# St John Fisher RC Primary School
## Year 6 Maths Knowledge Organiser
## Autumn 1 Block 1 – Place Value (1)

| Objectives | Teacher |
|---|---|
| • I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit. | |
| • I can show an understanding of place value including decimals. | |

## Order & Compare Numbers to 10,000,000 (ten million)

**3 926 471**

| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|---|
| 3 | 9 | 2 | 6 | 4 | 7 | 1 |

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

| 3 926 471 | |
|---|---|
| 3 926 000 | 471 |



| equals | greater than | less than |
|---|---|---|
| 26 + 38 = 8 × 8 | 223 873 > 98 256 | 901 198 < 1 091 098 |
| Both calculations have the value 64. | The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands. | The number on the right has 1 million and the number on the left has 0 millions. |

smallest | 81 782 | 127 352 | 127 835 | 137 019 | 200 002 | greatest

## Key Vocabulary

| | |
|---|---|
| **Thousands** | The position containing a digit representing that number followed by three zeros: in 4,760, 4 is in the thousand's place. |
| **Ten Thousands** | The position containing a digit representing that number followed by four zeros: in 84,760, 8 is in the ten thousand's place. |
| **Hundred Thousands** | The position containing a digit representing that number followed by five zeros: in 384,760, 3 is in the ten thousand's place. |
| **Millions** | The position containing a digit representing that number followed by six zeros: in 5,384,760, 5 is in the millions place. |
| **Ten Millions** | The position containing a digit representing that number followed by seven zeros: in 25,384,760, 2 is in the millions place. |
| **Place Value** | Place value is the value of each digit in a number e.g. the 6 in 863 represents 6 tens, or 60 etc… |
| **Greater Than** | When one number is greater than another we use a greater than symbol e.g. 35,600 > 25,600. |
| **Less Than** | When one number is less than another we use a less than symbol e.g. 27,200 < 29,600. |
| **Equals** | When one number is the same as the other number we use an equals symbol e.g. 234 = 234. |

## Sentence Stems

| | |
|---|---|
| The value of the ___ in ___ is ___ . | The column before/after the ___ column is the ___ column. |
| The whole of the number is said/written as ___ . | ___ is less than/greater than ___ . |

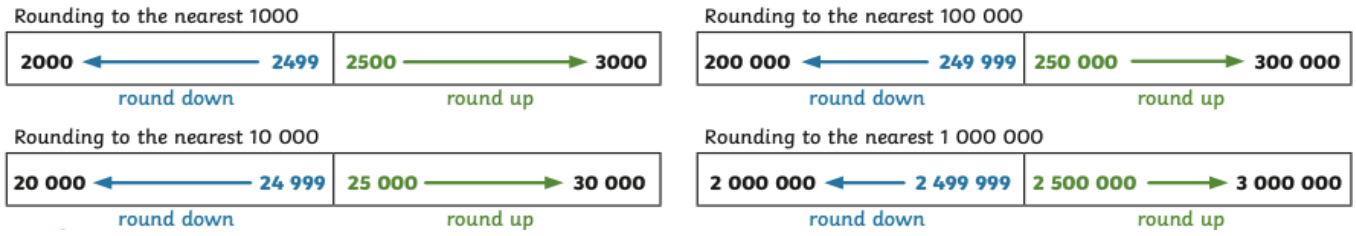
## Assessment

| | |
|---|---|
| I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit. | I can show an understanding of place value including decimals. |

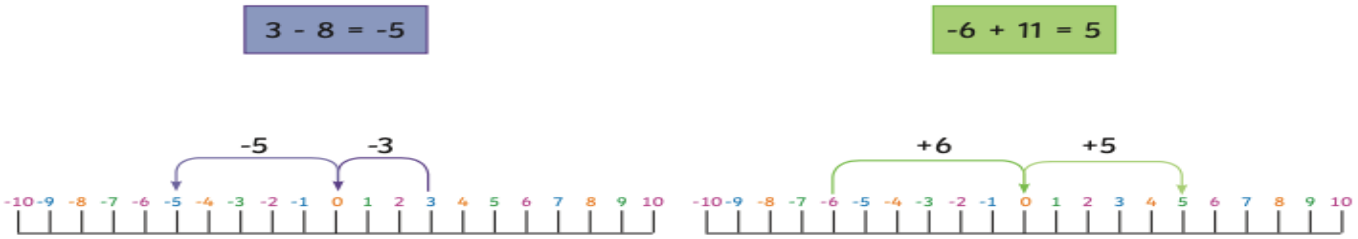
# St John Fisher RC Primary School
## Year 6 Maths Knowledge Organiser
## Autumn 1 Block 1 – Place Value (2)

| Objectives | Teacher |
|---|---|
| • I can round any number to a required degree of accuracy. | |
| • I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0. | |
| • I can solve number and practical problems that involve ordering and comparing numbers up to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero. | |

## Rounding




## Negative Numbers




## Key Vocabulary

| | |
|---|---|
| **Greater than** | When one number is greater than another we use a greater than symbol e.g. 35,600 > 25,600. |
| **Less than** | When one number is less than another we use a less than symbol e.g. 27,200 < 29,600. |
| **Equal** | When one number is the same as the other, or equal, we say that they are equal. |
| **Rounding** | Rounding means replacing a number with an approximate value that has a shorter, simpler, or more explicit representation. E.g. £37,870 rounded to the nearest 10 thousand = £40,000. |
| **Positive** | A number with a greater value than zero. |
| **Negative** | A number with a lesser value than zero. |

## Sentence Stems

| | |
|---|---|
| The previous multiple of ___ is ___ . | ___ rounded to the nearest ___ is ___ . |
| To find the number ___ greater/less than ___, I count ___ on the number line. | ___ is ___ away from zero. |

## Assessment