Fractions

15.02.22

LO: To know what a tenth is.
I know that 10 tenths make one whole.
I can represent tenths in different ways.
I understand how fractions are linked to division and that one tenth is when one whole is divided into 10 equal parts.

LO: To recognise and understand tenths and hundredths.
I know that 10 hundredths are equivalent to one tenth.
I can use base 10 to support and show my understanding.
I understand how to partition a fraction into tenths and hundredths.

Flashback 4

Flashback 4 Year 3 | Week 11 | Day 2

1) Write $\frac{3}{10}$ as a decimal. ☐

2) Which fraction is equal to 1 whole?

$\frac{3}{5}$ $\frac{9}{9}$ $\frac{10}{3}$ $\frac{6}{7}$ ☐

3) How many centimetres are equal to 8 metres? ☐

4) Divide 48 by 2 ☐

White Rose

Flashback 4 Year 4 | Week 6 | Day 2

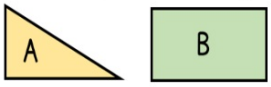
1) Write the next two fractions in the sequence.

$\frac{1}{10}$, $\frac{3}{10}$, $\frac{5}{10}$, $\frac{7}{10}$, ☐, ☐

2) What fraction is shaded?

☐

3) Which shape has the larger area?



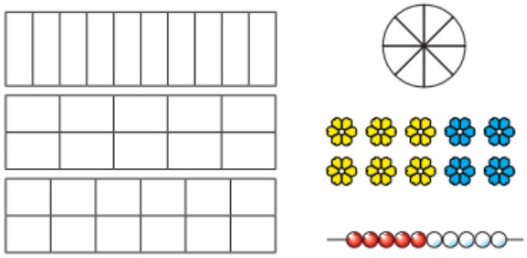
☐

4) Subtract 386 from 1,202 ☐

White Rose

Year 3

1 Which pictures show tenths?



2 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

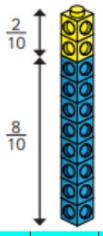
b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

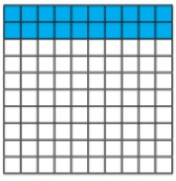
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

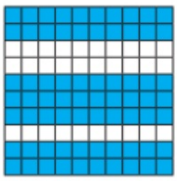


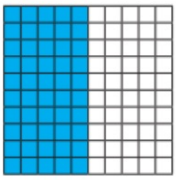
Year 4

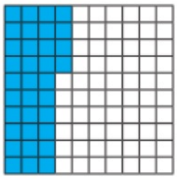
1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?

a) 

c) 

b) 

d) 

2 Use a hundred square.

What fraction of the whole does each represent?

a) 4 full rows

b) 6 full columns

c) 13 squares

d) 2 full rows and 5 squares

e) 3 full columns and 8 squares

3 Complete the sentences.

a) 4 tenths is equivalent to ☐ hundredths.

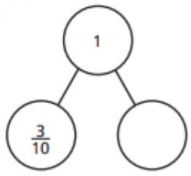
b) 70 hundredths is equivalent to ☐ tenths.

c) 5 tenths is equivalent to ☐ hundredths or 1 _____

Year 3

4 Complete the part-whole models.

a)



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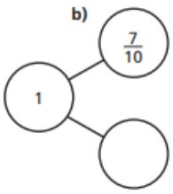

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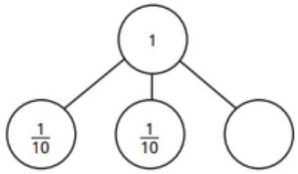

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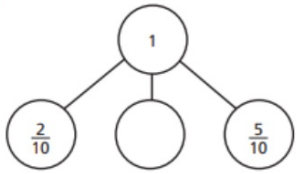
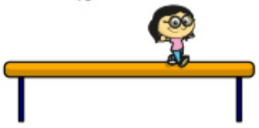


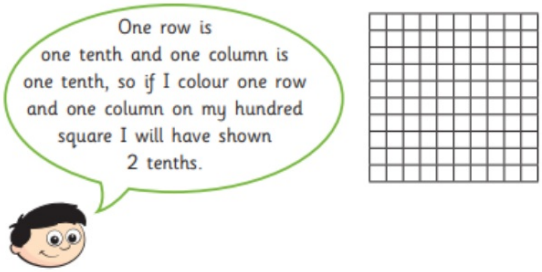
5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

Year 4

4

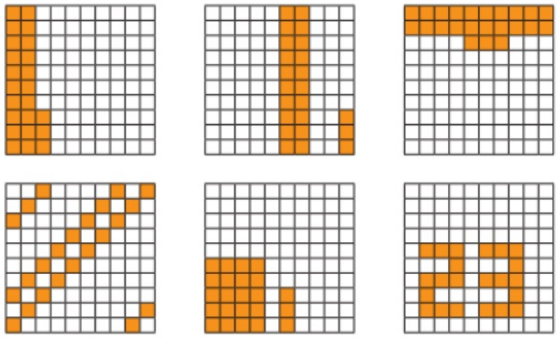


Is Dexter correct?

Explain your answer.

You may use the hundred square to help you.

5 Which hundred squares have $\frac{23}{100}$ shaded?



Year 3

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

Extension

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Compare answers with a partner.

Year 4

Extension

Who is correct?

Dora

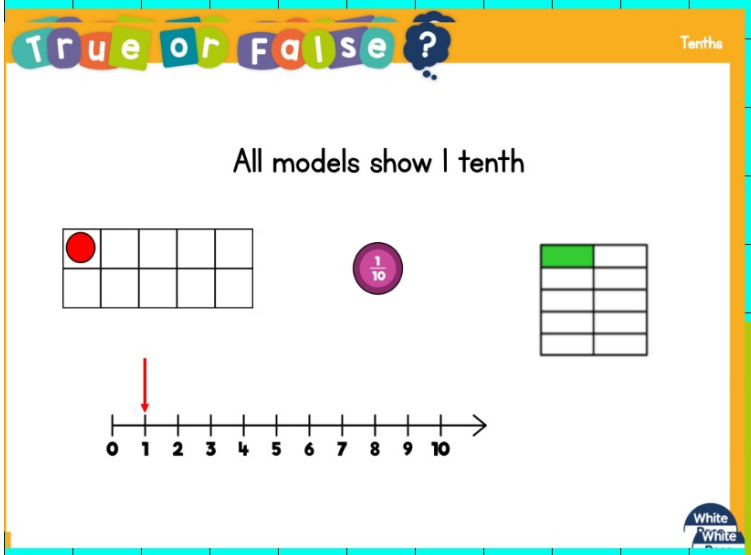
5 hundredths is equivalent to 50 tenths.

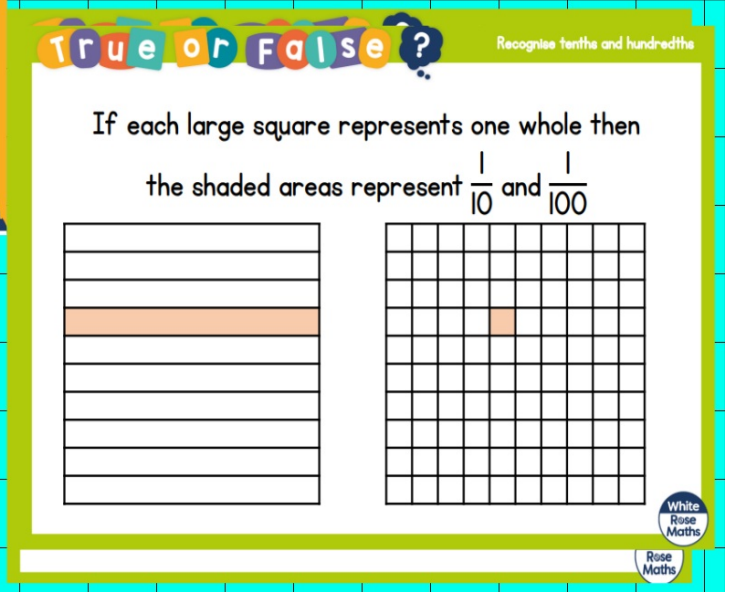
50 hundredths is equivalent to 5 tenths.

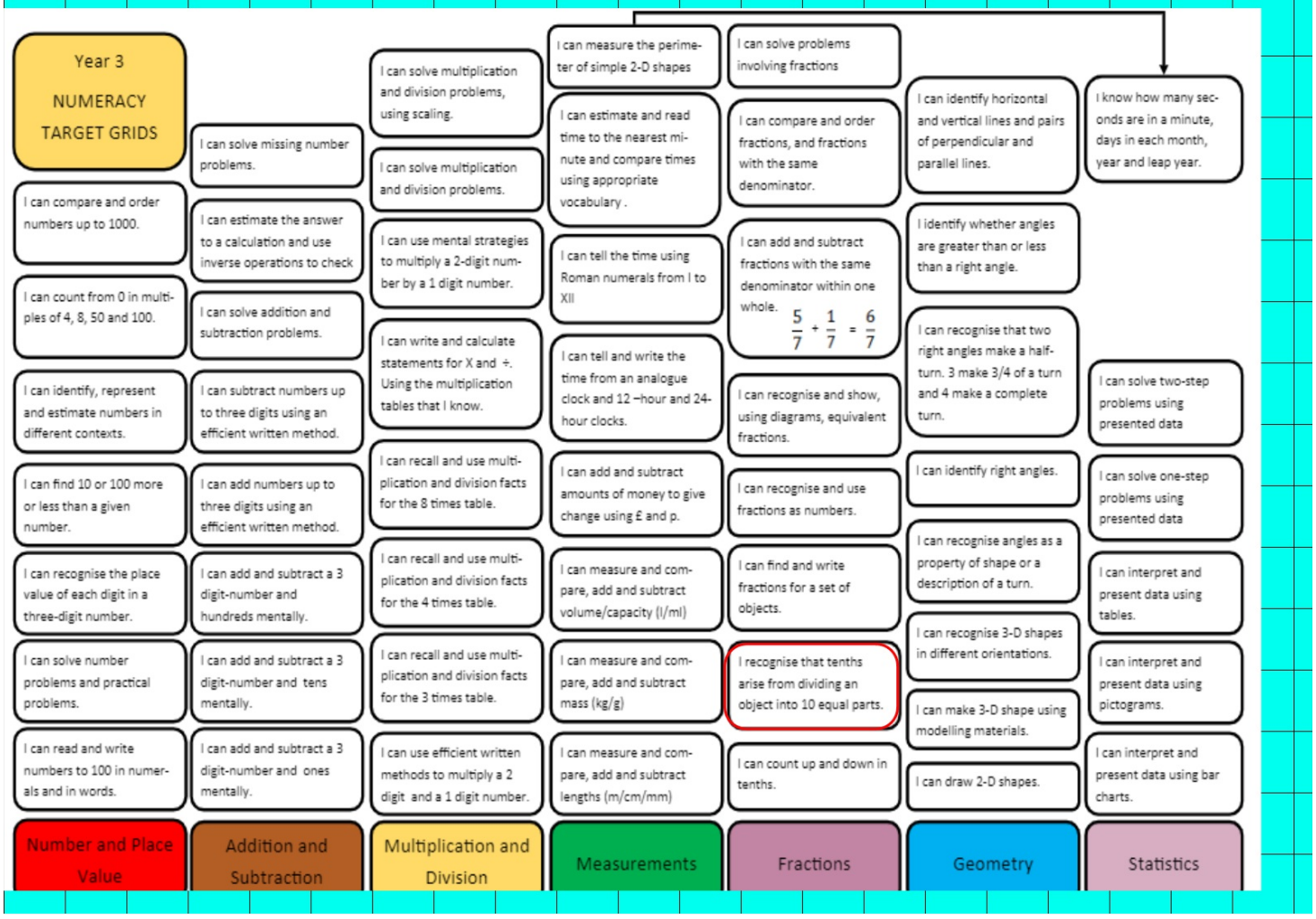
Amir

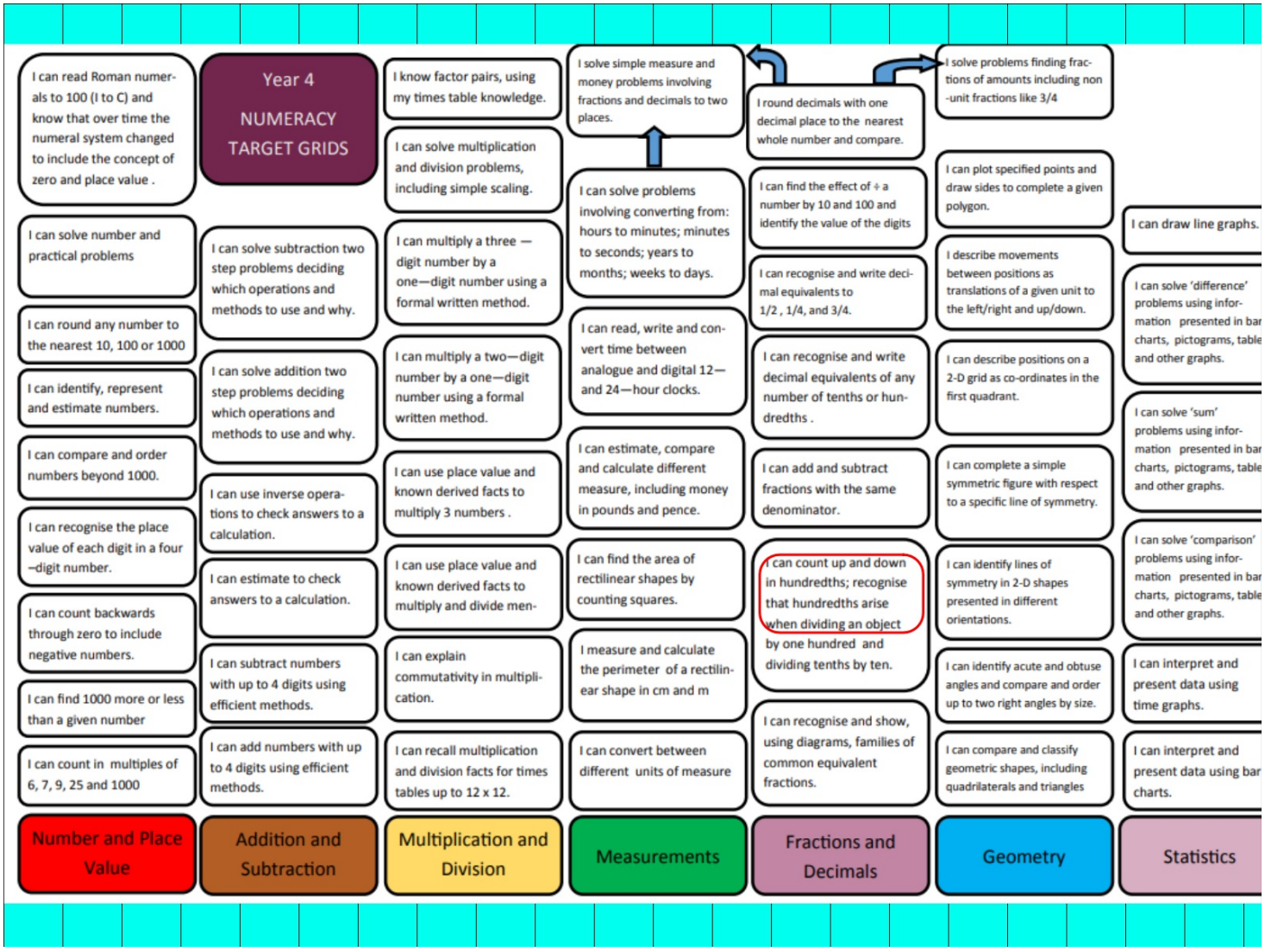
Explain why.

Plenary


True or False ?
Tenths
All models show 1 tenth
1/10
0 1 2 3 4 5 6 7 8 9 10
White Rose Maths


True or False ?
Recognise tenths and hundredths
If each large square represents one whole then
the shaded areas represent 1/10 and 1/100
White Rose Maths
Rose Maths


Year 3
NUMERACY
TARGET GRIDS
I can compare and order numbers up to 1000.
I can count from 0 in multiples of 4, 8, 50 and 100.
I can identify, represent and estimate numbers in different contexts.
I can find 10 or 100 more or less than a given number.
I can recognise the place value of each digit in a three-digit number.
I can solve number problems and practical problems.
I can read and write numbers to 100 in numerals and in words.
Number and Place Value
I can solve missing number problems.
I can estimate the answer to a calculation and use inverse operations to check
I can solve addition and subtraction problems.
I can subtract numbers up to three digits using an efficient written method.
I can add numbers up to three digits using an efficient written method.
I can add and subtract a 3 digit-number and hundreds mentally.
I can add and subtract a 3 digit-number and tens mentally.
I can add and subtract a 3 digit-number and ones mentally.
Addition and Subtraction
I can solve multiplication and division problems, using scaling.
I can solve multiplication and division problems.
I can use mental strategies to multiply a 2-digit number by a 1 digit number.
I can write and calculate statements for X and ÷. Using the multiplication tables that I know.
I can recall and use multiplication and division facts for the 8 times table.
I can recall and use multiplication and division facts for the 4 times table.
I can recall and use multiplication and division facts for the 3 times table.
I can use efficient written methods to multiply a 2 digit and a 1 digit number.
Multiplication and Division
I can measure the perimeter of simple 2-D shapes
I can estimate and read time to the nearest minute and compare times using appropriate vocabulary .
I can tell the time using Roman numerals from I to XII
I can tell and write the time from an analogue clock and 12 –hour and 24-hour clocks.
I can add and subtract amounts of money to give change using £ and p.
I can measure and compare, add and subtract volume/capacity (l/ml)
I can measure and compare, add and subtract mass (kg/g)
I can measure and compare, add and subtract lengths (m/cm/mm)
Measurements
I can solve problems involving fractions
I can compare and order fractions, and fractions with the same denominator.
I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
I can recognise and show, using diagrams, equivalent fractions.
I can recognise and use fractions as numbers.
I can find and write fractions for a set of objects.
I recognise that tenths arise from dividing an object into 10 equal parts.
I can count up and down in tenths.
Fractions
I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I identify whether angles are greater than or less than a right angle.
I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.
I can identify right angles.
I can recognise angles as a property of shape or a description of a turn.
I can recognise 3-D shapes in different orientations.
I can make 3-D shape using modelling materials.
I can draw 2-D shapes.
Geometry
I know how many seconds are in a minute, days in each month, year and leap year.
I can solve two-step problems using presented data
I can solve one-step problems using presented data
I can interpret and present data using tables.
I can interpret and present data using pictograms.
I can interpret and present data using bar charts.
Statistics


Year 4
NUMERACY
TARGET GRIDS
I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .
I can solve number and practical problems
I can round any number to the nearest 10, 100 or 1000
I can identify, represent and estimate numbers.
I can compare and order numbers beyond 1000.
I can recognise the place value of each digit in a four –digit number.
I can count backwards through zero to include negative numbers.
I can find 1000 more or less than a given number
I can count in multiples of 6, 7, 9, 25 and 1000
Number and Place Value
I can solve subtraction two step problems deciding which operations and methods to use and why.
I can solve addition two step problems deciding which operations and methods to use and why.
I can use inverse operations to check answers to a calculation.
I can estimate to check answers to a calculation.
I can subtract numbers with up to 4 digits using efficient methods.
I can add numbers with up to 4 digits using efficient methods.
Addition and Subtraction
I know factor pairs, using my times table knowledge.
I can solve multiplication and division problems, including simple scaling.
I can multiply a three — digit number by a one—digit number using a formal written method.
I can multiply a two—digit number by a one—digit number using a formal written method.
I can use place value and known derived facts to multiply 3 numbers .
I can use place value and known derived facts to multiply and divide men-
I can explain commutativity in multiplication.
I can recall multiplication and division facts for times tables up to 12 x 12.
Multiplication and Division
I solve simple measure and money problems involving fractions and decimals to two places.
I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.
I can read, write and convert time between analogue and digital 12— and 24—hour clocks.
I can estimate, compare and calculate different measure, including money in pounds and pence.
I can find the area of rectilinear shapes by counting squares.
I measure and calculate the perimeter of a rectilinear shape in cm and m
I can convert between different units of measure
Measurements
I round decimals with one decimal place to the nearest whole number and compare.
I can find the effect of ÷ a number by 10 and 100 and identify the value of the digits
I can recognise and write decimal equivalents to 1/2 , 1/4, and 3/4.
I can recognise and write decimal equivalents of any number of tenths or hundredths .
I can add and subtract fractions with the same denominator.
I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can recognise and show, using diagrams, families of common equivalent fractions.
Fractions and Decimals
I solve problems finding fractions of amounts including non -unit fractions like 3/4
I can plot specified points and draw sides to complete a given polygon.
I describe movements between positions as translations of a given unit to the left/right and up/down.
I can describe positions on a 2-D grid as co-ordinates in the first quadrant.
I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can identify lines of symmetry in 2-D shapes presented in different orientations.
I can identify acute and obtuse angles and compare and order up to two right angles by size.
I can compare and classify geometric shapes, including quadrilaterals and triangles
Geometry
I can draw line graphs.
I can solve 'difference' problems using information presented in bar charts, pictograms, table and other graphs.
I can solve 'sum' problems using information presented in bar charts, pictograms, table and other graphs.
I can solve 'comparison' problems using information presented in bar charts, pictograms, table and other graphs.
I can interpret and present data using time graphs.
I can interpret and present data using bar charts.
Statistics

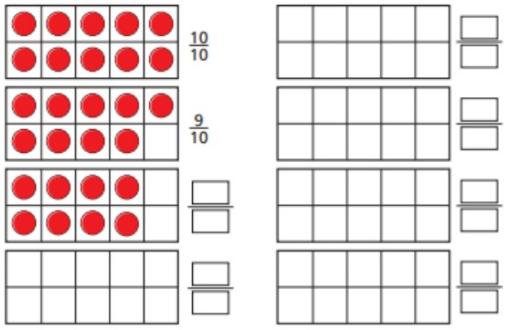
16.02.22

LO: To count in tenths.
I know how to represent tenths pictorially, in words and in fractions.
I can count forwards and backwards in tenths.
I understand what happens when we count past 10 tenths.

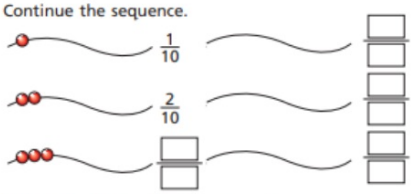
LO: To understand tenths as decimals
I know that a tenth is a part of a whole split into 10 equal parts.
I can write tenths as decimals and fractions.
I understand the relationship between 1/10 and 0.1

Year 3

1 Continue the sequence.



2 Continue the sequence.



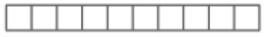
3 Write the missing fractions in each sequence.

a)

1/10	2/10		4/10	
6/10	7/10		9/10	10/10

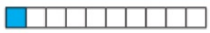
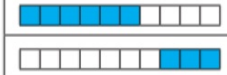
Year 4

1 Shade bar models to represent the amounts.

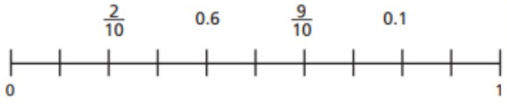


a) 7 tenths b) $\frac{4}{10}$ c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
		
		
		
		

3 Write each fraction and decimal in the correct place on the number line.



4 Work out the values of A, B and C.

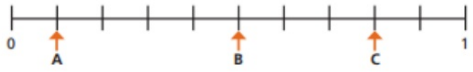
Give your answers as fractions and decimals.

Year 3

b)

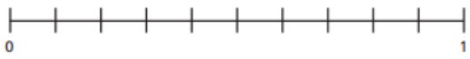
$\frac{10}{10}$	$\frac{9}{10}$		$\frac{7}{10}$	
$\frac{5}{10}$			$\frac{2}{10}$	$\frac{1}{10}$

What fraction is each arrow pointing to?

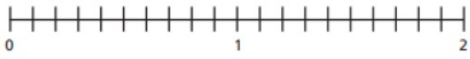


Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$



b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$



Draw and label arrows to estimate the position of the fractions on the number line.

Year 4

5 Match the equivalent fractions, decimals and words.

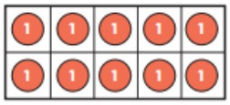
$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

6 What is the total value represented by each ten frame?

a)

c)

b)

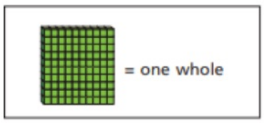


Year 3

a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$

b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

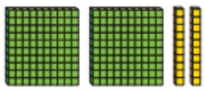
7



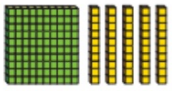
What number is represented in each picture?

a)

c)



b)



Year 4

7

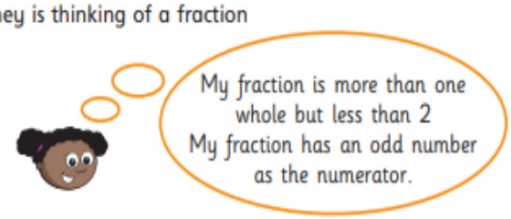
Nine tenths can be written 0.9, so ten tenths must be 0.10

Do you agree with Ron?

Explain your answer.

Year 3 Extension

8 Whitney is thinking of a fraction



What could Whitney's fraction be?

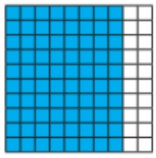
List all the possible fractions.

Year 4 Extension

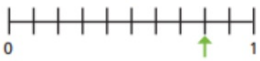
8 Eight tenths can be represented in all of the ways shown.

A

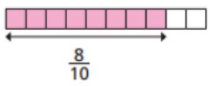
C



B



D



Which do you think is the best representation?

Discuss your answer with a partner.

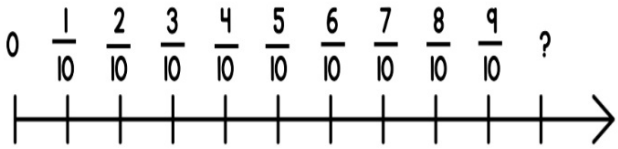
Represent six tenths in each different way.

Plenary

True or False ?

Count in tenths

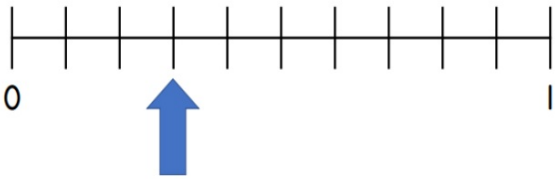
The missing value is 1 whole

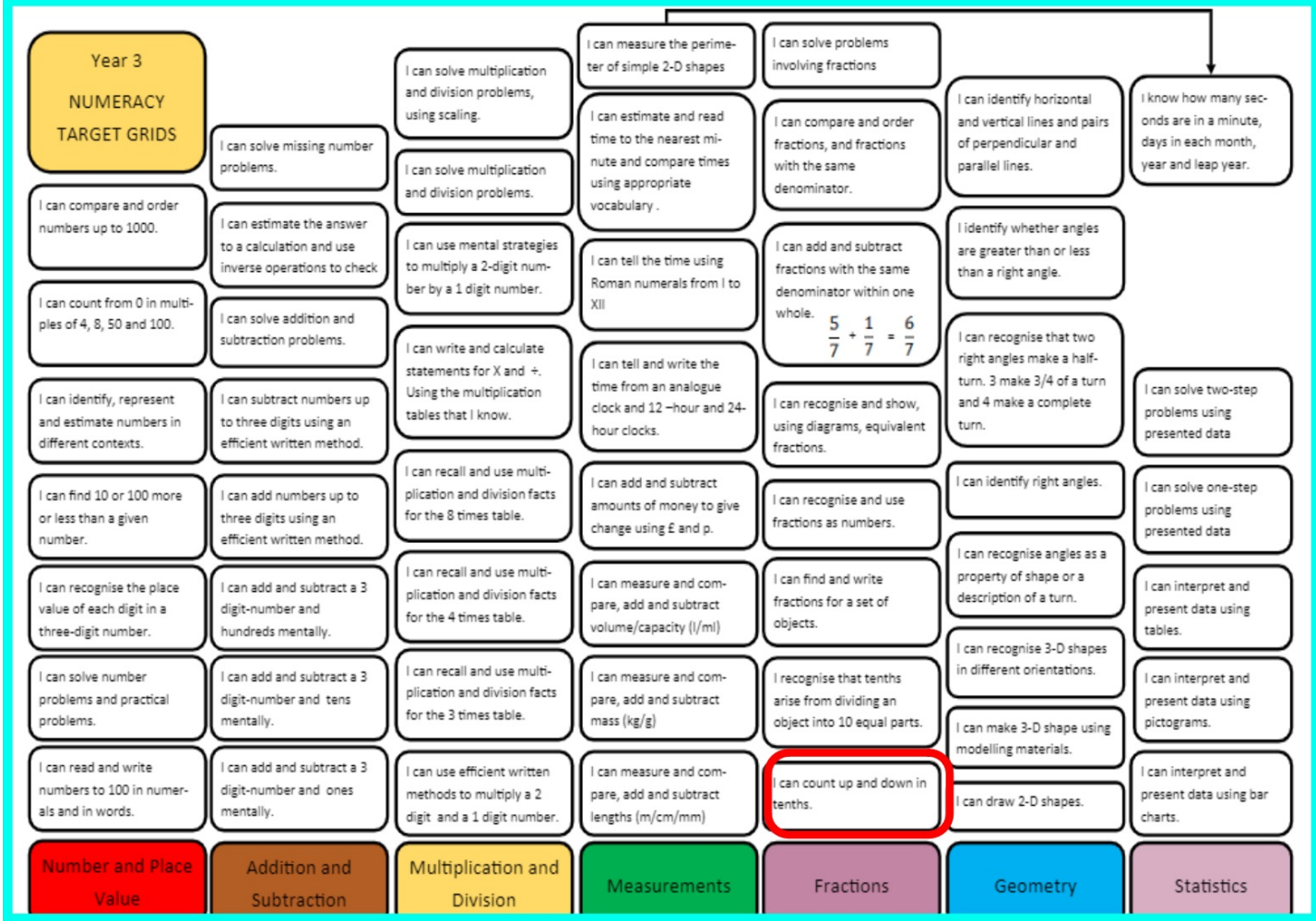


True or False ?

Tenths as decimals

The arrow is pointing to 3




Year 3
NUMERACY
TARGET GRIDS
I can compare and order numbers up to 1000.
I can count from 0 in multiples of 4, 8, 50 and 100.
I can identify, represent and estimate numbers in different contexts.
I can find 10 or 100 more or less than a given number.
I can recognise the place value of each digit in a three-digit number.
I can solve number problems and practical problems.
I can read and write numbers to 100 in numerals and in words.
Number and Place Value
I can solve missing number problems.
I can estimate the answer to a calculation and use inverse operations to check
I can solve addition and subtraction problems.
I can subtract numbers up to three digits using an efficient written method.
I can add numbers up to three digits using an efficient written method.
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I can add and subtract a 3 digit-number and tens mentally.
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I can solve multiplication and division problems, using scaling.
I can solve multiplication and division problems.
I can use mental strategies to multiply a 2-digit number by a 1 digit number.
I can write and calculate statements for X and ÷. Using the multiplication tables that I know.
I can recall and use multiplication and division facts for the 8 times table.
I can recall and use multiplication and division facts for the 4 times table.
I can recall and use multiplication and division facts for the 3 times table.
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Multiplication and Division
I can measure the perimeter of simple 2-D shapes
I can estimate and read time to the nearest minute and compare times using appropriate vocabulary .
I can tell the time using Roman numerals from I to XII
I can tell and write the time from an analogue clock and 12 –hour and 24-hour clocks.
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I can measure and compare, add and subtract volume/capacity (l/ml)
I can measure and compare, add and subtract mass (kg/g)
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I can solve problems involving fractions
I can compare and order fractions, and fractions with the same denominator.
I can add and subtract fractions with the same denominator within one whole. 5/7 + 1/7 = 6/7
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I can recognise and use fractions as numbers.
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I recognise that tenths arise from dividing an object into 10 equal parts.
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I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I identify whether angles are greater than or less than a right angle.
I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.
I can identify right angles.
I can recognise angles as a property of shape or a description of a turn.
I can recognise 3-D shapes in different orientations.
I can make 3-D shape using modelling materials.
I can draw 2-D shapes.
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I know how many seconds are in a minute, days in each month, year and leap year.
I can solve two-step problems using presented data
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I can interpret and present data using tables.
I can interpret and present data using pictograms.
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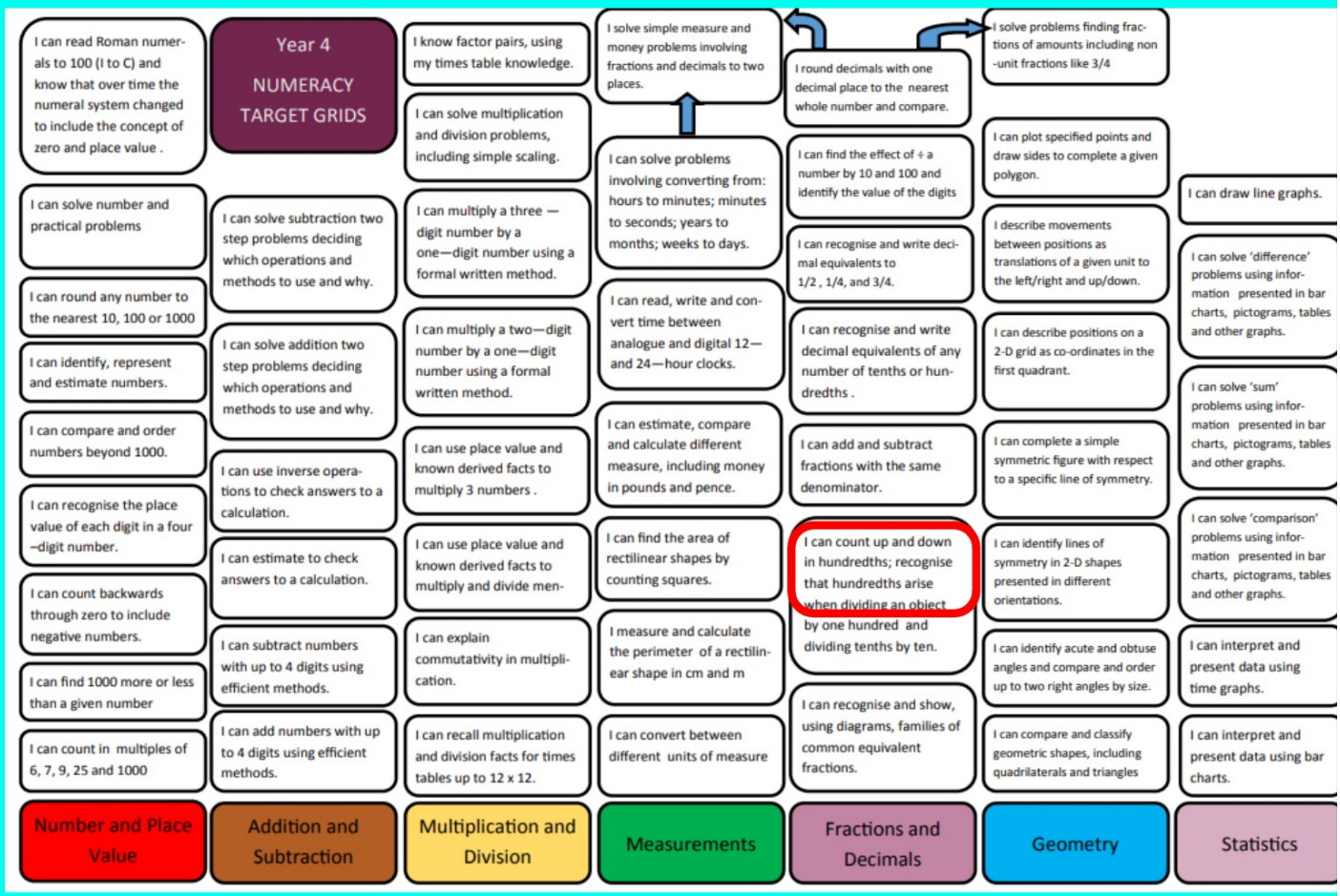
Statistics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NUMERACY
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I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .
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I can round any number to the nearest 10, 100 or 1000
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I can compare and order numbers beyond 1000.
I can recognise the place value of each digit in a four –digit number.
I can count backwards through zero to include negative numbers.
I can find 1000 more or less than a given number
I can count in multiples of 6, 7, 9, 25 and 1000
Number and Place Value
I can solve subtraction two step problems deciding which operations and methods to use and why.
I can solve addition two step problems deciding which operations and methods to use and why.
I can use inverse operations to check answers to a calculation.
I can estimate to check answers to a calculation.
I can subtract numbers with up to 4 digits using efficient methods.
I can add numbers with up to 4 digits using efficient methods.
Addition and Subtraction
I know factor pairs, using my times table knowledge.
I can solve multiplication and division problems, including simple scaling.
I can multiply a three — digit number by a one—digit number using a formal written method.
I can multiply a two—digit number by a one—digit number using a formal written method.
I can use place value and known derived facts to multiply 3 numbers .
I can use place value and known derived facts to multiply and divide men-
I can explain commutativity in multiplication.
I can recall multiplication and division facts for times tables up to 12 x 12.
Multiplication and Division
I solve simple measure and money problems involving fractions and decimals to two places.
I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.
I can read, write and convert time between analogue and digital 12— and 24—hour clocks.
I can estimate, compare and calculate different measure, including money in pounds and pence.
I can find the area of rectilinear shapes by counting squares.
I measure and calculate the perimeter of a rectilinear shape in cm and m
I can convert between different units of measure
Measurements
I round decimals with one decimal place to the nearest whole number and compare.
I can find the effect of ÷ a number by 10 and 100 and identify the value of the digits
I can recognise and write decimal equivalents to 1/2 , 1/4, and 3/4.
I can recognise and write decimal equivalents of any number of tenths or hundredths .
I can add and subtract fractions with the same denominator.
I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can recognise and show, using diagrams, families of common equivalent fractions.
Fractions and Decimals
I solve problems finding fractions of amounts including non -unit fractions like 3/4
I can plot specified points and draw sides to complete a given polygon.
I describe movements between positions as translations of a given unit to the left/right and up/down.
I can describe positions on a 2-D grid as co-ordinates in the first quadrant.
I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can identify lines of symmetry in 2-D shapes presented in different orientations.
I can identify acute and obtuse angles and compare and order up to two right angles by size.
I can compare and classify geometric shapes, including quadrilaterals and triangles
Geometry
I can draw line graphs.
I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.
I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.
I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.
I can interpret and present data using time graphs.
I can interpret and present data using bar charts.
Statistics

17.02.22

LO: To understand tenths as decimals	LO: To read and represent tenths on a place value grid.
I know that a tenth is a part of a whole split into 10 equal parts.	I know that the tenths column is to the right of the decimal point.
I can write tenths as decimals and fractions.	I can represent tenths on a place value grid.
I understand the relationship between 1/10 and 0.1	I understand how to use concrete resources to make tenths on a place value grid and write the corresponding number.

Flashback 4

Flashback 4 — Year 3 | Week 11 | Day 3

1) What fraction is the arrow pointing to?

2) What fraction is $\frac{1}{10}$ more than $\frac{10}{10}$?

3) Find the perimeter of the square.

4) Subtract £1 and 40p from £5

White Rose

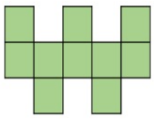
Flashback 4 — Year 4 | Week 6 | Day 4

1) Find the sum of $\frac{2}{7}$ and $\frac{3}{7}$

2) What is the missing denominator?

$\frac{3}{5} = \frac{12}{\square}$

3) What is the area of the shape?

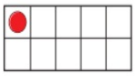
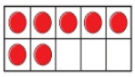
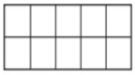


4) Add 392 and 1,509 together.

White Rose

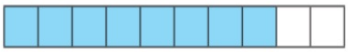
Year 3

1 Complete the table.

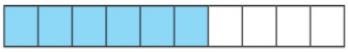
Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.

0.8



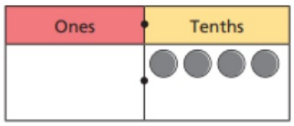
0.6

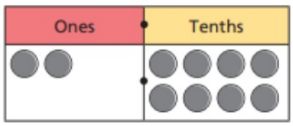


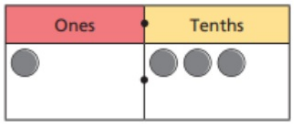
0.4

Year 4

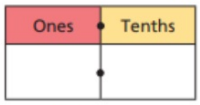
1 Write the decimal that is shown in each place value chart.





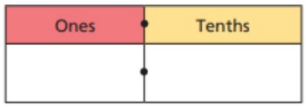


2 Draw counters on a place value chart to represent each number.



a) 2.1 **b)** 1.2 **c)** 0.2 **d)** 2

3 Rosie is using this place value chart to make numbers.



She uses all 8 counters each time.
Complete the sentences.

a) The smallest number possible is ☐

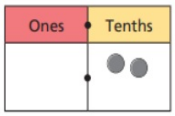
b) The greatest number possible is ☐

Year 3

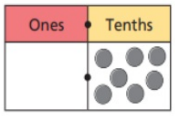
3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

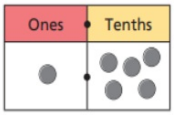
a)



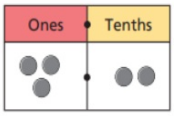
b)



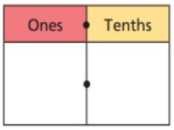
c)



d)



4 Draw counters to represent the numbers.

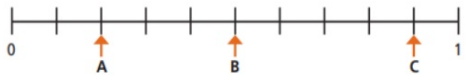


a) 0.3 **b)** 3 **c)** 1.3 **d)** 3.1

5 Continue the pattern

$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

6 What decimal is each arrow pointing to?

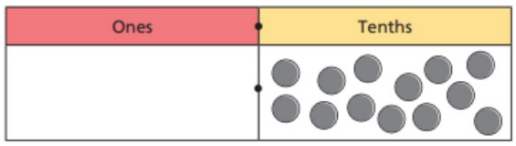


Year 4

c) A number between 3 and 4 is ☐

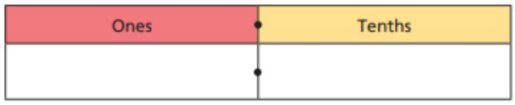
d) The closest possible number to 5 is ☐

4 Tommy has made a number on a place value chart.



a) What number has Tommy represented?

b) Draw counters to show how Tommy could have represented this differently.



c) What method did you use? Talk about it with a partner.

5 Complete the number sentences to match the place value charts.

There are ☐ ones and ☐ tenths.

☐ ones + ☐ tenths = ☐ + ☐ = ☐

a)

Ones	Tenths
2	6

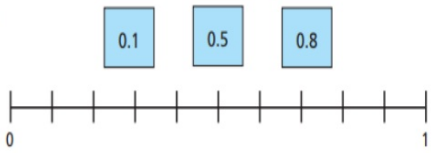
b)

Ones	Tenths
0	9

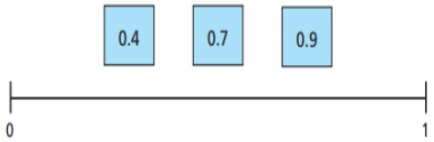
Year 3

7 Estimate the position of the decimals on the number lines.

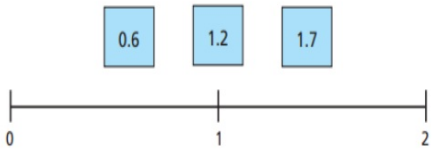
a)



b)



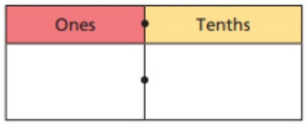
c)



Year 4

6 Draw counters to represent each number.

Write each number as a decimal.



a) There are 3 ones and 2 tenths.

b) There are 5 ones and 2 tenths.

c) There are 2 tenths.

Extension

8 Complete the statements.

a) $0.2 > \frac{\square}{10}$ **c)** $\square$ tenths = 0.7

b) $0.8 < \frac{\square}{10}$ **d)** $\square = \frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.

Ones	Tenths

List all the possible numbers she could represent.

Extension

7 Match the written numbers to the place value charts.

one tenth	Ones: 1, Tenths: 2
twenty-one tenths	Ones: 2, Tenths: 1
twelve tenths	Ones: 1, Tenths: 0
ten tenths	Ones: 0, Tenths: 1

8

Six tenths added to four tenths makes ten tenths, which is a whole.

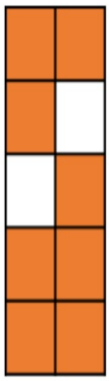
How many other ways can you make a whole from tenths?

Plenary

True or False?

Tenths as decimals

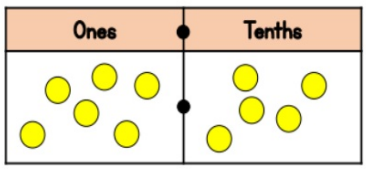
$0.8 = \quad = \frac{10}{8}$

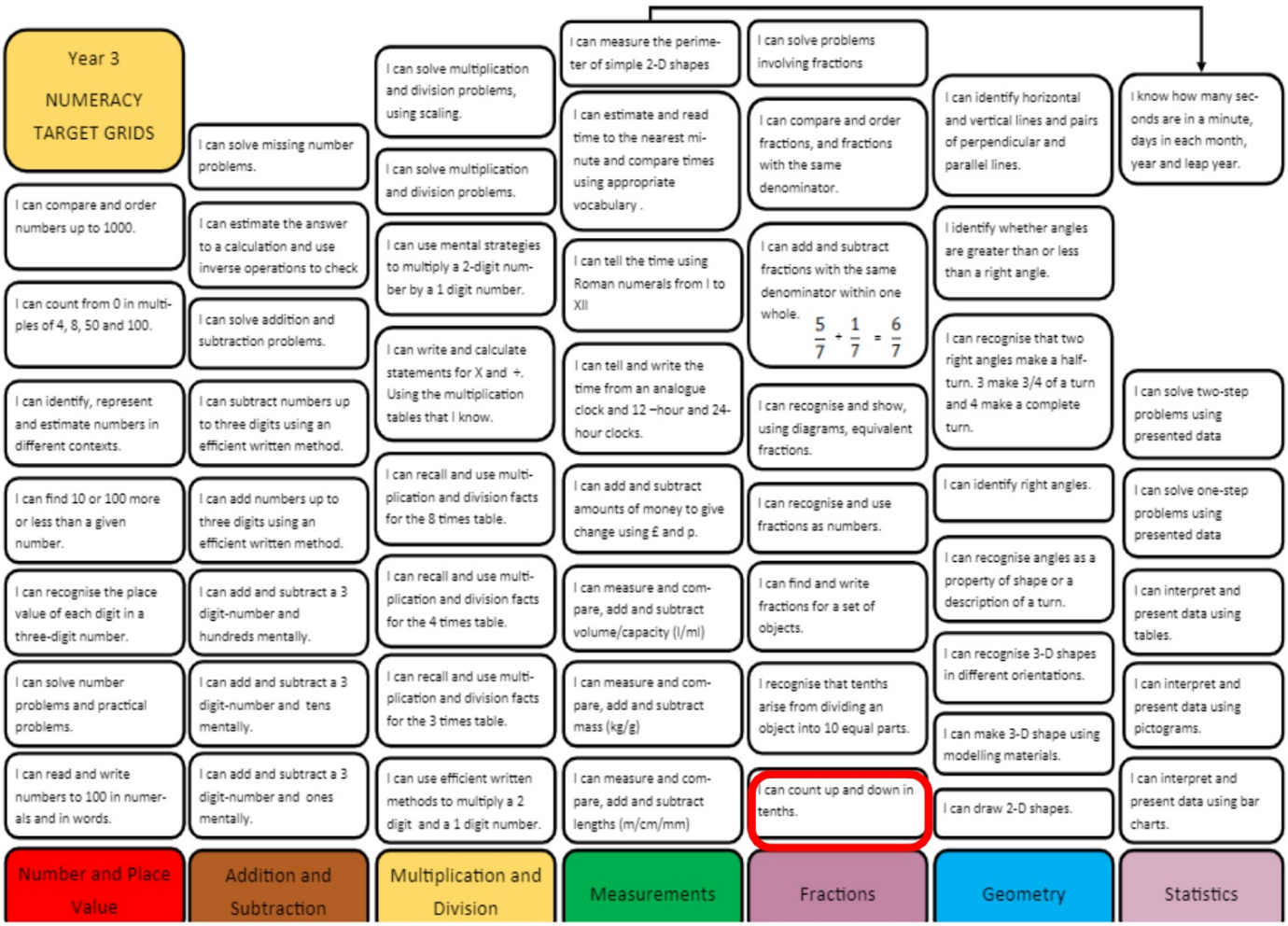


True or False?

Tenths on a place value grid

The counters on the place value grid represent 5.6

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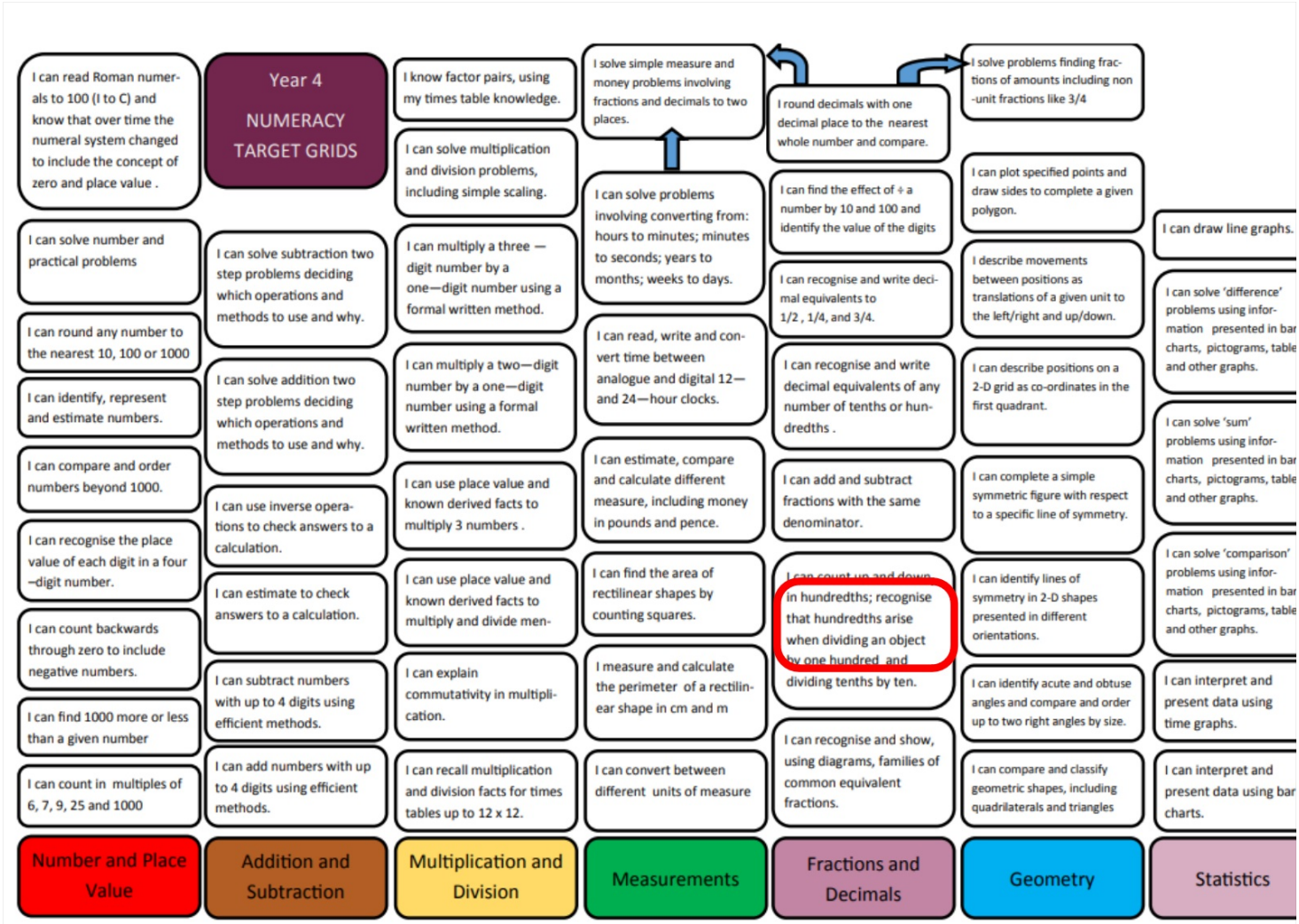
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I can recognise the place value of each digit in a four –digit number.
I can count backwards through zero to include negative numbers.
I can find 1000 more or less than a given number
I can count in multiples of 6, 7, 9, 25 and 1000
I can solve subtraction two step problems deciding which operations and methods to use and why.
I can solve addition two step problems deciding which operations and methods to use and why.
I can use inverse operations to check answers to a calculation.
I can estimate to check answers to a calculation.
I can subtract numbers with up to 4 digits using efficient methods.
I can add numbers with up to 4 digits using efficient methods.
I know factor pairs, using my times table knowledge.
I can solve multiplication and division problems, including simple scaling.
I can multiply a three — digit number by a one—digit number using a formal written method.
I can multiply a two—digit number by a one—digit number using a formal written method.
I can use place value and known derived facts to multiply 3 numbers .
I can use place value and known derived facts to multiply and divide men-
I can explain commutativity in multiplication.
I can recall multiplication and division facts for times tables up to 12 x 12.
I solve simple measure and money problems involving fractions and decimals to two places.
I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.
I can read, write and convert time between analogue and digital 12— and 24—hour clocks.
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I can find the area of rectilinear shapes by counting squares.
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I round decimals with one decimal place to the nearest whole number and compare.
I can find the effect of ÷ a number by 10 and 100 and identify the value of the digits
I can recognise and write decimal equivalents to 1/2 , 1/4, and 3/4.
I can recognise and write decimal equivalents of any number of tenths or hundredths .
I can add and subtract fractions with the same denominator.
I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can recognise and show, using diagrams, families of common equivalent fractions.
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Number and Place Value
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Multiplication and Division
Measurements
Fractions and Decimals
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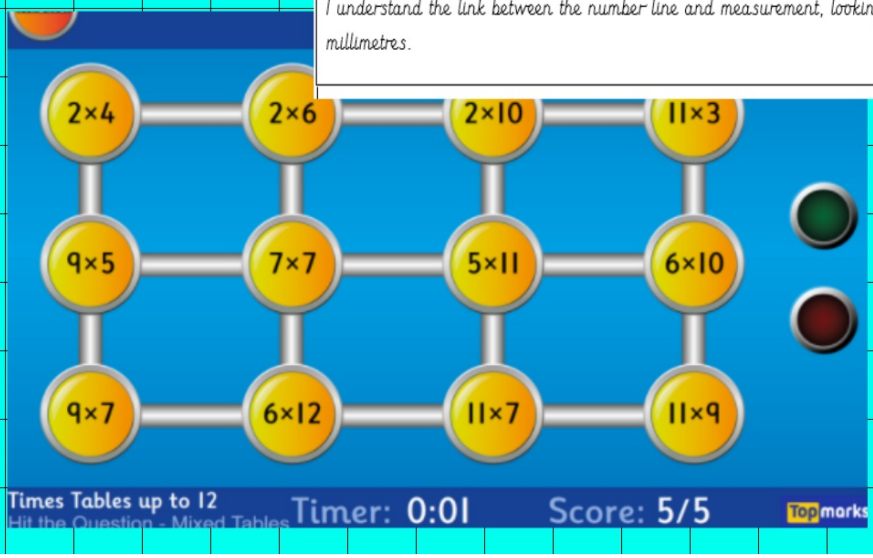
Statistics

18.02.22

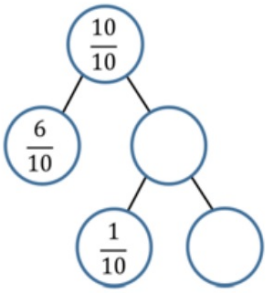
LO: To solve reasoning and problem-solving questions involving tenths.
know that there are 10 tenths in one whole.
can read the question carefully to ensure I understand how to solve it.
understand how to use my knowledge and understanding of tenths to solve reasoning and problem-solving questions.

LO: To read and represent tenths on a number line.
I know that there are 10 equal parts between 0 and 1.
I can use number lines to explore relative scale.
I understand the link between the number line and measurement, looking at measuring in centimetres and millimetres.



Year 3

Fill in the missing values.
Explain how you got your answers.



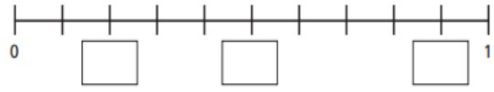
Odd One Out

Which is the odd one out?
Explain your answer.

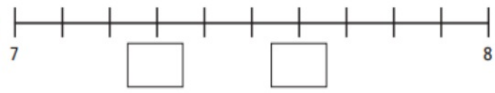
Year 4

1 Fill in the decimal numbers on each number line.

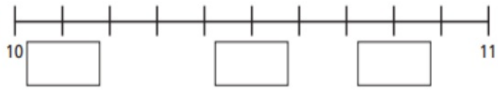
a)



b)



c)



2 Complete the number lines.

a)

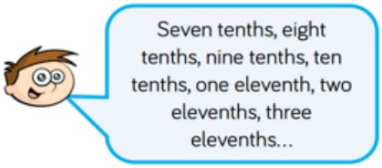
b)

c)

d)

Year 3

Teddy is counting in tenths.



Can you spot his mistake?

True or False?

Five tenths is $\frac{2}{10}$ smaller than 7 tenths.

Five tenths is $\frac{2}{10}$ larger than three tenths.

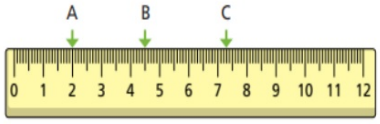
Do you agree?

Explain why.

Year 4

3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is ☐ cm along the ruler.

Point B is ☐ cm and ☐ mm along the ruler.

As a decimal it is ☐ cm.

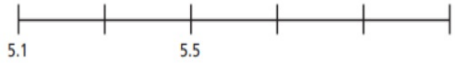
Point C is ☐ cm and ☐ mm along the ruler.

As a decimal it is ☐ cm.

4 Complete the number lines.

a)

b)



c)

d)

Year 3

Place the decimals and fractions on the number line.

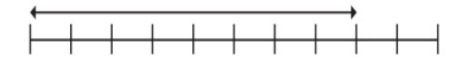
$0.7 \quad \frac{3}{10} \quad \frac{1}{10} \quad 0.9 \quad \frac{10}{10}$

Year 4

5 How long is each line?

a)

b)

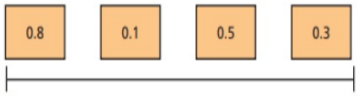


c)

How would your answers have been different if given in millimetres?

6 Draw arrows to estimate the position of the numbers on the number line.

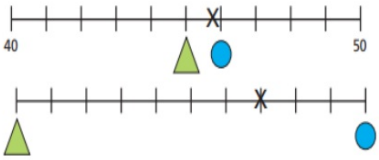
a)



b)

7 The triangle, circle and cross have the same value on both lines.

Work out the values.

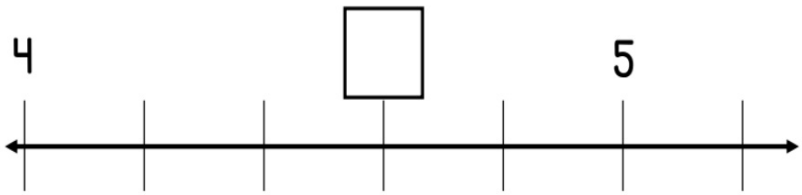


Plenary

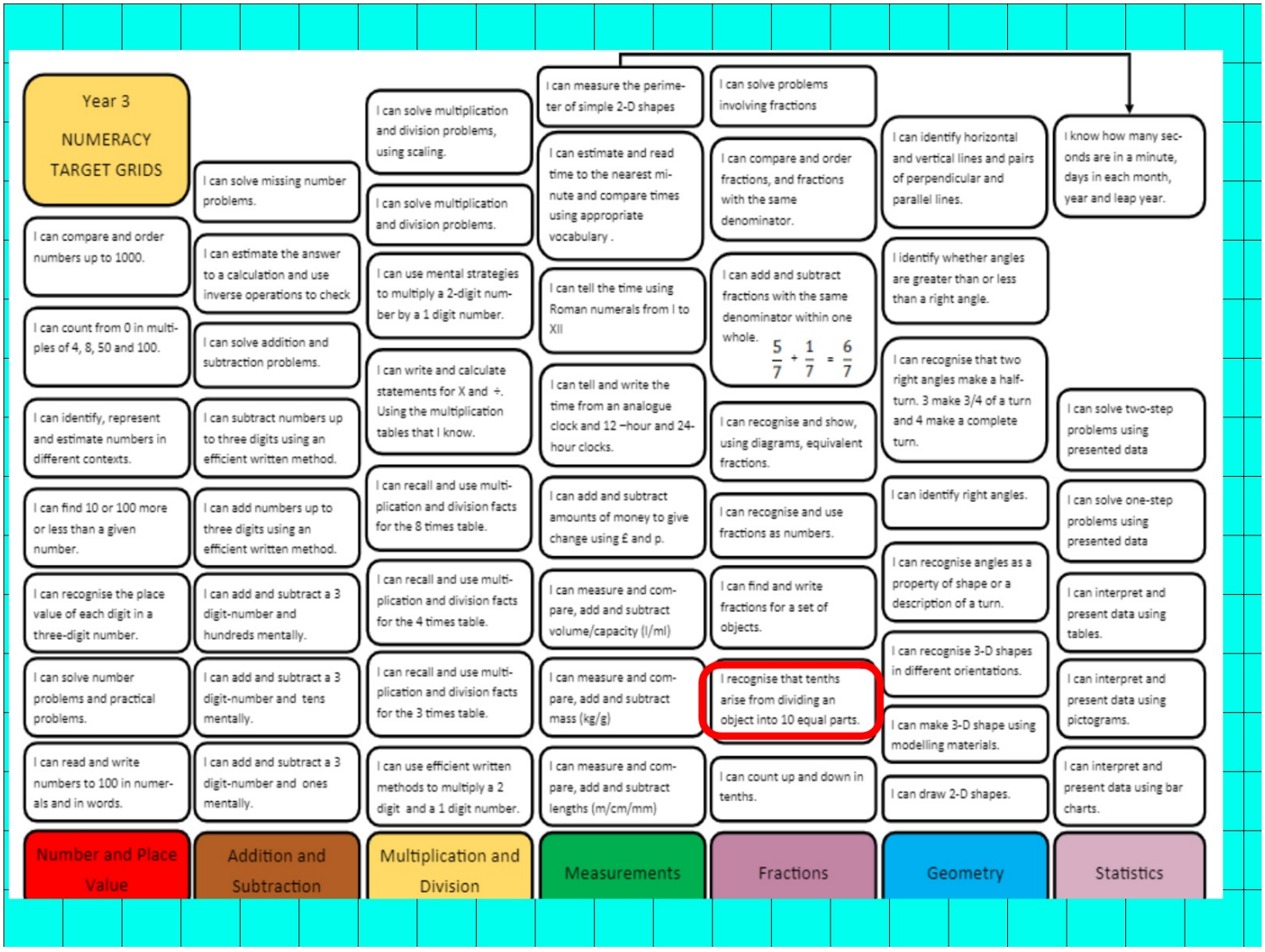
True or False?

Tenths on a number line

The missing number is 4.5



White Rose Maths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NUMERACY
TARGET GRIDS
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I can count from 0 in multiples of 4, 8, 50 and 100.
I can identify, represent and estimate numbers in different contexts.
I can find 10 or 100 more or less than a given number.
I can recognise the place value of each digit in a three-digit number.
I can solve number problems and practical problems.
I can read and write numbers to 100 in numerals and in words.
Number and Place Value
I can solve missing number problems.
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I can solve addition and subtraction problems.
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I can add numbers up to three digits using an efficient written method.
I can add and subtract a 3 digit-number and hundreds mentally.
I can add and subtract a 3 digit-number and tens mentally.
I can add and subtract a 3 digit-number and ones mentally.
Addition and Subtraction
I can solve multiplication and division problems, using scaling.
I can solve multiplication and division problems.
I can use mental strategies to multiply a 2-digit number by a 1 digit number.
I can write and calculate statements for X and ÷. Using the multiplication tables that I know.
I can recall and use multiplication and division facts for the 8 times table.
I can recall and use multiplication and division facts for the 4 times table.
I can recall and use multiplication and division facts for the 3 times table.
I can use efficient written methods to multiply a 2 digit and a 1 digit number.
Multiplication and Division
I can measure the perimeter of simple 2-D shapes
I can estimate and read time to the nearest minute and compare times using appropriate vocabulary .
I can tell the time using Roman numerals from I to XII
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I can measure and compare, add and subtract volume/capacity (l/ml)
I can measure and compare, add and subtract mass (kg/g)
I can measure and compare, add and subtract lengths (m/cm/mm)
Measurements
I can solve problems involving fractions
I can compare and order fractions, and fractions with the same denominator.
I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
I can recognise and show, using diagrams, equivalent fractions.
I can recognise and use fractions as numbers.
I can find and write fractions for a set of objects.
I recognise that tenths arise from dividing an object into 10 equal parts.
I can count up and down in tenths.
Fractions
I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I identify whether angles are greater than or less than a right angle.
I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.
I can identify right angles.
I can recognise angles as a property of shape or a description of a turn.
I can recognise 3-D shapes in different orientations.
I can make 3-D shape using modelling materials.
I can draw 2-D shapes.
Geometry
I know how many seconds are in a minute, days in each month, year and leap year.
I can solve two-step problems using presented data
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I can interpret and present data using tables.
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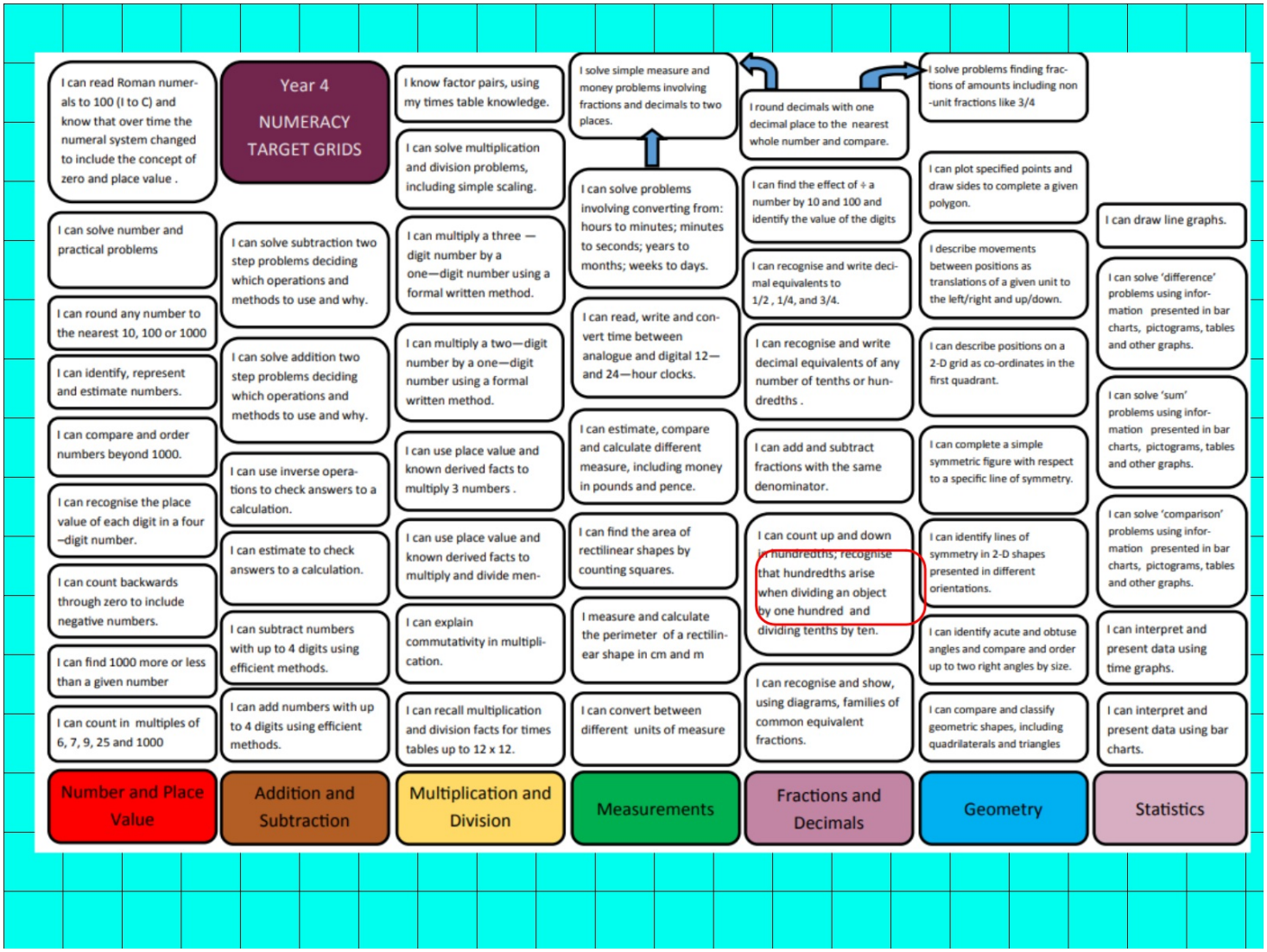
Statistics


Year 4
NUMERACY
TARGET GRIDS
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I can solve number and practical problems
I can round any number to the nearest 10, 100 or 1000
I can identify, represent and estimate numbers.
I can compare and order numbers beyond 1000.
I can recognise the place value of each digit in a four –digit number.
I can count backwards through zero to include negative numbers.
I can find 1000 more or less than a given number
I can count in multiples of 6, 7, 9, 25 and 1000
Number and Place Value
I can solve subtraction two step problems deciding which operations and methods to use and why.
I can solve addition two step problems deciding which operations and methods to use and why.
I can use inverse operations to check answers to a calculation.
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I can subtract numbers with up to 4 digits using efficient methods.
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Addition and Subtraction
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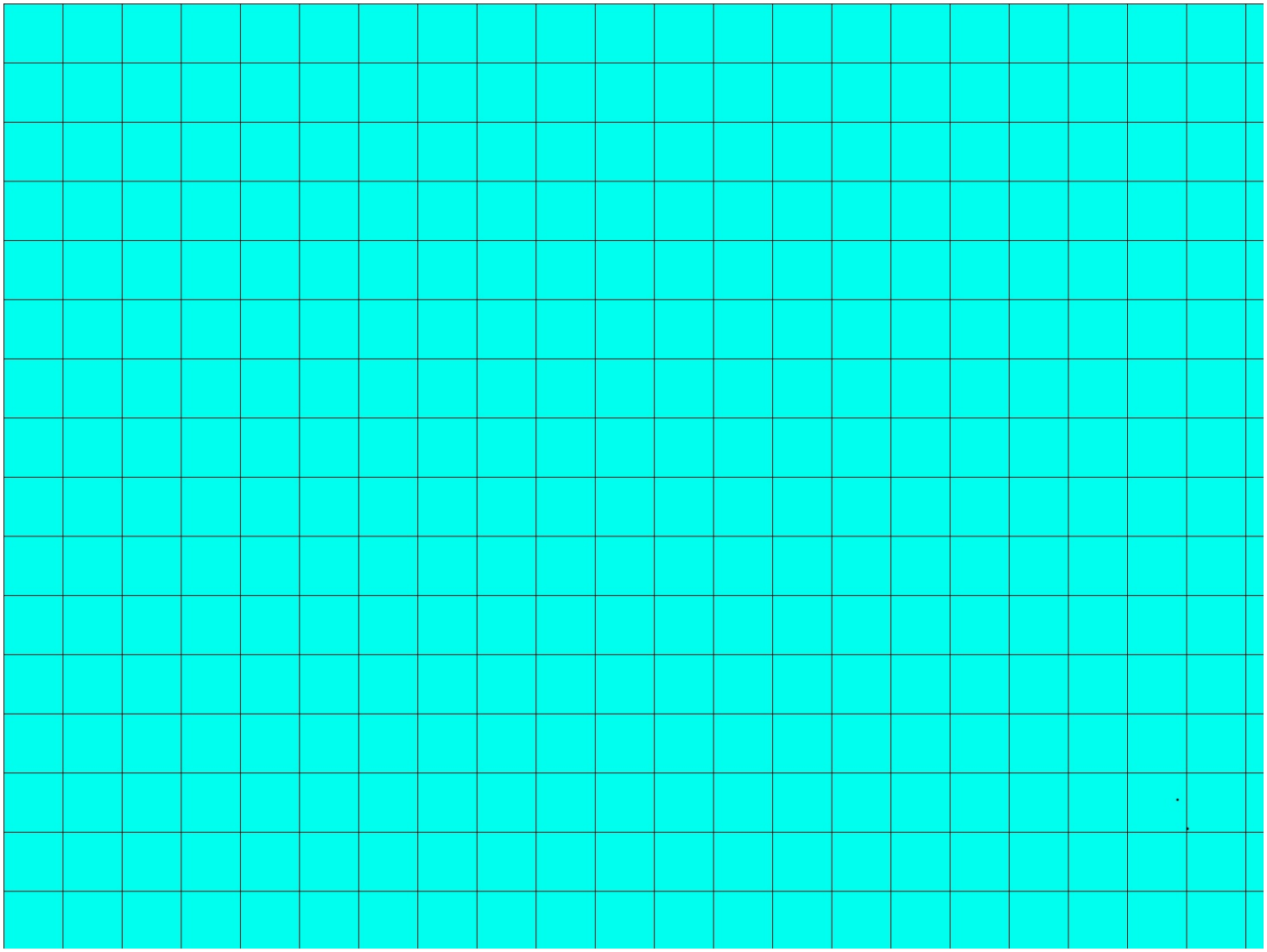

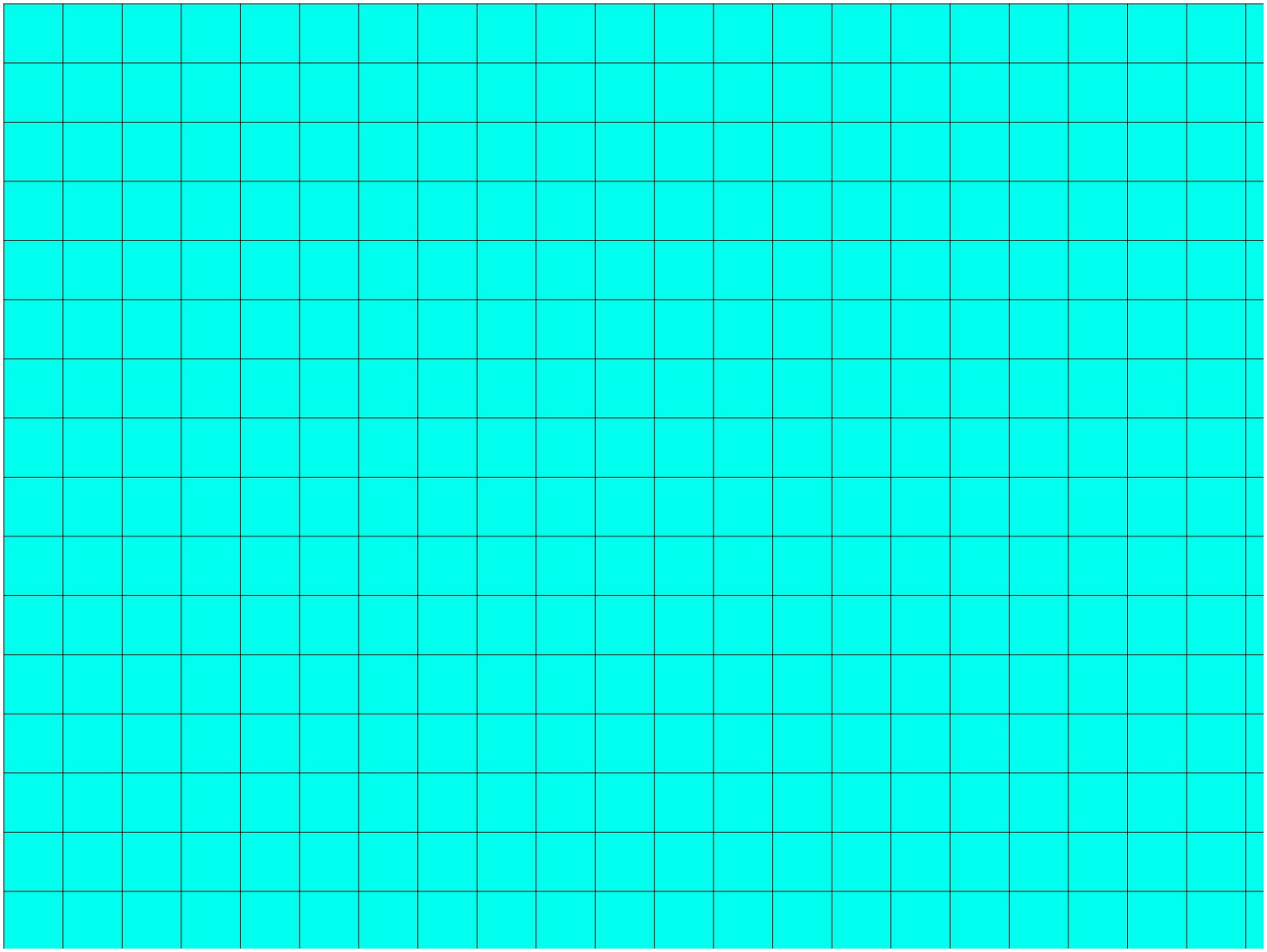

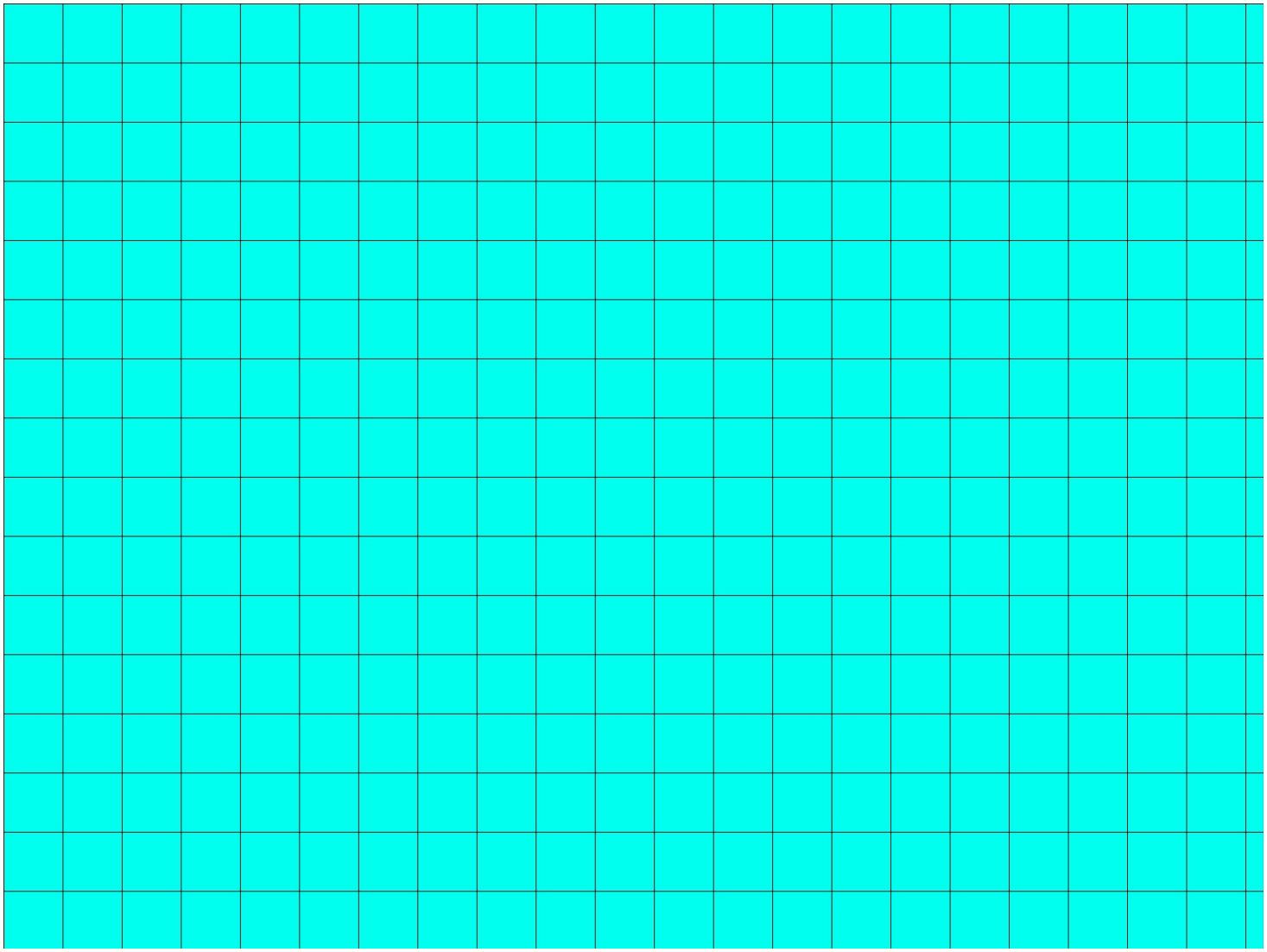

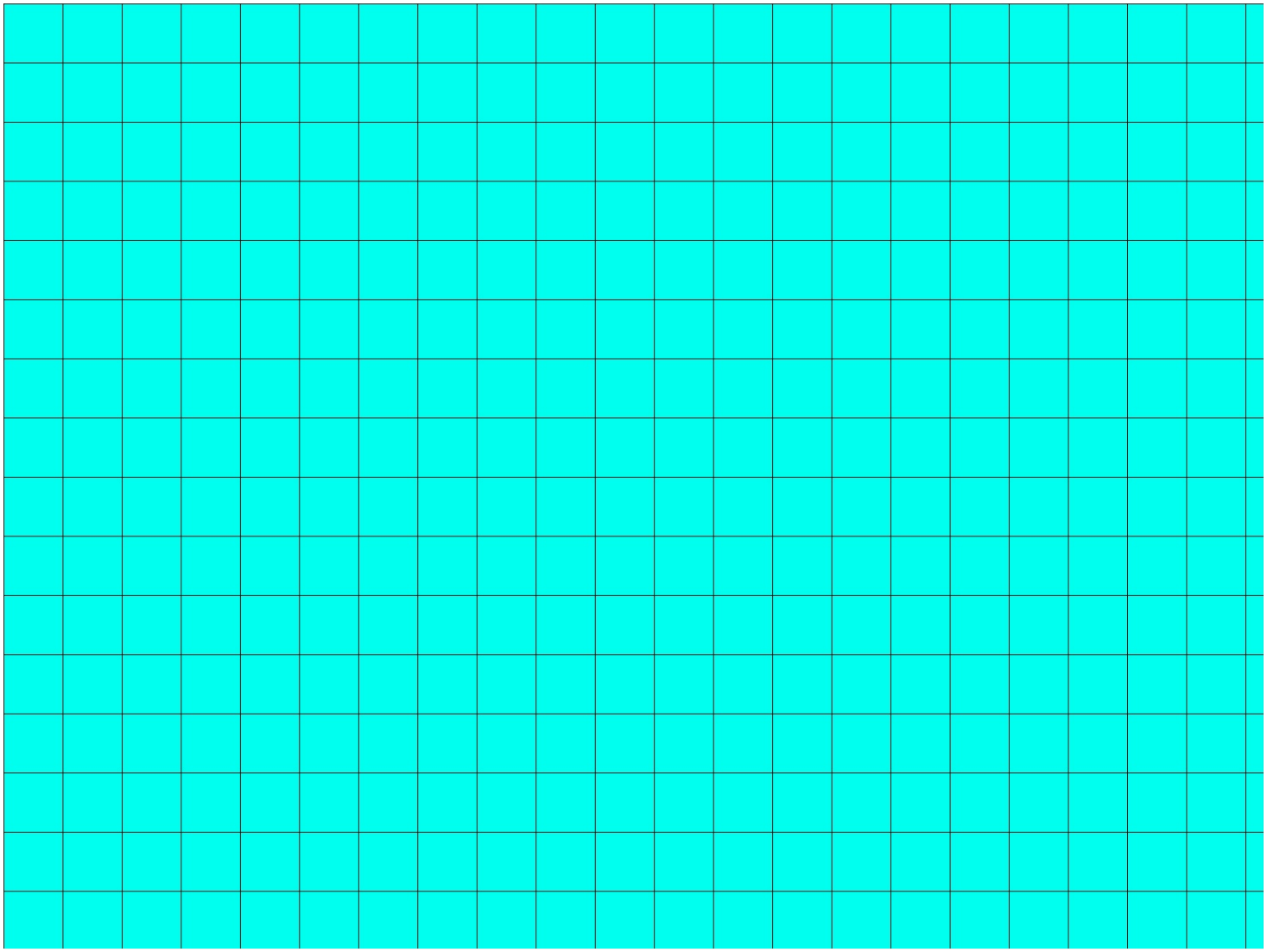

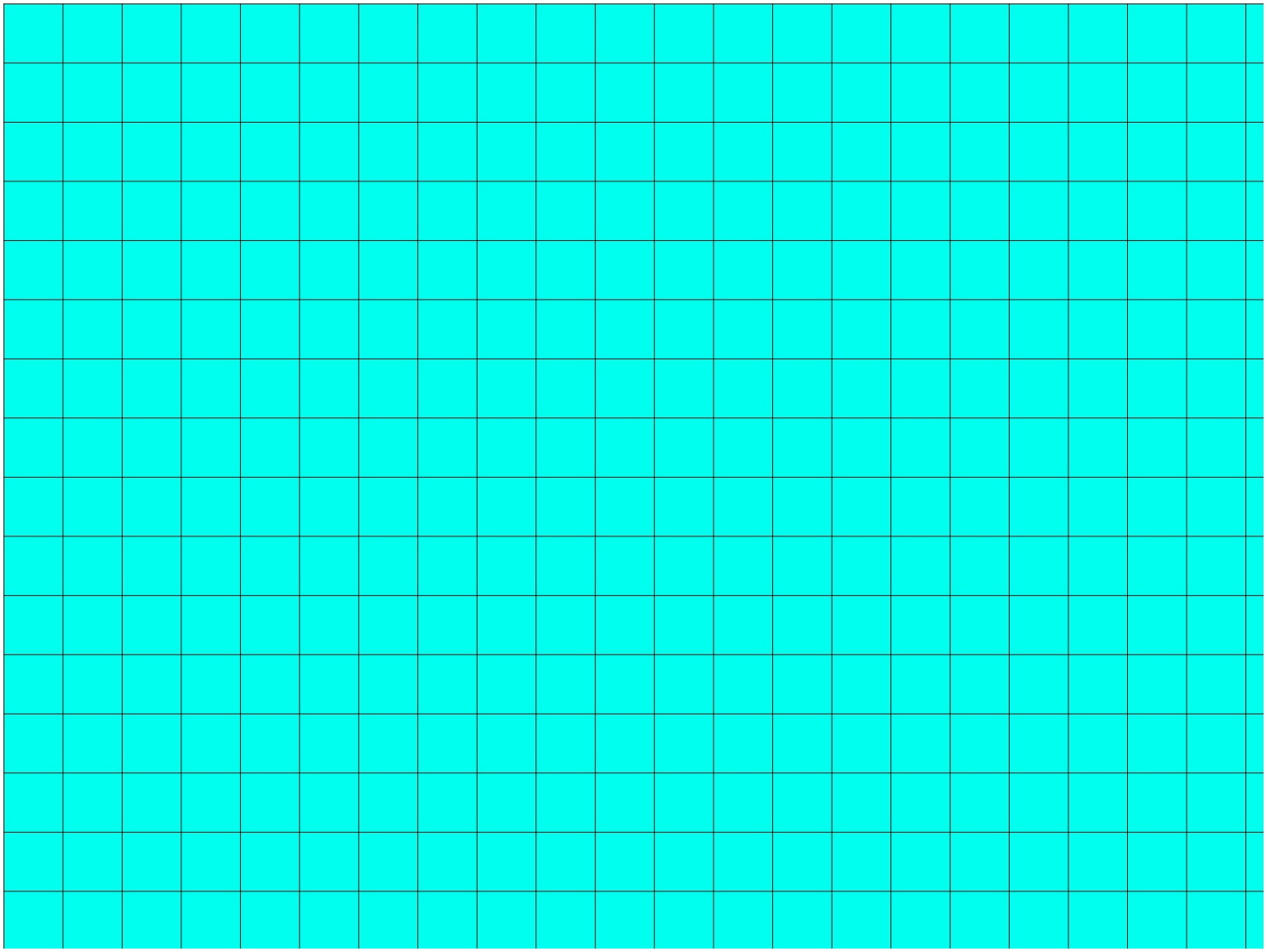

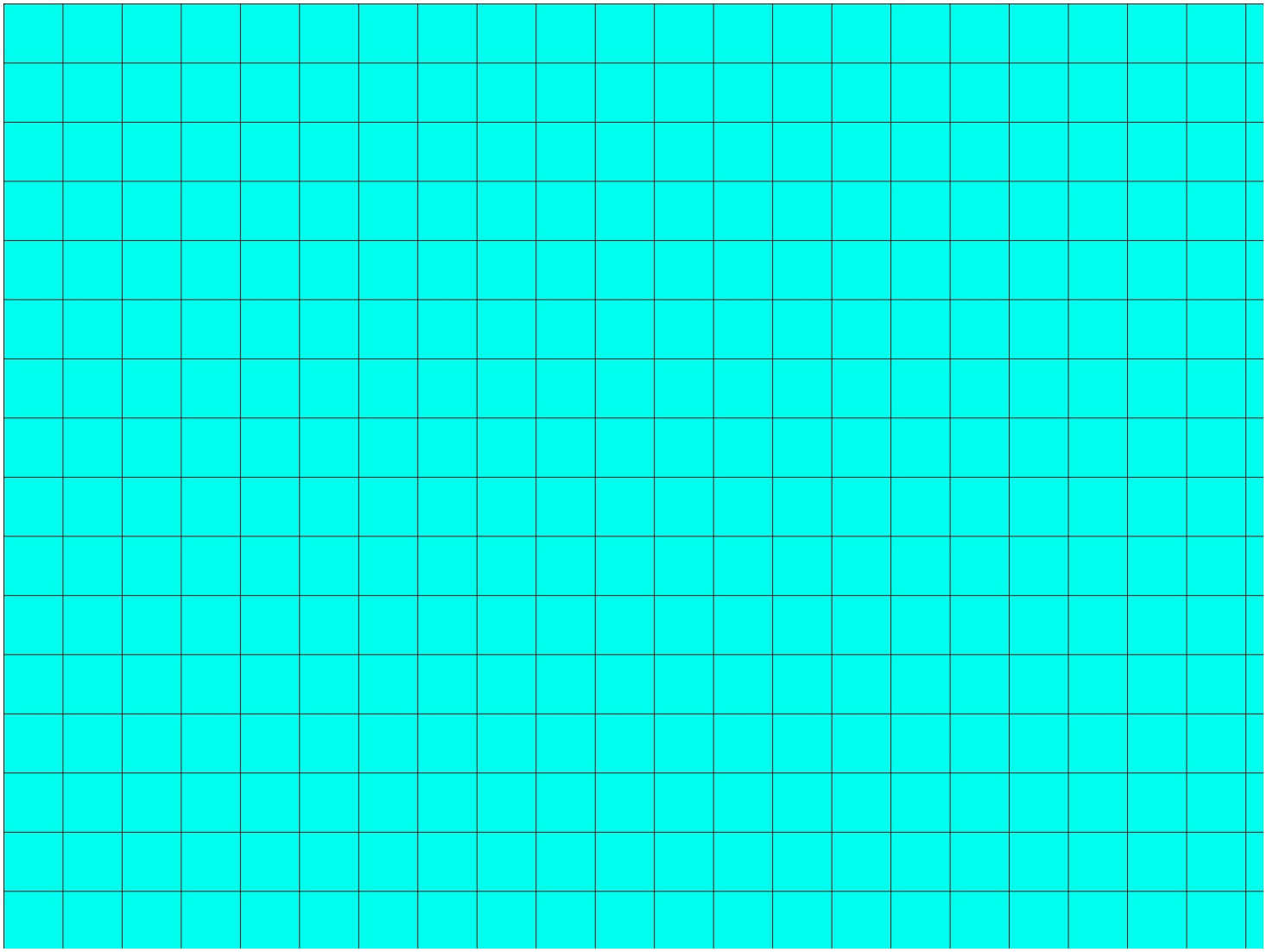

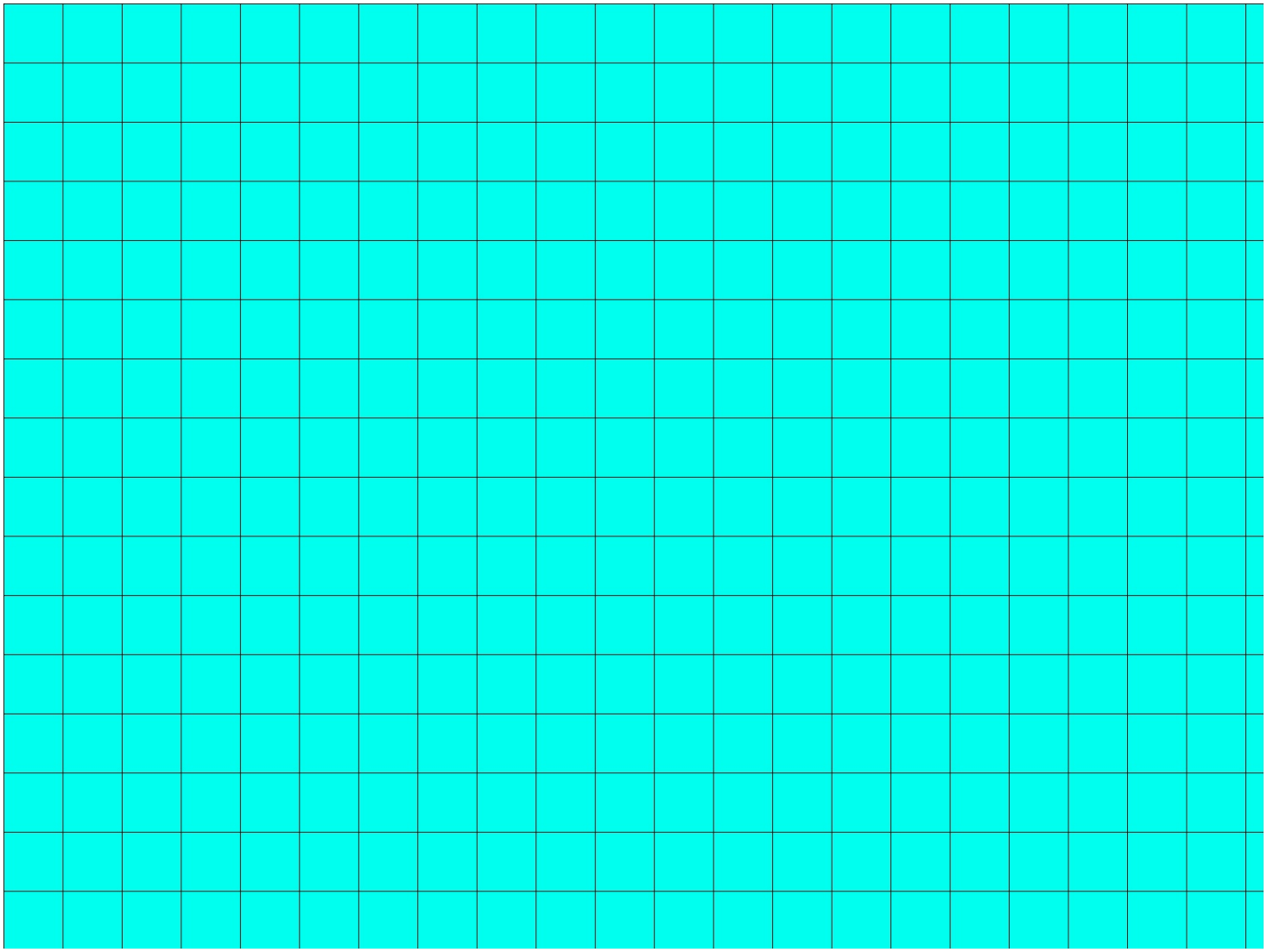

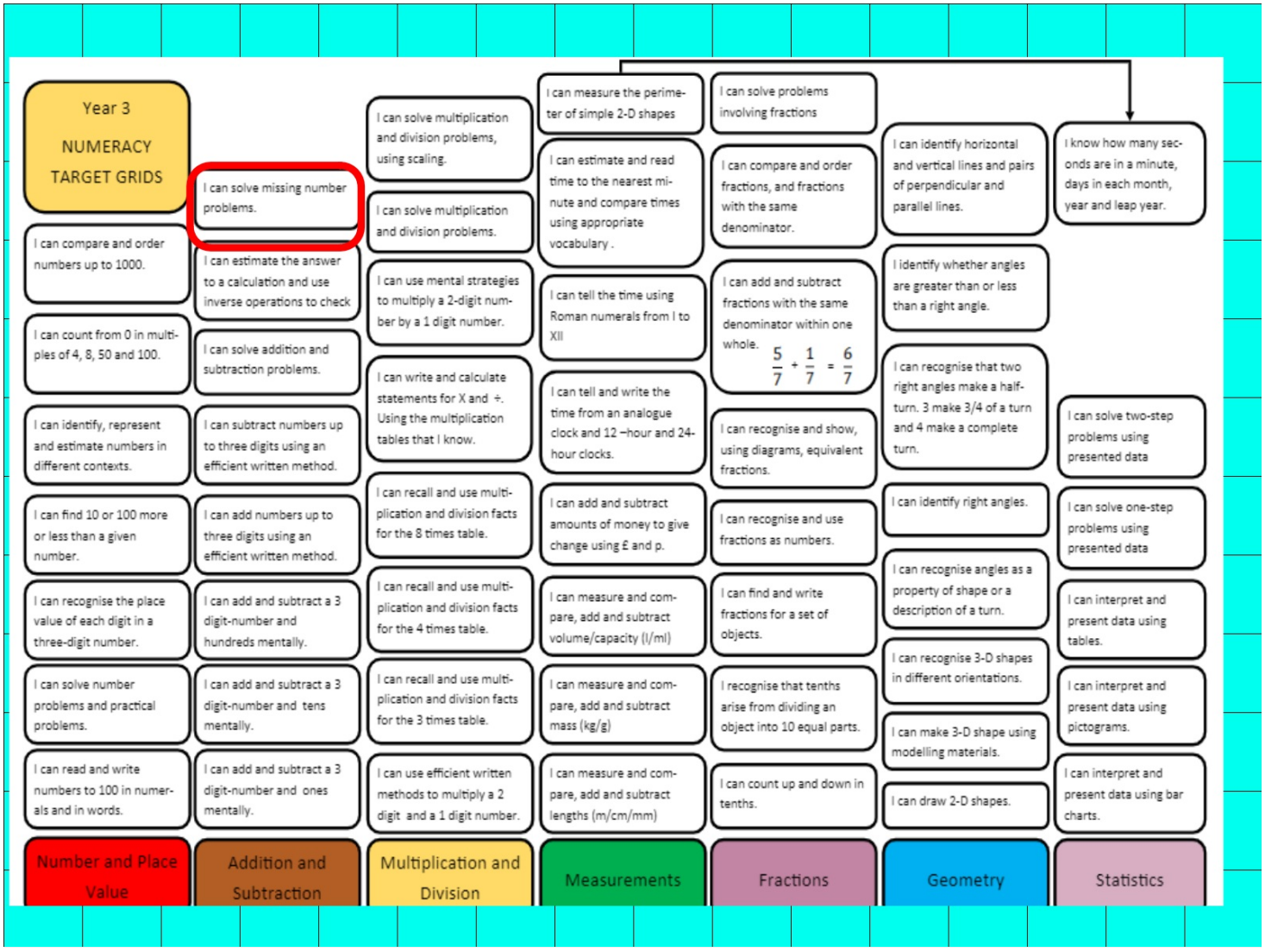
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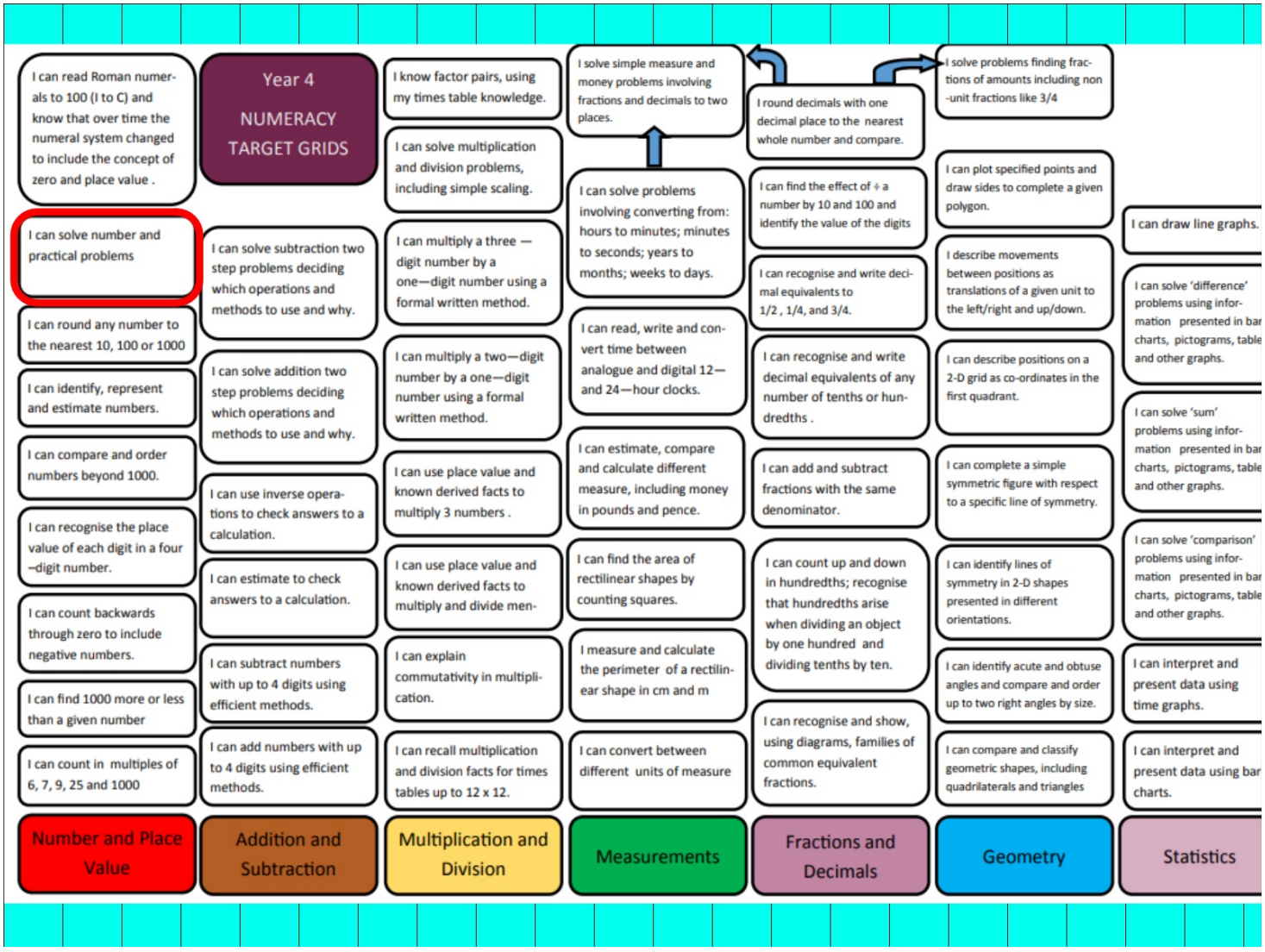
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