it can be as simple as looking at two numbers and asking 'which one is bigger?'

If you can't find numbers big enough (up to 1,000,000), think of fun ways to make the numbers bigger. In the recipe book example, you could multiply the amount of flour by the amount of eggs etc.

'Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero'

Ask "where do you see negative numbers in real life?" Thermometers will probably be the most common answer and it's a great context for exploring negative numbers. Not only are thermometers an easy to understand, physical resource, I have found teaching negative and positive numbers in the context of being "hot" and "cold" is very helpful for children.

Make your own number line which goes from -10 to 10. I like to make my number lines into bunting! You just need paper, some scissors and some string.

Pick any number to start on and just practice counting up and down out loud.

Get them to shout it!

'Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000'

This is just counting forwards or backwards in 1, 10, 100, 1000 etc. Here are some examples of different ways of visualising and recording this:

[Click here](#)

Number charts and place value grids are very helpful for this. Especially if you have number cards you can physically swap in and out to work out the answer.

[Click here](#)

This week's activities are all about 'Number & Place Value'.

Understanding this is the foundation for all other maths, so spending time on these concepts is invaluable. They all link directly with the curriculum statements. Remember, you don't need to be a teacher; learn along with your children or let them teach you! They really like that!

'Read Roman numerals to 1000 (M) and recognise years written in Roman numerals'

There's not a lot of "tricks" to learning Roman numerals. It's just one of those things that requires practice and persistence. But, like everything else, setting it in a context will be helpful.

You can turn any number into Roman numerals. List all the family member's ages; now see if you can do their birth years; the numbered houses on your road. Anywhere you see a number.

Here is a helpful place to visit which explains Roman numerals really well!

[Click here](#)

'Round any whole number to a required degree of accuracy'

Revisit the basics of rounding: what's the golden rule? 5 or more you round up, 4 or less you go down. Try coming up with a rhyme to help remember this rule like "5 to 9 climb the vine, 1 to 4 down to the floor".

Place value charts are really helpful for rounding. If you are rounding to the nearest ten, you are looking at the "ones" column to decide. If you are rounding to the nearest 100 you are looking at the "tens" column to decide and so on. Using this vocabulary (shown in bold here) is really helpful for securing place value knowledge.

Round real-life numbers. Grandad is 67; is he closer to 60 or closer to 70?

The park is 16 miles from here. Is that closer to 20 or 10? Number lines are also really helpful. Find 16 on a number line and count the jumps to twenty, then count the jumps to ten. Which was further?

'Use negative numbers in context and calculate intervals across zero'

Check the weather, look at the temperature, ask questions like "it's 8 degrees now, if it got 10 degrees colder tomorrow - what would the temperature be?"

"If it's minus 15 degrees, what would the temperature be if it were 10 degrees warmer?"

Try and vary the questions and use number lines, counting on fingers, or thermometers, to help!

You can use money too - most 10 and 11 year olds think money is fascinating! So have a go at exploring these concepts with money.

