.3.22

t decimals.
ing.
e nearest whole number and tenth.
anipulatives to support me with rounding
up between tenths, hundredths and

Flashback 4.

Flashback 4

1) Work out $3\frac{5}{8} - \frac{1}{4}$

2) Find the sum of $\frac{2}{5}$, $\frac{1}{10}$ and $\frac{3}{20}$

3) Which is greater, $\frac{3}{4}$ or $\frac{5}{6}$?

4) How many sides does a pentagon have?

Manipulatives lesson using diennes

Flashback 4

1) Work out $3\frac{5}{8} - \frac{1}{4}$

2) Find the sum of $\frac{2}{5}$, $\frac{1}{10}$ and $\frac{3}{20}$

3) Which is greater, $\frac{3}{4}$ or $\frac{5}{6}$?

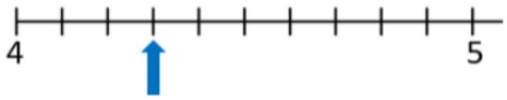
4) How many sides does a pentagon

Consolidation LO: To round decimals.
I know the rules for rounding.
I can round decimals to the nearest whole number and tenth.
I understand how to use manipulatives to support me with rounding decimals.
I understand the relationship between tenths, hundredths and thousandths.

GET READY

1) Round 36 to the nearest 10

2 a) What number is the arrow pointing to?

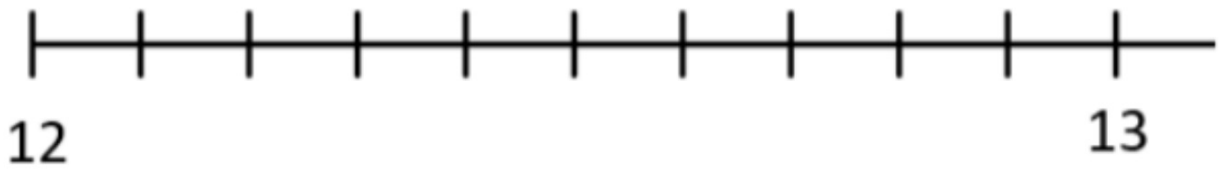


b) What is the nearest whole number to 4.3?

3) How many decimal places are there in the number 5.03?

LET'S LEARN

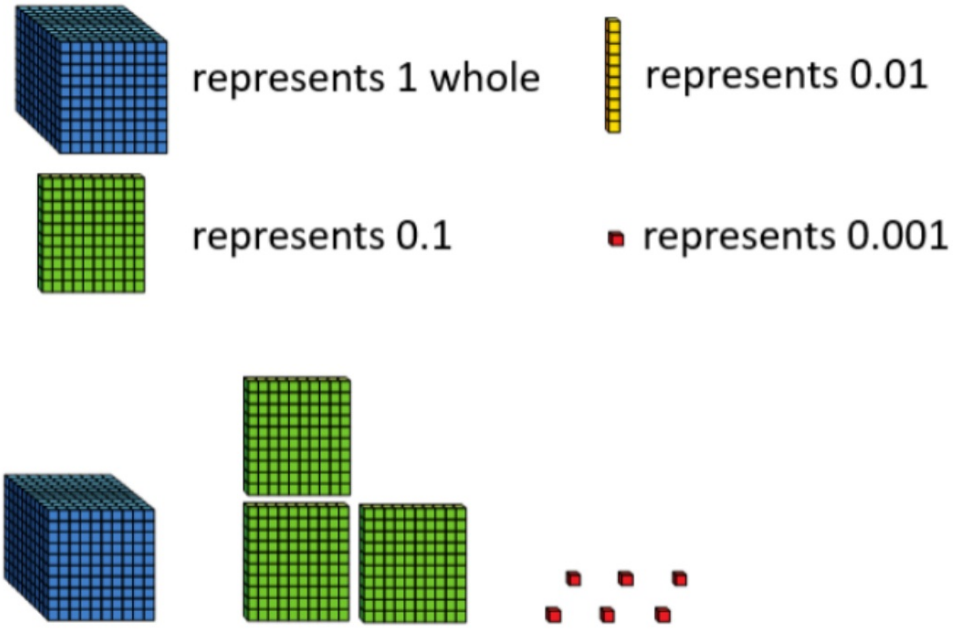
What would the intervals go up in?



12.3

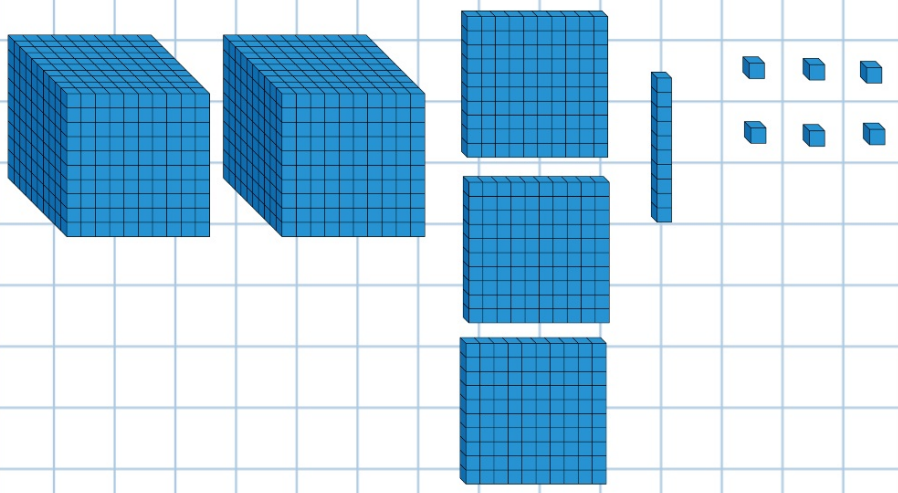
The nearest whole number to 12.3 is ___

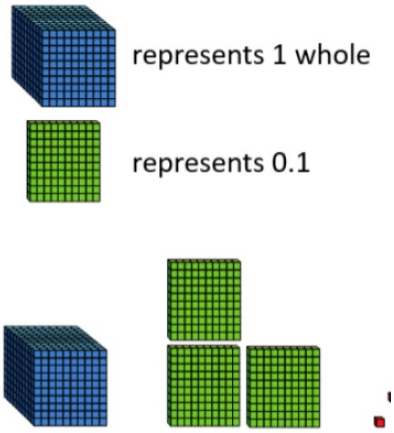
When you round to the nearest whole number, how many decimal places are there?



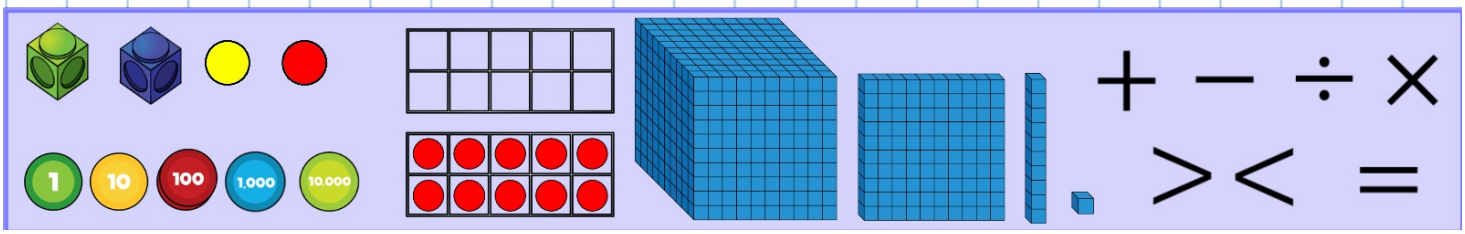
Practise making these numbers:

Round to the nearest whole number:

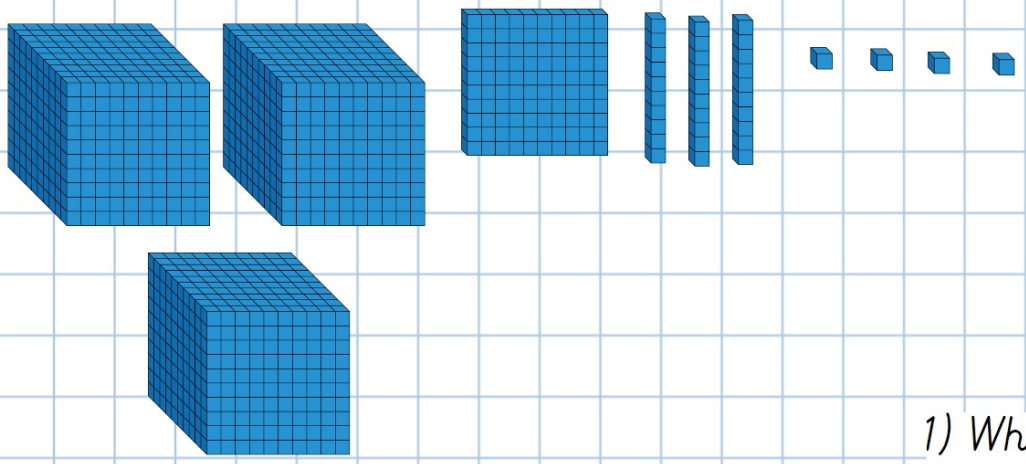


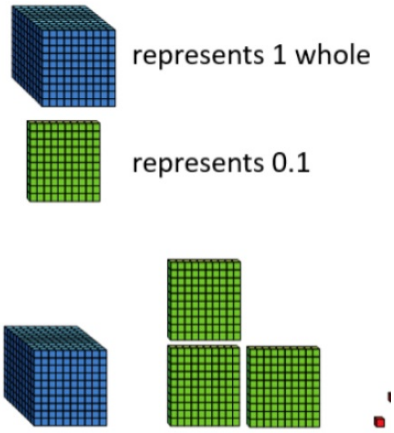


1) What number have I made?
2) What could it round down to?
3) What could it round up to?

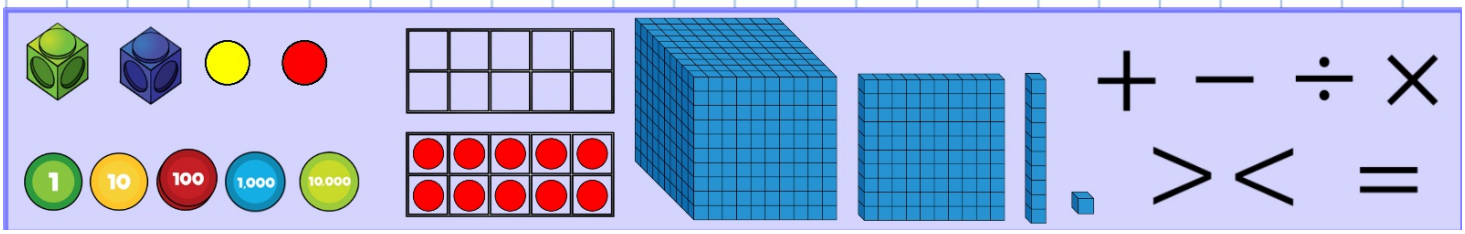


Round to the nearest tenth:

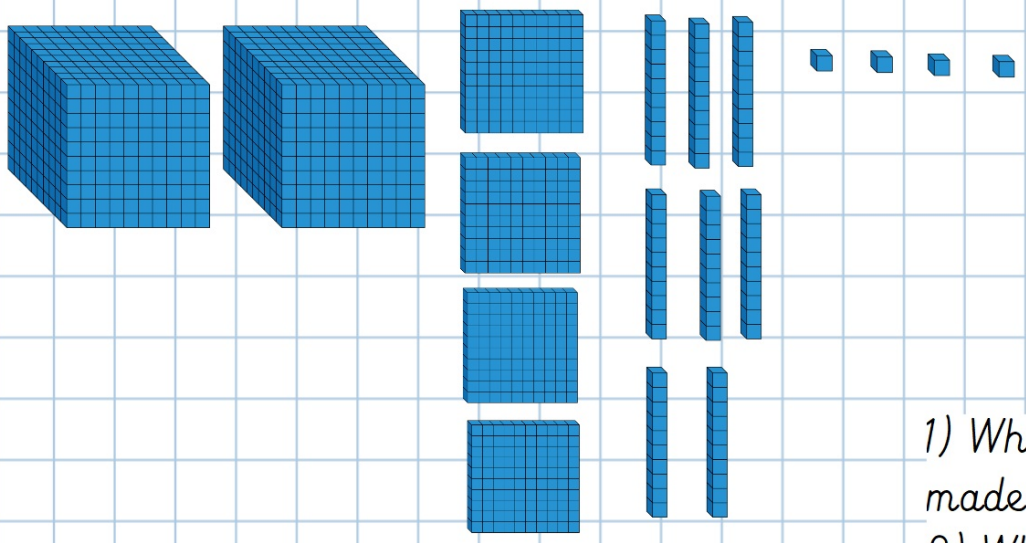


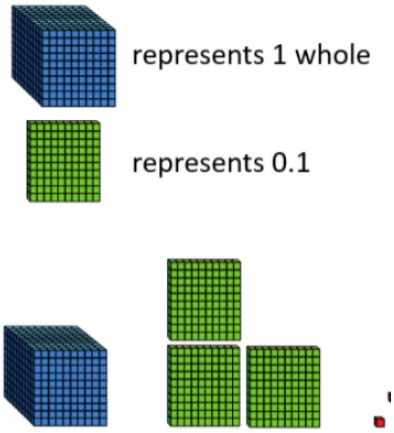


1) What number have I made?
2) What could it round down to?
3) What could it round up to?

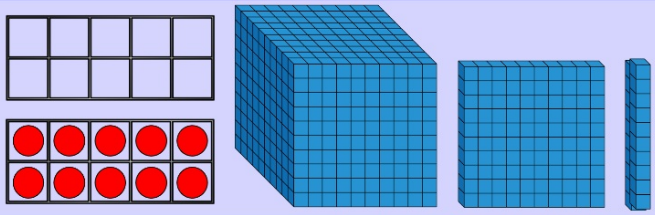


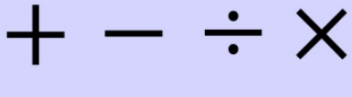
Round to the nearest tenth:





1) What number have I made?
2) What could it round down to?
3) What could it round up to?





Using dienes, round these numbers to the nearest whole number:

1.64

3.11

2.06

Using dienes, round these numbers to the nearest tenth:

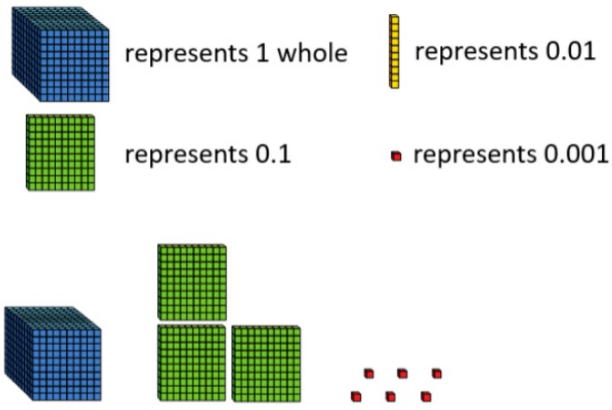
2.45

3.68

1.29

3.08

1.39



1a. Move through the maze by circling numbers that round to 7.

Start

6.6	6.4	4.8	5.9
6.9	7.5	6.3	8.2
7.2	6.8	7.1	6.1
7.6	6.4	6.5	7.3

Finish

1b. Move through the maze by circling numbers that round to 9.

Start

8.7	9.4	8.2	9.7
9.5	8.6	9.6	8.1
8.4	9.3	8.5	9.1
9.9	8.3	9.8	9.2

Finish

2a. I'm thinking of a number with 1 decimal place.

- The tenth is an odd number.
- When rounded to the nearest whole number, my number is 6.

What could my number be?

2b. I'm thinking of a number with 1 decimal place.

- The tenth is an even number.
- When rounded to the nearest whole number, my number is 8.

What could my number be?

3a. Micha has been rounding 5.5. She says,

5.5 rounded to the nearest whole number is 5.

Is she correct? Prove it.

3b. Gavin has been rounding 9.2. He says,

9.2 rounded to nearest whole nu is 8.

Is he correct? Prove it.

4a. Move through the maze by circling numbers where the tenth is rounded to 6 tenths.

Start

5.57	8.63	9.55	8.67
6.54	7.65	1.58	4.52
2.69	9.53	8.64	5.56
3.68	2.68	1.51	7.61

Finish

4b. Move through the maze by circling numbers where the tenth is rounded to 4 tenths.

Start

3.36	2.56	4.29	1.09
5.42	6.39	7.49	8.65
8.48	7.38	9.44	6.33
9.62	5.04	3.37	6.41

Finish

5a. I'm thinking of a number with 2 decimal places.

- The hundredth is an odd number.
- The tenth is an even number.
- When rounded to the nearest tenth, my number is 5.4.
- When rounded to the nearest whole number, my number is 5.

What could my number be?

5b. I'm thinking of a number with 2 decimal places.

- The hundredth is an even number.
- The tenth is an odd number.
- When rounded to the nearest tenth, my number is 7.6.
- When rounded to the nearest whole number, my number is 8.

What could my number be?

6a. Tiana has been rounding 7.49. She says,

7.49 rounded to the nearest tenth is 7.5.

7.49 rounded to the nearest whole number is 8.

Is she correct? Prove it.

6b Bruce has been rounding 5.95. He says,

5.95 rounded to the nearest tenth is 6.

5.95 rounded to the nearest whole number is 6.

Is he correct? Prove it.

7a. Move through the maze by circling numbers where the tenth is rounded to 8 tenths.

Start

6.792	3.824	8.862	2.744
9.732	7.777	2.719	7.874
8.859	8.801	1.768	4.861
0.891	4.733	9.819	5.785

Finish

7b. Move through the maze by circling numbers where the tenth is rounded to 3 tenths.

Start

9.308	3.357	5.212	8.207
4.341	7.229	8.399	5.371
7.294	1.329	5.361	7.242
3.376	5.285	6.319	2.257

Finish

8a. I'm thinking of a number with 3 decimal places.

- The thousandth is an odd number > 0.005.
- The hundredth is an even number.
- The tenth is an odd number.
- When rounded to the nearest tenth, my number is 4.3.
- When rounded to the nearest whole number, my number is 4.

What could my number be?

8b. I'm thinking of a number with 3 decimal places.

- The thousandth is an odd number < 0.005.
- The hundredth is an odd number.
- The tenth is an even number.
- When rounded to the nearest tenth, my number is 6.7.
- When rounded to the nearest whole number, my number is 7.

What could my number be?

9a. Molly has been rounding 3.608. She says,

3.608 rounded to the nearest tenth is 3.7.

3.608 rounded to the nearest whole number is 4.

Is she correct? Prove it.

9b Sunil has been rounding 9.095. He says,

9.095 rounded to the nearest tenth is 9.1.

9.095 rounded to the nearest whole number is 10.

Is he correct? Prove it.

Cut out and answer.

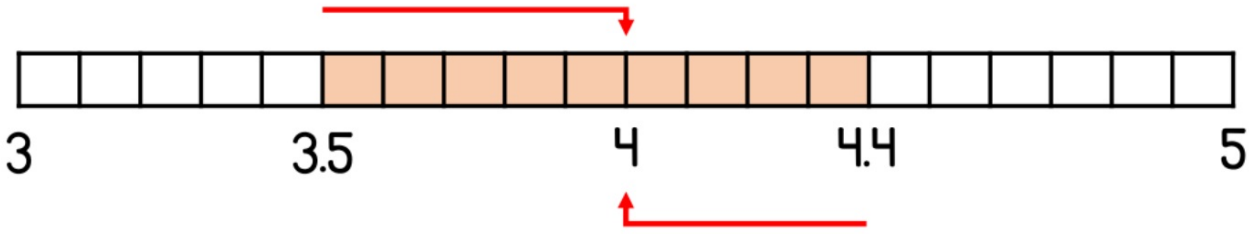
True or False?

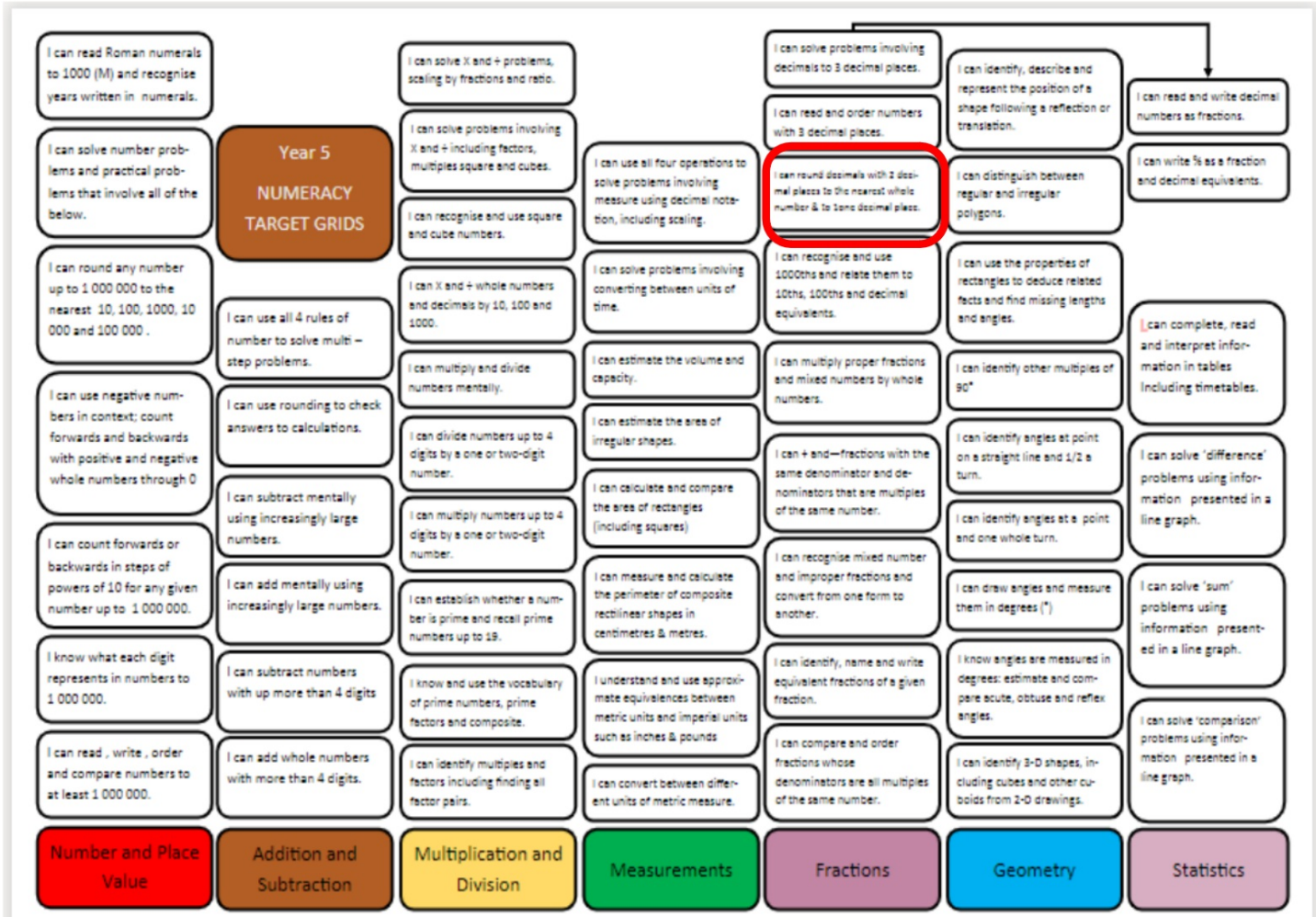
3.9 is the biggest number with one decimal place that rounds to 4

True or False?

False

4.4 is the biggest number with one decimal place that rounds to 4 as the nearest whole number.

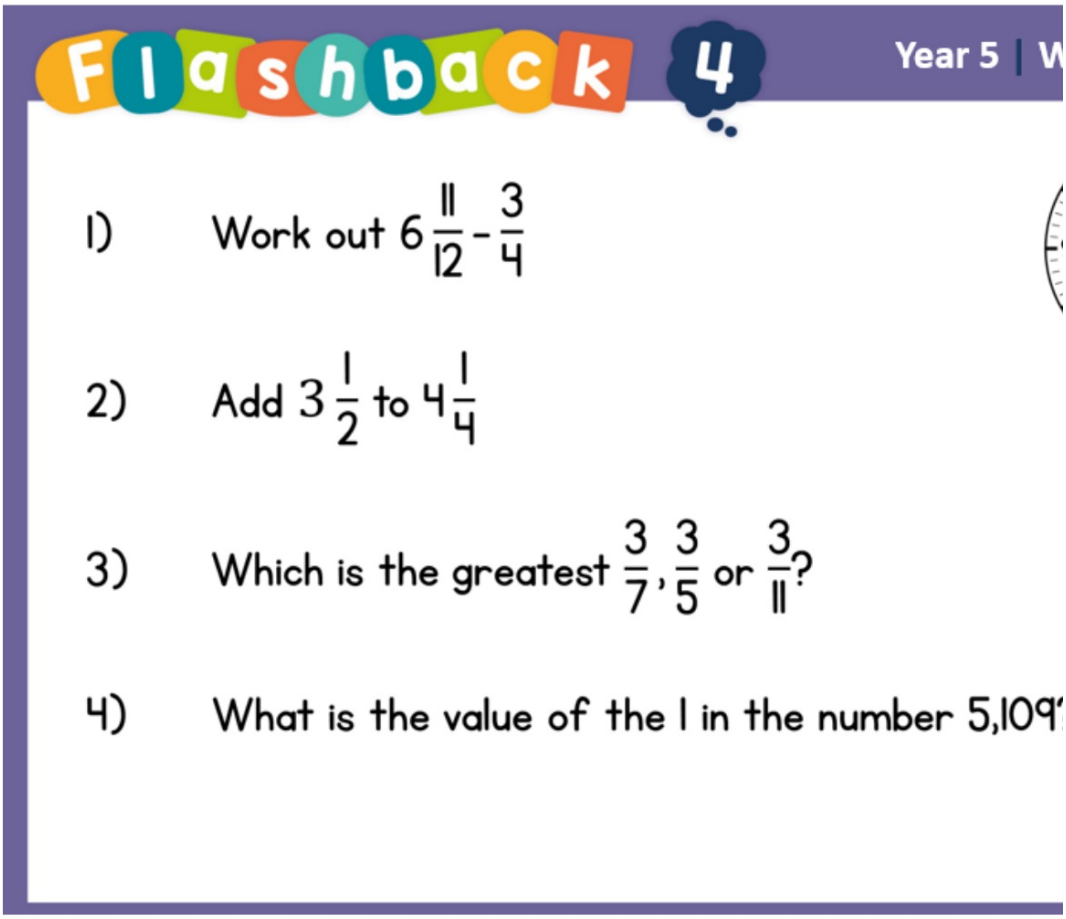



Year 5
NUMERACY
TARGET GRIDS
Number and Place Value
I can read Roman numerals to 1000 (M) and recognise years written in numerals.
I can solve number problems and practical problems that involve all of the below.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 .
I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through 0
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
I know what each digit represents in numbers to 1 000 000.
I can read , write , order and compare numbers to at least 1 000 000.
Addition and Subtraction
I can use all 4 rules of number to solve multi – step problems.
I can use rounding to check answers to calculations.
I can subtract mentally using increasingly large numbers.
I can add mentally using increasingly large numbers.
I can subtract numbers with up more than 4 digits
I can add whole numbers with more than 4 digits.
Multiplication and Division
I can solve X and ÷ problems, scaling by fractions and ratio.
I can solve problems involving X and ÷ including factors, multiples square and cubes.
I can recognise and use square and cube numbers.
I can X and ÷ whole numbers and decimals by 10, 100 and 1000.
I can multiply and divide numbers mentally.
I can divide numbers up to 4 digits by a one or two-digit number.
I can multiply numbers up to 4 digits by a one or two-digit number.
I can establish whether a number is prime and recall prime numbers up to 19.
I know and use the vocabulary of prime numbers, prime factors and composite.
I can identify multiples and factors including finding all factor pairs.
Measurements
I can use all four operations to solve problems involving measure using decimal notation, including scaling.
I can solve problems involving converting between units of time.
I can estimate the volume and capacity.
I can estimate the area of irregular shapes.
I can calculate and compare the area of rectangles (including squares)
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres & metres.
I understand and use approximate equivalences between metric units and imperial units such as inches & pounds
I can convert between different units of metric measure.
Fractions
I can solve problems involving decimals to 3 decimal places.
I can read and order numbers with 3 decimal places.
I can round decimals with 2 decimal places to the nearest whole number & to 1dp decimal place.
I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
I can multiply proper fractions and mixed numbers by whole numbers.
I can + and — fractions with the same denominator and denominators that are multiples of the same number.
I can recognise mixed number and improper fractions and convert from one form to another.
I can identify, name and write equivalent fractions of a given fraction.
I can compare and order fractions whose denominators are all multiples of the same number.
Geometry
I can identify, describe and represent the position of a shape following a reflection or translation.
I can distinguish between regular and irregular polygons.
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can identify other multiples of 90°
I can identify angles at point on a straight line and 1/2 a turn.
I can identify angles at a point and one whole turn.
I can draw angles and measure them in degrees (°)
I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can identify 3-D shapes, including cubes and other cuboids from 2-D drawings.
Statistics
I can read and write decimal numbers as fractions.
I can write % as a fraction and decimal equivalents.
I can complete, read and interpret information in tables including timetables.
I can solve 'difference' problems using information presented in a line graph.
I can solve 'sum' problems using information presented in a line graph.
I can solve 'comparison' problems using information presented in a line graph.

.3.22

action of an amount.
el to help me visualise fractions.
ount.
nator and numerator tell me.
o follow: amount divided by the ed by the numerator.

Flashback 4.



Flashback 4

1) Work out $6\frac{11}{12} - \frac{3}{4}$

2) Add $3\frac{1}{2}$ to $4\frac{1}{4}$

3) Which is the greatest $\frac{3}{7}$, $\frac{3}{5}$ or $\frac{3}{11}$

4) What is the value of the 1 in the

Consolidation LO: To find a fraction of an amount.
I know how to use a bar model to help me visualise fractions.
I can find a fraction of an amount.
I understand what the denominator and numerator tell me.
I understand the steps I need to follow: amount divided by the denominator and then multiplied by the numerator.

GET READY

1) $\frac{1}{3}$ of 36 =

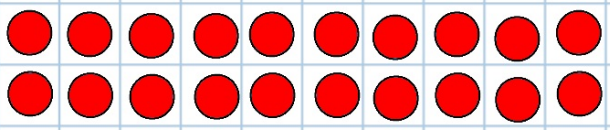
2) $\frac{6}{3}$ of 36 =

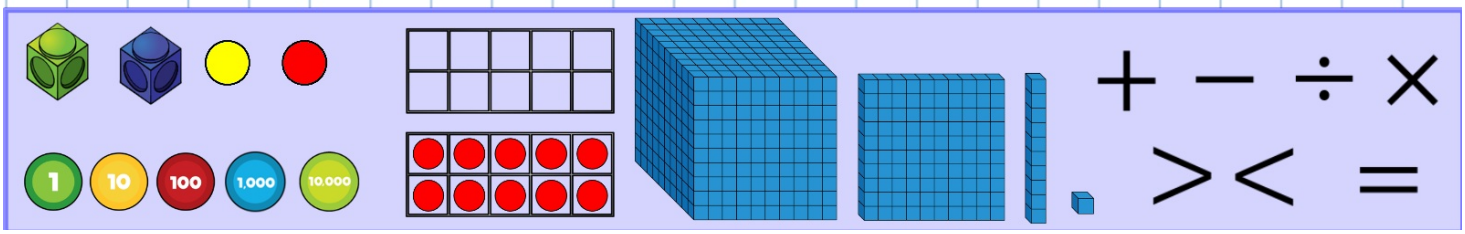
3) $\frac{6}{6}$ of 36 =

4) $\frac{9}{3}$ of 36 ◯ $\frac{18}{6}$ of 36

LET'S LEARN

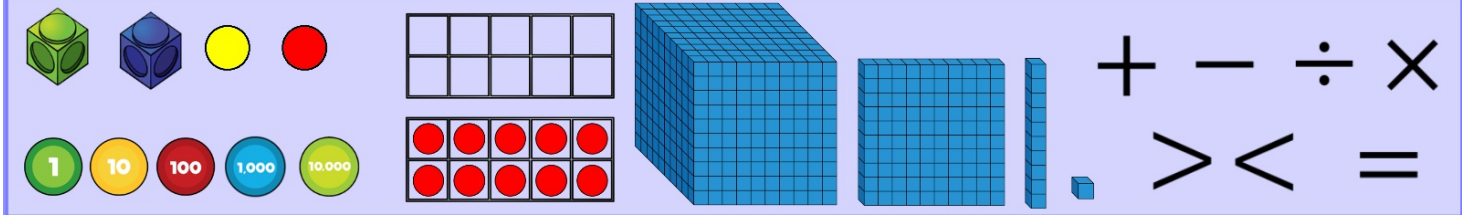
$\frac{1}{4}$ of 20





LET'S LEARN

$\frac{2}{5}$ of 25



Using counters, work out these fractions of amounts:

Model using bar models to find fractions of amounts:

Using whiteboards and bar models, find these fractions of amounts:

Whole number ÷ denominator then x numerator

Find fractions of amounts:

Have a go at the questions:

Whole number ÷ denominator then x numerator

cut and answer:

1. Big Nate is trying to eat 45 slices of pizza in record time. After three minutes, he has managed 2/5 of them. How many slices has he eaten?
2. Billy, the Giraffe and the Pelly have 81 windows to clean today. So far, they have cleaned 2/9 of them. How many windows is that?
3. Vinith has read 5/6 of his new Skulduggery Pleasant book. The book has 420 pages. How many has he read?
4. The *accio* spell is cast 320 times in the Harry Potter books. Hermione casts 3/8 of them. How many times does she cast it?
5. There are 279 sheep in the field. Babe, the sheep-pig, has rounded up 2/9 of them. How many is that?

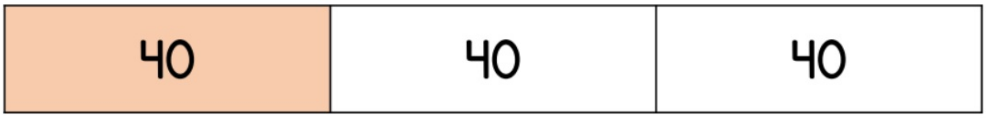
True or False?

Fraction of an amount

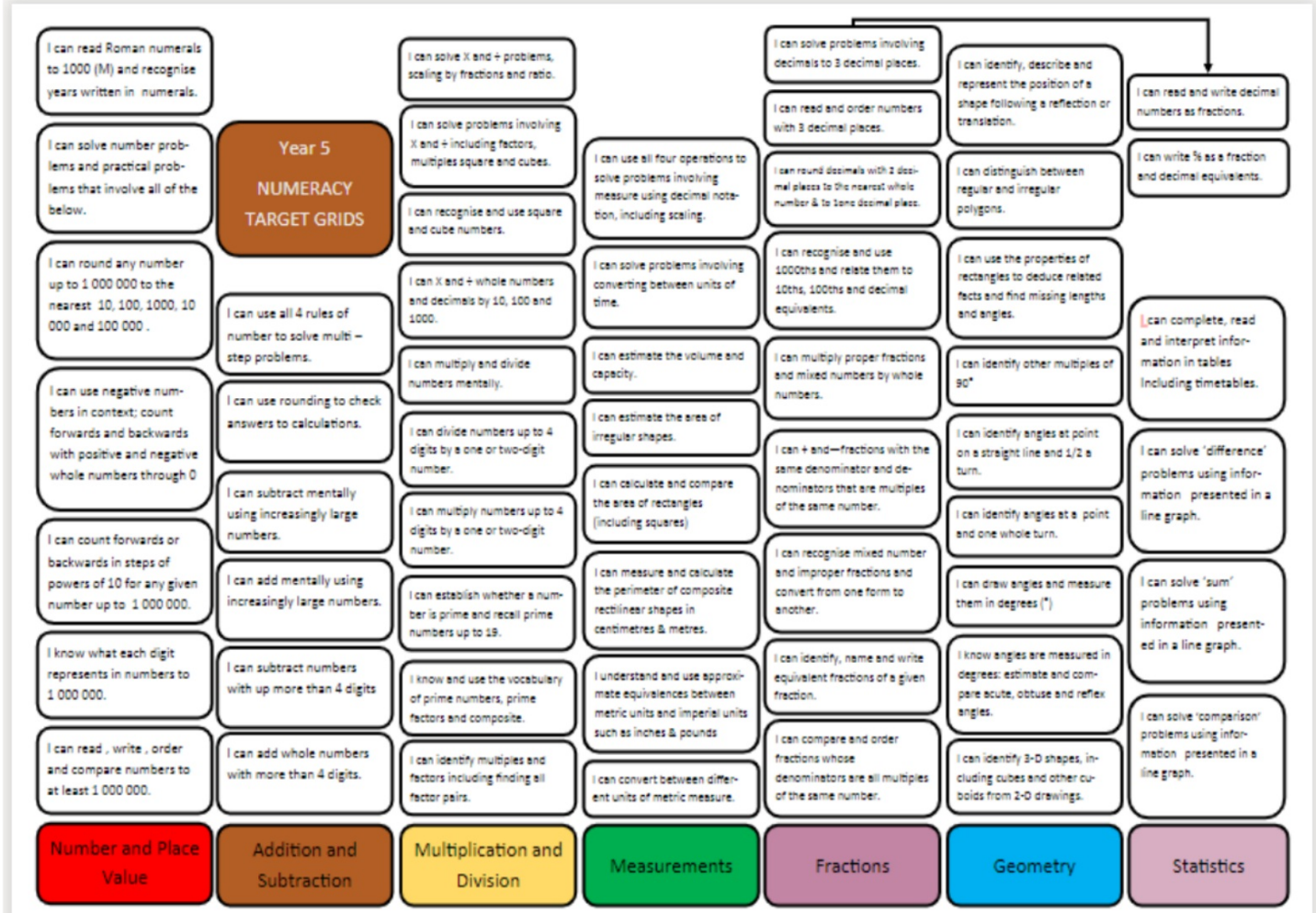
$\frac{2}{3}$ of 60 = $\frac{1}{3}$ of 120

True

$\frac{2}{3}$ of 60 = 40



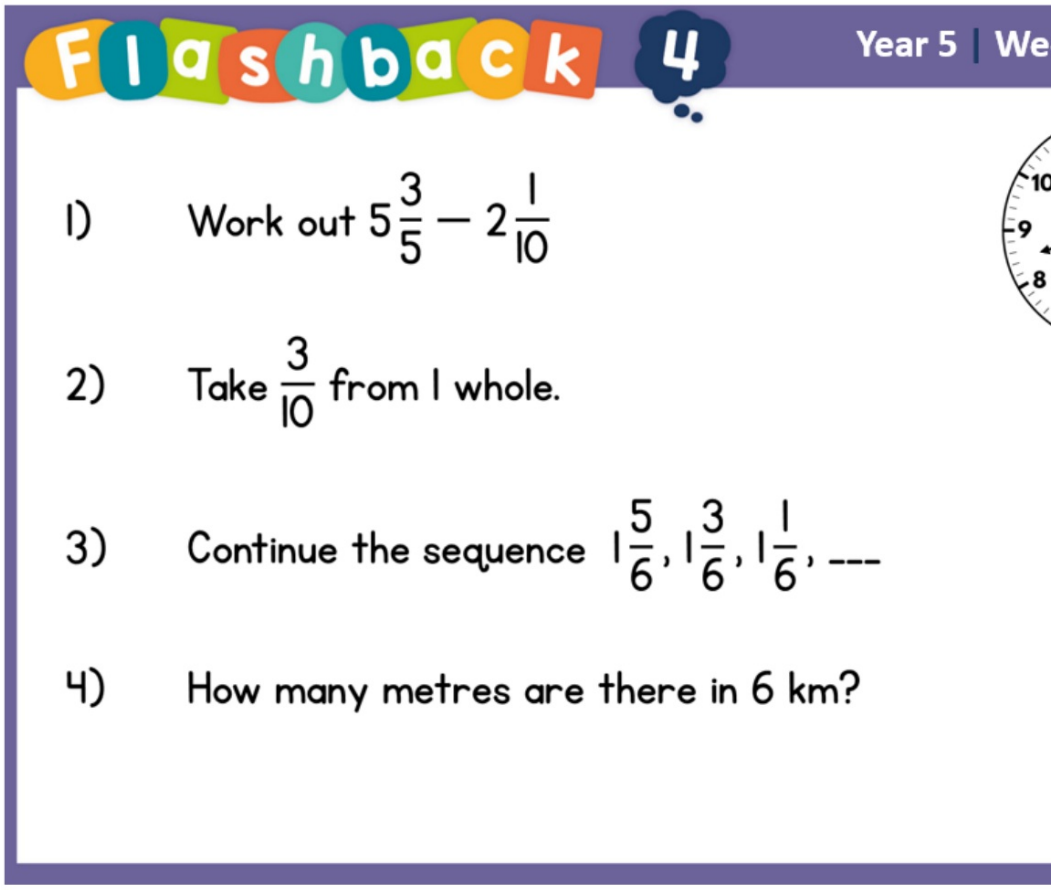
$\frac{1}{3}$ of 120 = 40


Year 5
NUMERACY
TARGET GRIDS
Number and Place Value
I can read Roman numerals to 1000 (M) and recognise years written in numerals.
I can solve number problems and practical problems that involve all of the below.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 .
I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through 0
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
I know what each digit represents in numbers to 1 000 000.
I can read , write , order and compare numbers to at least 1 000 000.
Addition and Subtraction
I can use all 4 rules of number to solve multi – step problems.
I can use rounding to check answers to calculations.
I can subtract mentally using increasingly large numbers.
I can add mentally using increasingly large numbers.
I can subtract numbers with up more than 4 digits
I can add whole numbers with more than 4 digits.
Multiplication and Division
I can solve X and ÷ problems, scaling by fractions and ratio.
I can solve problems involving X and ÷ including factors, multiples square and cubes.
I can recognise and use square and cube numbers.
I can X and ÷ whole numbers and decimals by 10, 100 and 1000.
I can multiply and divide numbers mentally.
I can divide numbers up to 4 digits by a one or two-digit number.
I can multiply numbers up to 4 digits by a one or two-digit number.
I can establish whether a number is prime and recall prime numbers up to 19.
I know and use the vocabulary of prime numbers, prime factors and composite.
I can identify multiples and factors including finding all factor pairs.
Measurements
I can use all four operations to solve problems involving measure using decimal notation, including scaling.
I can solve problems involving converting between units of time.
I can estimate the volume and capacity.
I can estimate the area of irregular shapes.
I can calculate and compare the area of rectangles (including squares)
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres & metres.
I understand and use approximate equivalences between metric units and imperial units such as inches & pounds
I can convert between different units of metric measure.
Fractions
I can solve problems involving decimals to 3 decimal places.
I can read and order numbers with 3 decimal places.
I can round decimals with 2 decimal places to the nearest whole number & to 1dp decimal place.
I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
I can multiply proper fractions and mixed numbers by whole numbers.
I can + and— fractions with the same denominator and denominators that are multiples of the same number.
I can recognise mixed number and improper fractions and convert from one form to another.
I can identify, name and write equivalent fractions of a given fraction.
I can compare and order fractions whose denominators are all multiples of the same number.
Geometry
I can identify, describe and represent the position of a shape following a reflection or translation.
I can distinguish between regular and irregular polygons.
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can identify other multiples of 90°
I can identify angles at point on a straight line and 1/2 a turn.
I can identify angles at a point and one whole turn.
I can draw angles and measure them in degrees (°)
I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can identify 3-D shapes, including cubes and other cuboids from 2-D drawings.
Statistics
I can read and write decimal numbers as fractions.
I can write % as a fraction and decimal equivalents.
I can complete, read and interpret information in tables including timetables.
I can solve 'difference' problems using information presented in a line graph.
I can solve 'sum' problems using information presented in a line graph.
I can solve 'comparison' problems using information presented in a line graph.

.3.22

rite simple equivalent fractions.
a whole.
ralent fractions, decimals and
nd hundred squares to help me iges.

Flashback 4.



Flashback 4

1) Work out $5\frac{3}{5} - 2\frac{1}{10}$

2) Take $\frac{3}{10}$ from 1 whole.

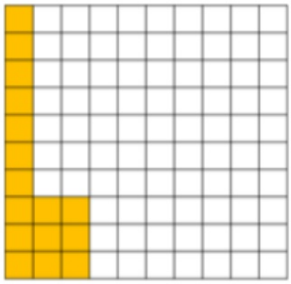
3) Continue the sequence $1\frac{5}{6}, 1\frac{3}{6},$

4) How many metres are there in

Consolidation LO: To recognise and write simple equivalent fractions, decimals and percentages.
I know that they all represent part of a whole.
I can recognise and write simple equivalent fractions, decimals and percentages.
I understand how to use bar models and hundred squares to help me with fractions, decimals, and percentages.

GET READY

1a) What percentage of the hundred square is shaded?

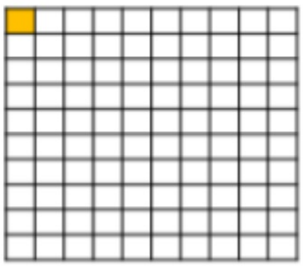


b) What fraction on the hundred square is shaded?

2a) What percentage of the bar model is shaded?

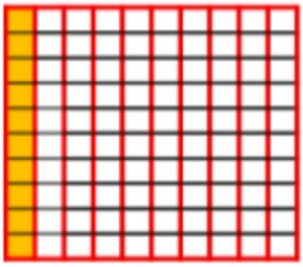
b) What fraction of the bar model is shaded?

Let's recap...



= one hundredth

$= \frac{1}{100} = 0.01$ 1 %



$= \frac{10}{100}$ = ten hundredths

÷ 10

$= \frac{1}{10}$ = one tenth = 0.1

10 %

percentage

'out of' 'one hundred'

Write the equivalent fraction, decimal or percentage

0.	%	$\frac{23}{100}$
0.57	%	$\frac{\quad}{100}$
0.	60%	$\frac{\quad}{10}$

%

$\frac{4}{20}$

0.

%

$\frac{3}{50}$

0.

Convert 2% into a decimal and percentage:

Equivalent FDP to recognise:

$\frac{1}{2}$

$\frac{1}{5}$

$\frac{1}{3}$

cut and matc
the equivalen
cards:

$\frac{1}{2}$	0.75	30%
10%	$\frac{2}{5}$	$\frac{1}{4}$
25%		

$\frac{1}{3}$	$\frac{3}{50}$	0.33
$\frac{23}{100}$	0.125	23%
$\frac{1}{20}$	0.06	$33\frac{1}{3}\%$

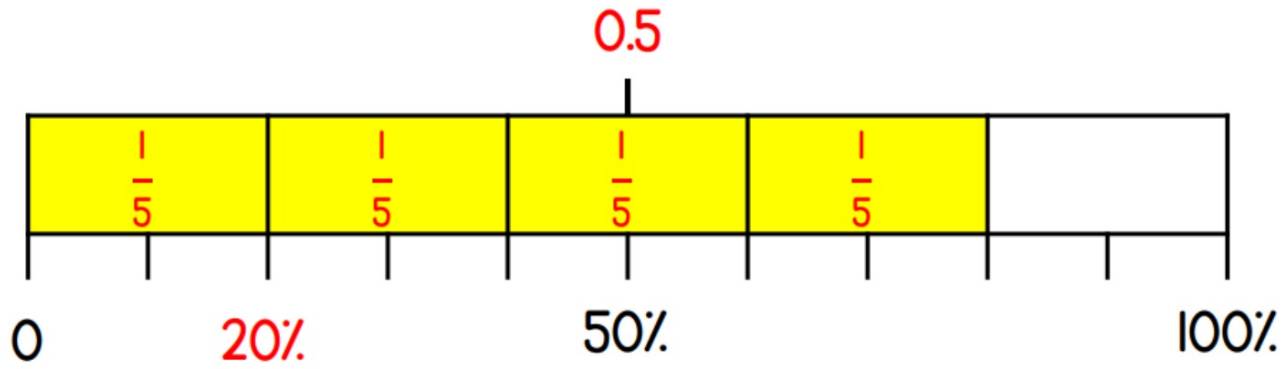
- photo
- collage

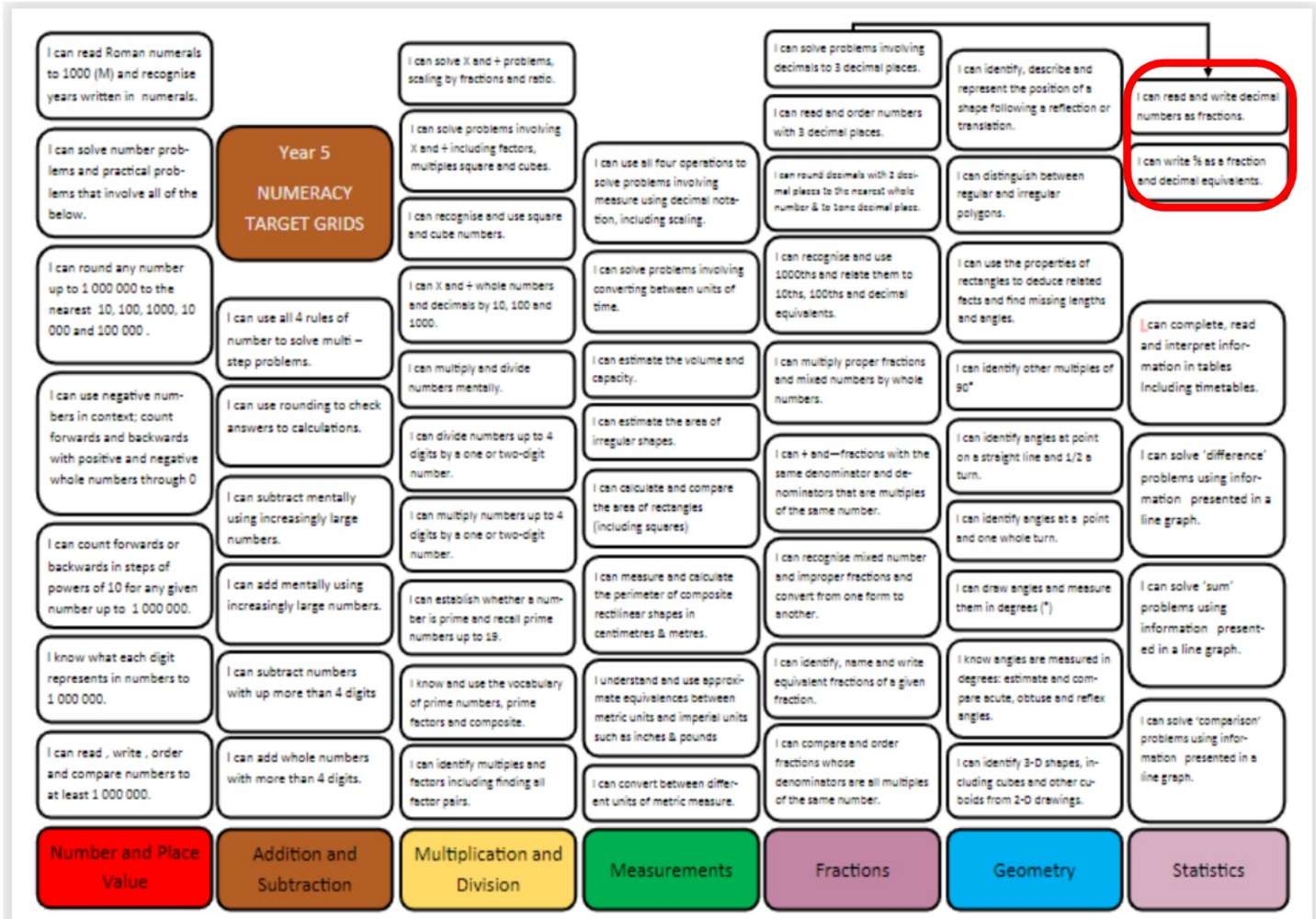
True or False?

0.5 is greater than 20% but less than $\frac{4}{5}$

True or False?

True




Year 5
NUMERACY
TARGET GRIDS
Number and Place Value
I can read Roman numerals to 1000 (M) and recognise years written in numerals.
I can solve number problems and practical problems that involve all of the below.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 .
I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through 0
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
I know what each digit represents in numbers to 1 000 000.
I can read , write , order and compare numbers to at least 1 000 000.
Addition and Subtraction
I can use all 4 rules of number to solve multi – step problems.
I can use rounding to check answers to calculations.
I can subtract mentally using increasingly large numbers.
I can add mentally using increasingly large numbers.
I can subtract numbers with up more than 4 digits
I can add whole numbers with more than 4 digits.
Multiplication and Division
I can solve X and ÷ problems, scaling by fractions and ratio.
I can solve problems involving X and ÷ including factors, multiples square and cubes.
I can recognise and use square and cube numbers.
I can X and ÷ whole numbers and decimals by 10, 100 and 1000.
I can multiply and divide numbers mentally.
I can divide numbers up to 4 digits by a one or two-digit number.
I can multiply numbers up to 4 digits by a one or two-digit number.
I can establish whether a number is prime and recall prime numbers up to 19.
I know and use the vocabulary of prime numbers, prime factors and composite.
I can identify multiples and factors including finding all factor pairs.
Measurements
I can use all four operations to solve problems involving measure using decimal notation, including scaling.
I can solve problems involving converting between units of time.
I can estimate the volume and capacity.
I can estimate the area of irregular shapes.
I can calculate and compare the area of rectangles (including squares)
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres & metres.
I understand and use approximate equivalences between metric units and imperial units such as inches & pounds
I can convert between different units of metric measure.
Fractions
I can solve problems involving decimals to 3 decimal places.
I can read and order numbers with 3 decimal places.
I can round decimals with 2 decimal places to the nearest whole number & to 1dp decimal place.
I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
I can multiply proper fractions and mixed numbers by whole numbers.
I can + and—fractions with the same denominator and denominators that are multiples of the same number.
I can recognise mixed number and improper fractions and convert from one form to another.
I can identify, name and write equivalent fractions of a given fraction.
I can compare and order fractions whose denominators are all multiples of the same number.
Geometry
I can identify, describe and represent the position of a shape following a reflection or translation.
I can distinguish between regular and irregular polygons.
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can identify other multiples of 90°
I can identify angles at point on a straight line and 1/2 a turn.
I can identify angles at a point and one whole turn.
I can draw angles and measure them in degrees (°)
I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can identify 3-D shapes, including cubes and other cuboids from 2-D drawings.
Statistics
I can read and write decimal numbers as fractions.
I can write % as a fraction and decimal equivalents.
I can complete, read and interpret information in tables including timetables.
I can solve 'difference' problems using information presented in a line graph.
I can solve 'sum' problems using information presented in a line graph.
I can solve 'comparison' problems using information presented in a line graph.

.3.22

ompare numbers up to 3 decimal

ending mean.

s with up to 3 decimal places.

columns that are important when size of the digit.

and 5 to complete the decimal

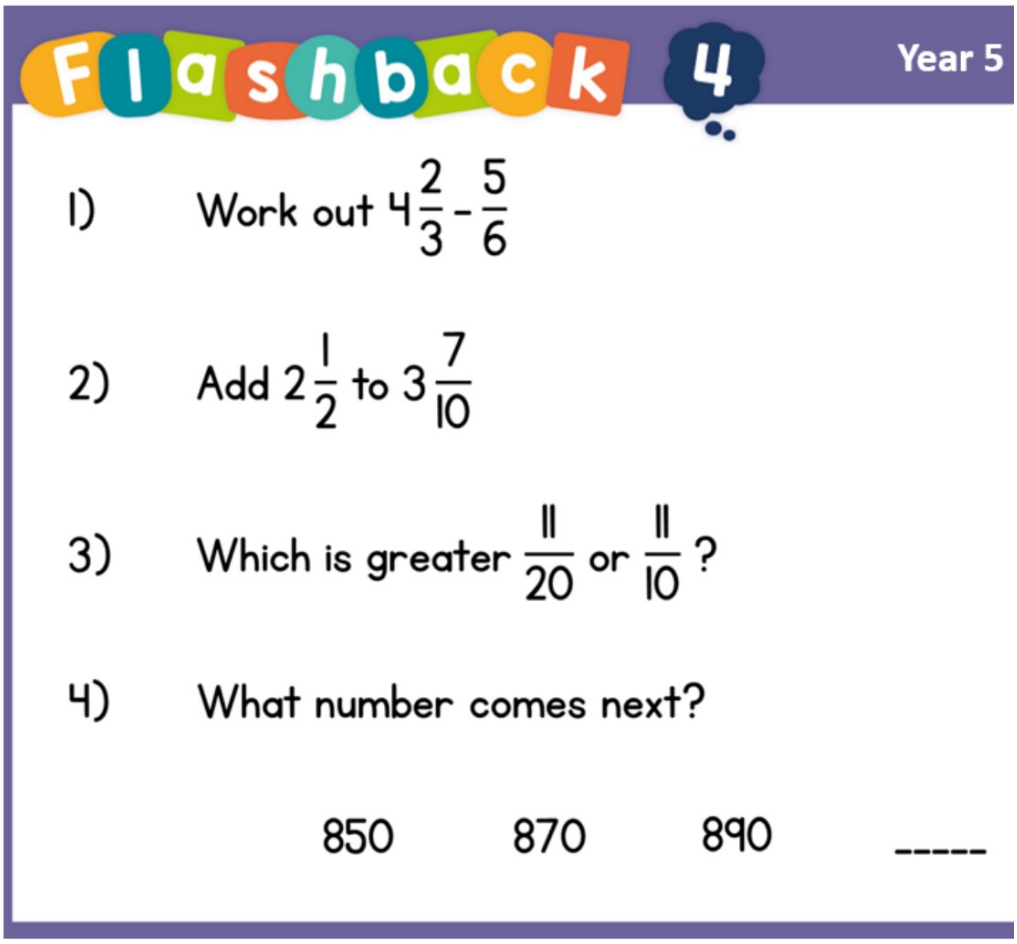
0 . ☐ ☐

e numbers you can make.

nals as mixed numbers.

he numbers and write them in

Flashback 4.



Flashback 4

1) Work out $4\frac{2}{3} - \frac{5}{6}$

2) Add $2\frac{1}{2}$ to $3\frac{7}{10}$

3) Which is greater $\frac{11}{20}$ or $\frac{11}{10}$?

4) What number comes next?

850 870 89

Consolidation LO: To order and compare numbers up to 3 decimal places.

I know what ascending and descending mean.

I can order and compare numbers with up to 3 decimal places.

I understand it is the place value columns that are important when ordering and comparing, not the size of the digit.

Use the digits 3, 4 and 5 to complete the decimal number.

List all the possible numbers you can make.

Write these decimals as mixed numbers.

Choose three of the numbers and write them in words.

GET READY

1) 26 ◯ 41

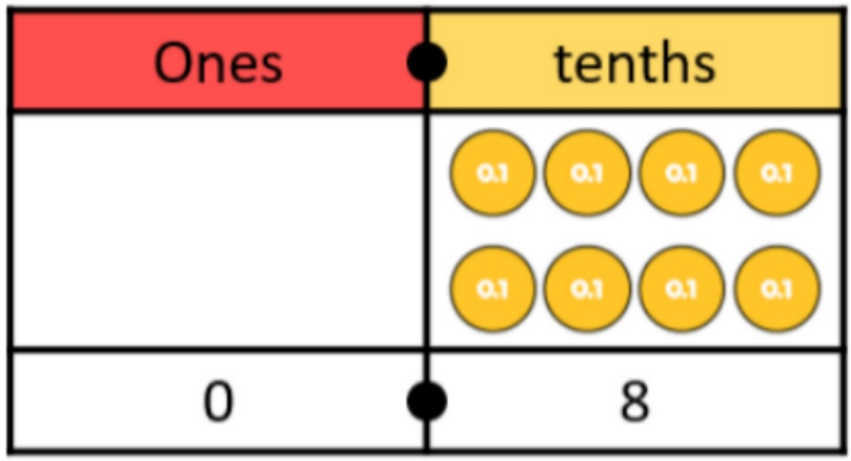
2) What is the digit in the tenths place of 8.63?

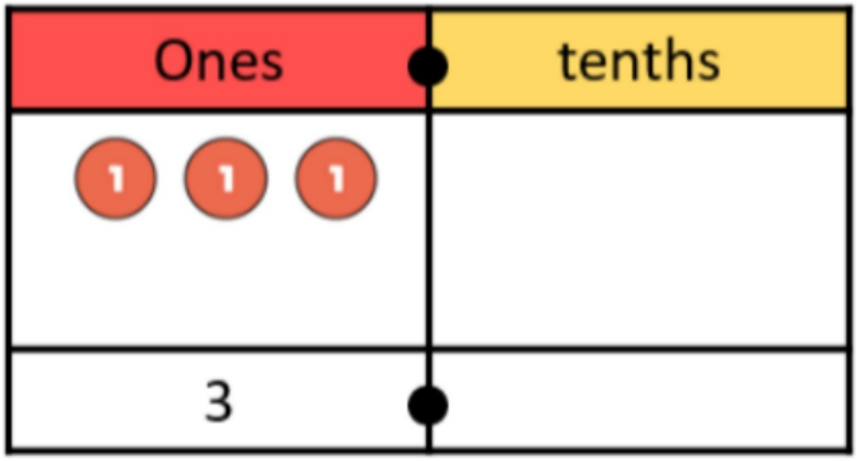
3) What is the value in the hundredths place of 4.9?

4) 50 hundredths = _____ tenths

What are the rules for comparing numbers?

$0.8 \bigcirc 3$





Which number is greater and why?

658	524
45.09	43.87
30.42	30.39

Order these decimals in ascending order:

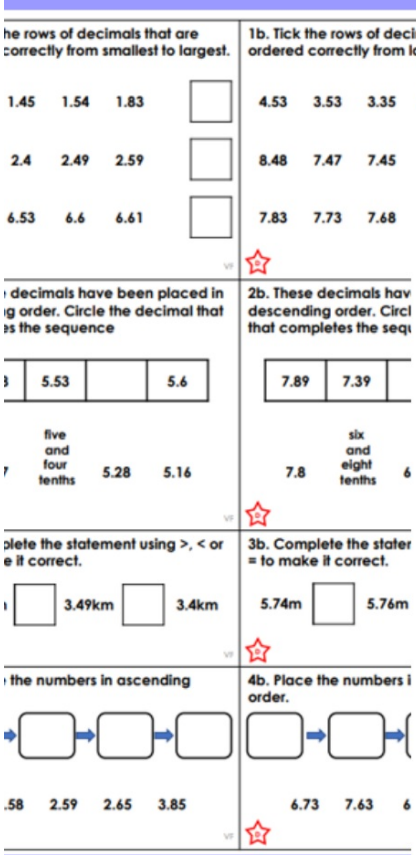
65.64
76.52
64.88
19.49
72.89

Complete this statements with more than, less than or equal to:

6288m 6.726km

1.23m 736cm

Have a go at the questions:



he rows of decimals that are
correctly from smallest to largest.

1.45 1.54 1.83

2.4 2.49 2.59

6.53 6.6 6.61

1b. Tick the rows of decimals that are ordered correctly from largest to smallest.

4.53 3.53 3.35 3.39

8.48 7.47 7.45

7.83 7.73 7.68

decimals have been placed in
g order. Circle the decimal that
es the sequence

	5.53		5.6

five and four tenths 5.28 5.16

2b. These decimals hav
descending order. Circl
that completes the seq

7.89	7.39	

7.8 six and eight tenths 6

plete the statement using >, < or
e it correct.

3.49km 3.4km

3b. Complete the stater
= to make it correct.

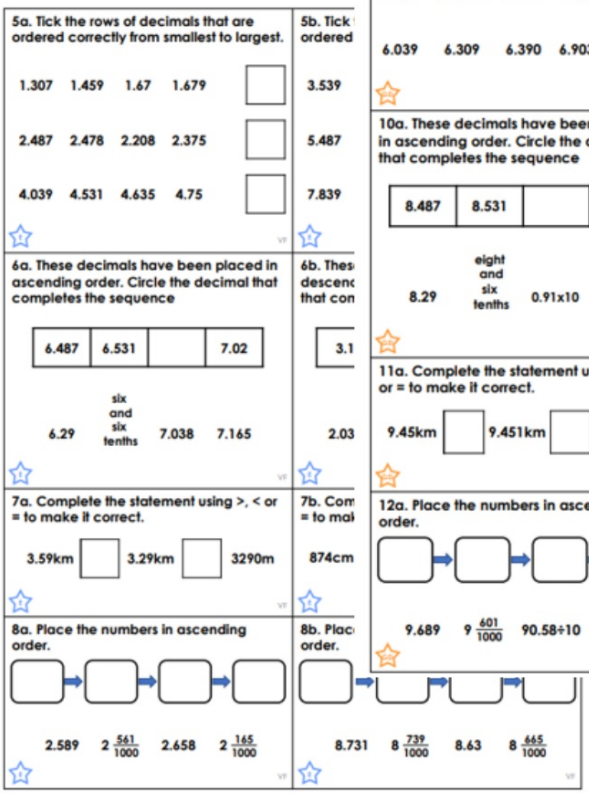
5.74m 5.76m

the numbers in ascending

.58 2.59 2.65 3.85

4b. Place the numbers i
order.

6.73 7.63 6



5a. Tick the rows of decimals that are ordered correctly from smallest to largest.

1.307 1.459 1.67 1.679

2.487 2.478 2.208 2.375

4.039 4.531 4.635 4.75

5b. Tick
ordered

3.539

5.487

7.839

6a. These decimals have been placed in ascending order. Circle the decimal that completes the sequence

6.487	6.531		7.02

6.29 six and six tenths 7.038 7.165

6b. These
descend
that con

3.1

2.03

7a. Complete the statement using >, < or = to make it correct.

3.59km 3.29km 3290m

7b. Com
= to mak

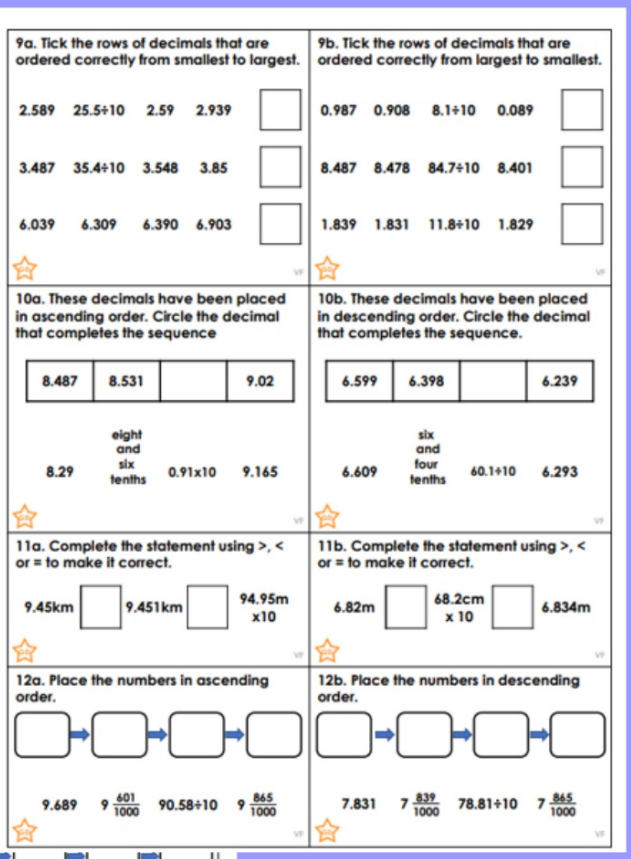
874cm

8a. Place the numbers in ascending order.

2.589 $2\frac{561}{1000}$ 2.658 $2\frac{165}{1000}$

8b. Plac
order.

8.731 $8\frac{739}{1000}$ 8.63 $8\frac{665}{1000}$



9a. Tick the rows of decimals that are ordered correctly from smallest to largest.

2.589 25.5÷10 2.59 2.939

3.487 35.4÷10 3.548 3.85

6.039 6.309 6.390 6.903

9b. Tick the rows of decimals that are ordered correctly from largest to smallest.

0.987 0.908 8.1÷10 0.089

8.487 8.478 84.7÷10 8.401

1.839 1.831 11.8÷10 1.829

10a. These decimals have been placed in ascending order. Circle the decimal that completes the sequence

8.487	8.531		9.02

8.29 eight and six tenths 0.91x10 9.165

10b. These decimals have been placed in descending order. Circle the decimal that completes the sequence.

6.599	6.398		6.239

6.609 six and four tenths 60.1÷10 6.293

11a. Complete the statement using >, < or = to make it correct.

9.45km 9.451km 94.95m x10

11b. Complete the statement using >, < or = to make it correct.

6.82m 68.2cm x 10 6.834m

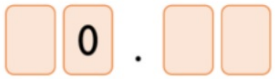
12a. Place the numbers in ascending order.

9.689 $9\frac{601}{1000}$ 90.58÷10 $9\frac{865}{1000}$

12b. Place the numbers in descending order.

7.831 $7\frac{839}{1000}$ 78.81÷10 $7\frac{865}{1000}$

Use the digits **3**, **4** and **5** to complete the decimal number.



List all the possible numbers you can make.

Write these decimals as mixed numbers.

Choose three of the numbers and write them in words.

True or False?

Order and compare decimals

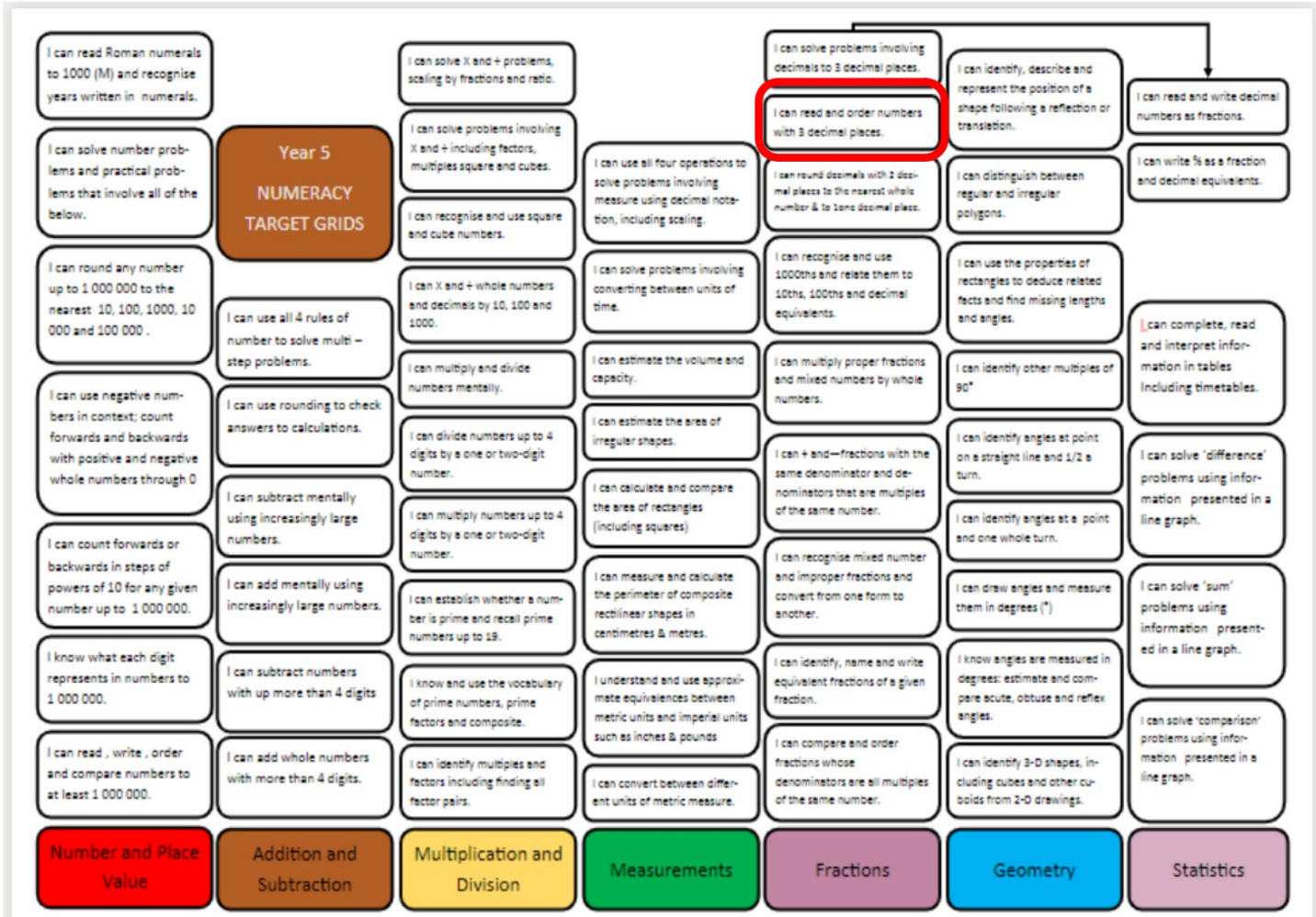
$$10 \times 4.001 > 4.01 \div 10$$

White Rose Maths

True

$10 \times 4.001 > 4.01 \div 10$

$4.01 > 4.001$


Year 5
NUMERACY
TARGET GRIDS
Number and Place Value
I can read Roman numerals to 1000 (M) and recognise years written in numerals.
I can solve number problems and practical problems that involve all of the below.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 .
I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through 0
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
I know what each digit represents in numbers to 1 000 000.
I can read , write , order and compare numbers to at least 1 000 000.
Addition and Subtraction
I can use all 4 rules of number to solve multi – step problems.
I can use rounding to check answers to calculations.
I can subtract mentally using increasingly large numbers.
I can add mentally using increasingly large numbers.
I can subtract numbers with up more than 4 digits
I can add whole numbers with more than 4 digits.
Multiplication and Division
I can solve X and ÷ problems, scaling by fractions and ratio.
I can solve problems involving X and ÷ including factors, multiples square and cubes.
I can recognise and use square and cube numbers.
I can X and ÷ whole numbers and decimals by 10, 100 and 1000.
I can multiply and divide numbers mentally.
I can divide numbers up to 4 digits by a one or two-digit number.
I can multiply numbers up to 4 digits by a one or two-digit number.
I can establish whether a number is prime and recall prime numbers up to 19.
I know and use the vocabulary of prime numbers, prime factors and composite.
I can identify multiples and factors including finding all factor pairs.
Measurements
I can use all four operations to solve problems involving measure using decimal notation, including scaling.
I can solve problems involving converting between units of time.
I can estimate the volume and capacity.
I can estimate the area of irregular shapes.
I can calculate and compare the area of rectangles (including squares)
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres & metres.
I understand and use approximate equivalences between metric units and imperial units such as inches & pounds
I can convert between different units of metric measure.
Fractions
I can solve problems involving decimals to 3 decimal places.
I can read and order numbers with 3 decimal places.
I can round decimals with 2 decimal places to the nearest whole number & to 1dp decimal place.
I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
I can multiply proper fractions and mixed numbers by whole numbers.
I can + and — fractions with the same denominator and denominators that are multiples of the same number.
I can recognise mixed number and improper fractions and convert from one form to another.
I can identify, name and write equivalent fractions of a given fraction.
I can compare and order fractions whose denominators are all multiples of the same number.
Geometry
I can identify, describe and represent the position of a shape following a reflection or translation.
I can distinguish between regular and irregular polygons.
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can identify other multiples of 90°
I can identify angles at point on a straight line and 1/2 a turn.
I can identify angles at a point and one whole turn.
I can draw angles and measure them in degrees (°)
I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can identify 3-D shapes, including cubes and other cuboids from 2-D drawings.
Statistics
I can read and write decimal numbers as fractions.
I can write % as a fraction and decimal equivalents.
I can complete, read and interpret information in tables including timetables.
I can solve 'difference' problems using information presented in a line graph.
I can solve 'sum' problems using information presented in a line graph.
I can solve 'comparison' problems using information presented in a line graph.

Arithmetic LO: To multiply and divide numbers by 10 and 100.
I know that when I multiply, my answer will be bigger and when I divide, my answer will be smaller.
I can multiply and divide numbers by 10 and 100.
I understand that multiplying and dividing by 10 and 100 is the same as making a number 10 or 100 times smaller/bigger and making a number 1 tenth or 1 hundredth times the size.

GET READY

On your whiteboards, answer these questions:

2 x 10

4 x 10

8 x 10

11 x 10

5 x 100

7 x 100

9 x 100

What do you notice about your answers and the questions?

When we multiply, what happens to our answer?

So, which way will the digits move on a PV chart?

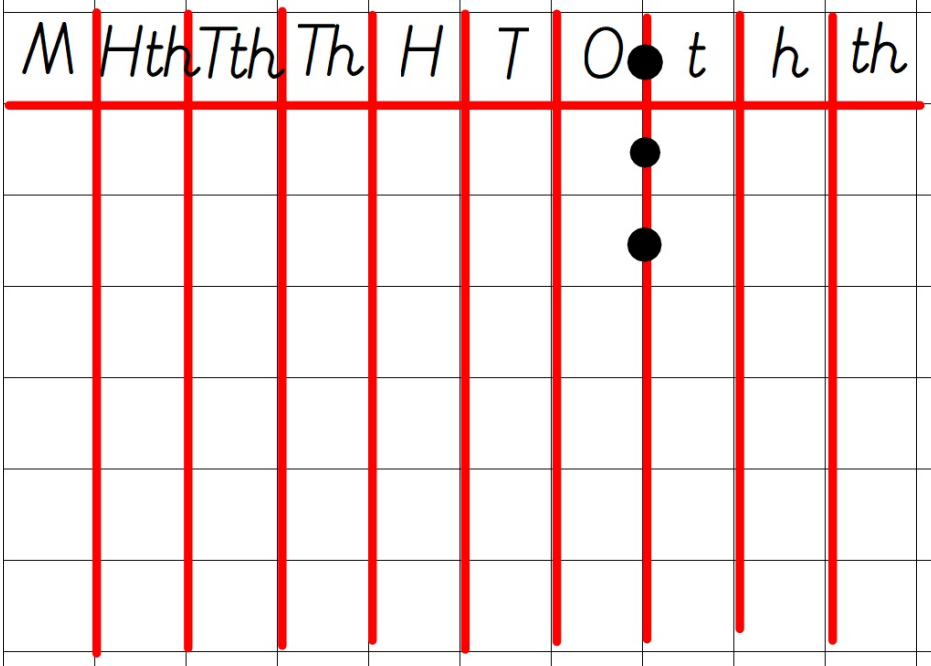
When we divide, what happens to our answer?

So, which way will the digits move on a PV chart?

How many spaces will they move if it is by 10?

How many spaces will they move if it is by 100?

On your whiteboards, draw a place value chart like this:



T - give chn numbers to multiply and divide by 10 or 100.

Your turn:

1) 34 x 10 = _____

2) 65 x 100 = _____

3) 53 ÷ 10 = _____

4) 87 x 10 = _____

5) 785 ÷ 100 = _____

6) 34 x 100 = _____

7) 24 ÷ 10 = _____

8) 124 ÷ 100 = _____

9) 67 x _____ = 670

10) 640 ÷ _____ = 6.4

11) 68 ÷ _____ = 6.8

12) 73 x _____ = 7300

13) 542 ____ 10 = 54.2

14) 473 ____ 100 = 4.73

Extension activity:

Jack is thinking of a 3-digit number.

When he multiplies his number by 100, the ten thousands and hundreds digit are the same.

The sum of the digits is 10

What number could Jack be thinking of?

Use the digit cards to fill in the missing digits.

1	2	3	4	5	6	7	8	9

170 ÷ 10 = __ __

__20 × 10 = 3,__00

1,8__0 ÷ 10 = 1__6

__9 × 100 = 5,__00

6__ = 6,400 ÷ 100