

## Home Learning: Year Five Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Factual Fluency</b>	<a href="https://uk.ixl.com/math/year-4/count-on-a-number-line-with-negative-numbers">https://uk.ixl.com/math/year-4/count-on-a-number-line-with-negative-numbers</a>	<a href="https://uk.ixl.com/math/year-4/count-on-a-number-line-with-negative-numbers">https://uk.ixl.com/math/year-4/count-on-a-number-line-with-negative-numbers</a>	<a href="https://uk.ixl.com/math/year-5/convert-time-units">https://uk.ixl.com/math/year-5/convert-time-units</a>	<a href="https://uk.ixl.com/math/year-4/relate-time-units">https://uk.ixl.com/math/year-4/relate-time-units</a>	<a href="https://uk.ixl.com/math/year-4/angles-greater-than-less-than-or-equal-to-a-right-angle">https://uk.ixl.com/math/year-4/angles-greater-than-less-than-or-equal-to-a-right-angle</a>
<b>Four Days of Reasoning (Monday-Thursday)</b>	<p>Summer Term Week 7 (w/c June 8th)</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>Scroll down to find resources for pupils who normally work with Ms T or for those who have finished the daily task and would like a challenge.</b></p>	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i></p> <p><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></p> <p style="text-align: center;"><b>SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)</b></p>			
<b>Friday</b>	<p>Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson. If you want to challenge yourself further, you could click on some of the Y6 lessons. Remember to practise your multiplication and division facts. You could also spend some time on <a href="https://www.bbc.co.uk/bitesize/subjects/z826n39">https://www.bbc.co.uk/bitesize/subjects/z826n39</a> Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).</p>				

## Home Learning: Year 5 English

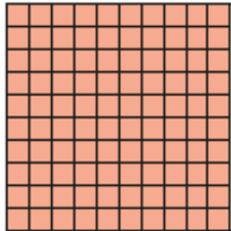
Year Five	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing</b>	<p><b>LO: revise understanding of simile and metaphor</b> (see resource below)</p>	<p><b>LO: To infer meaning from a text</b></p> <p>This week we are going to continue to focus upon the book <i>Wonder</i> by RJ Palacio. Just like last week, The questions below are based on short extracts.</p> <p>Answer the questions giving as much detail as possible.</p> <p><b><i>You will notice that the short extracts all focus on chapters in the book when August goes on a residential trip with his school. This is important as you are going to be focusing on a particular incident that happens during this trip tomorrow.</i></b></p>	<p><b>LO: Plan and write a letter</b></p> <p><b>Writing Task.</b></p> <p>Imagine you are Jack – you decide to write a letter to your Gran, giving an account of the fight with the seventh grade boys.</p> <p>Things to remember:</p> <ul style="list-style-type: none"> <li>• Jack has a close relationship with his Gran.</li> <li>• You are going to take every opportunity to ‘show not tell’ how you (as Jack) and August felt throughout the episode.</li> </ul> <p>There are some resources below to help you with this. Before you start planning your letter, you should give some thought to WHY Jack has decided to share this incident with his Grandma. Has he been upset by Eddie’s unkindness? Inspired by August’s bravery? Was he frightened by the ‘big boys’ – has it made him worry for his future and about going to high school?</p> <p><b>Resource 1:</b> This table gives the sequence of events in detail: choose adjectives and descriptive phrases to show how Jack would have been feeling at each point. Remember to refer to physical responses (heart pounding, panting, trembling etc)</p> <p><b>Resource 2:</b> You can further enhance your descriptions by including simile and metaphor. You looked at metaphor and simile on Monday. This resource gives you an opportunity to think of some examples you might include in your letter.</p> <p><b>Resource 3</b></p> <p>Remember how to set out a letter – this resource gives you some pointers.</p> <p>Jack’s grandma will not know the sequence of events and so will need to give a brief outline of these– the resource given below for (see day one) will help you with this.</p>	<p><b>LO: Edit and improve writing.</b></p> <p>Read through your letter. The aim of your English session today is to further improve your writing.</p> <p>Write a set of success criteria for yourself.</p> <p>What makes a good letter?</p> <p>Does your letter ‘show’ your feelings about August and the events at the camp?</p> <p>Do you think Gran will understand?</p> <p>Is the letter clearly written?</p> <p>Is your punctuation present and correct (grandmas are fussy about this).</p> <p>Have you varied sentence starts/used interesting vocab so that the letter is interesting to read?</p> <p>When you have written your success criteria, make your improvements.</p> <p>Please upload to Class Dojo. Your teacher will look forward to reading it as soon as she gets time.</p>	

## Home Learning: Year 5 Curriculum

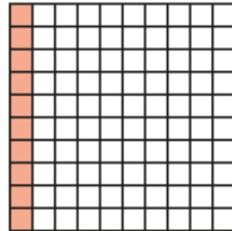
Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Spanish
<p><b>LO: Understand fossil fuels</b> What are fossil fuels?</p> <ul style="list-style-type: none"> <li>● Watch this <a href="#">Video</a> on fossil fuels, will these fuels last forever?</li> <li>● Find and record the energy sources used in your household and what they are used for.</li> <li>● Design an information leaflet to explain the impact that some of these energy sources will have on the environment.</li> </ul>	<p><b>Investigation: Do we grow taller as we get older?</b> <i>You will need measuring tape, pencil, paper, ruler</i></p> <p>Predict whether you think all children of the same age are the same height. Write this in your book.</p> <ul style="list-style-type: none"> <li>● Measure the height of people of different ages in your household and record their age and height (in cm or m) in a table. Collect as many different results as possible from the rest of the class or your wider family.</li> <li>● Write an explanation of what you found.</li> </ul>	<p><b>LO: Examine changes from the Stone Age to the Iron Age</b></p> <p>Click on <a href="#">Skara Brae</a> and on <a href="#">Maiden Castle</a>, read and write some facts about these two settlements.</p> <ul style="list-style-type: none"> <li>● Create posters, fact sheets or visitor guides about Skara Brae and Maiden Castle. Show how life could have been like in these settlements.</li> </ul>	<p><b>Baptism</b> Many Christians believe that it is important to welcome a new baby into the Christian faith by baptising them. Watch the two clips about a baptism. Make some notes about the things that happened during the baptism ceremony. <a href="https://www.bbc.co.uk/bitesize/clips/zxd2hyc">https://www.bbc.co.uk/bitesize/clips/zxd2hyc</a> <a href="https://www.bbc.co.uk/bitesize/clips/zcb9jxs">https://www.bbc.co.uk/bitesize/clips/zcb9jxs</a></p> <p>Design an invitation to a baby's baptism. Decorate it to show the symbols used in a baptism. Include a sentence or two about what the baptism will be like and why it is important to the baby and his or her family.</p>	<p>Watch this video about transport in Spanish</p> <p><a href="https://www.youtube.com/watch?v=ol11YcbRku8&amp;t=227s">https://www.youtube.com/watch?v=ol11YcbRku8&amp;t=227s</a></p> <p>Can you label the pictures on the worksheet? Watch the video a second time if you need to. Not all the transports that appear in the video will be in the worksheet! !</p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Decimals as fractions (2)

1 This grid represents 1

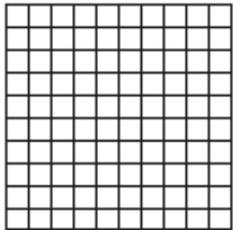


This grid represents 0.1 or  $\frac{10}{100}$  or  $\frac{1}{10}$

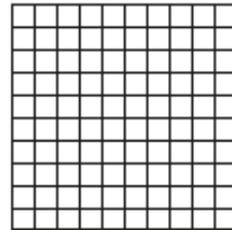


Colour the hundred squares to represent the fractions.

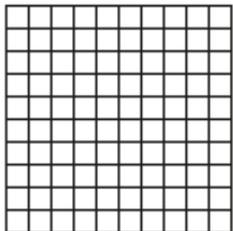
a)  $\frac{2}{100}$



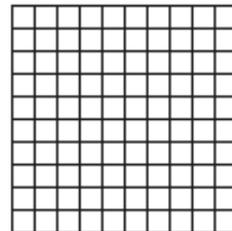
c)  $\frac{20}{100}$



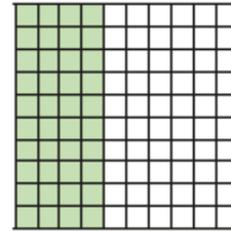
b)  $\frac{2}{10}$



d)  $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



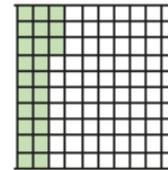
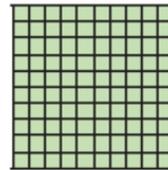
$$\frac{\square}{100}$$

$$\frac{\square}{10}$$

$$0.\dots$$

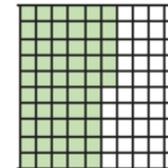
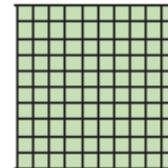
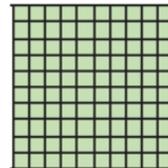
3 What fractions and decimals are represented?

a)



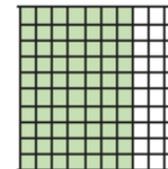
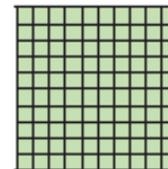
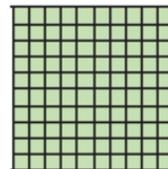
$$1 \frac{23}{100} = \square$$

b)



$$\square \frac{\square}{100} = \square$$

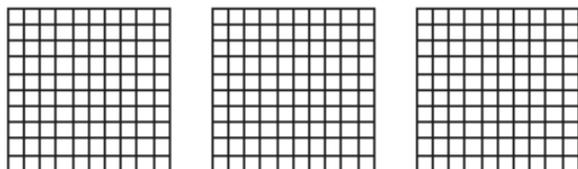
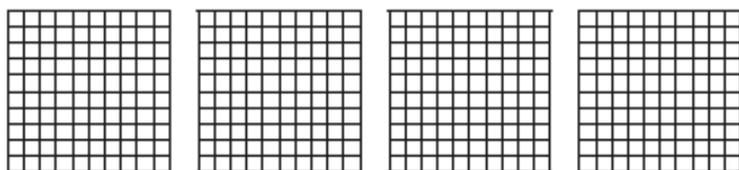
c)



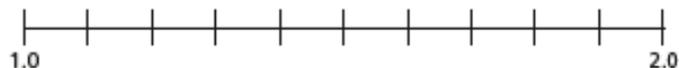
$$\square \frac{\square}{10} = \square$$

4

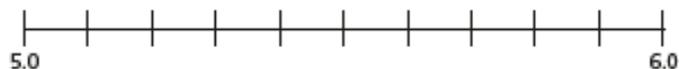
a) Represent 2.15

b) Represent  $3\frac{7}{10}$ 

5 a) Label the number line with the decimals.



b) Label the number line with the fractions.



6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	$5 + 0.6 + 0.02$			
				8 ones and 2 hundredths

7 Write the decimals as fractions.

Give your answer as a mixed number.

a)  $32.6 = \square\frac{\square}{10}$

c)  $13.08 = \square\frac{\square}{100}$

b)  $2.03 = \square\frac{\square}{100}$

d)  $3.98 = \square\frac{\square}{100}$

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



How many different numbers can you make?

## Understand thousandths

- 1 Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

He uses  to represent  $\frac{1}{10}$  or 0.1

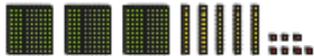
He uses  to represent  $\frac{1}{100}$  or 0.01

He uses  to represent  $\frac{1}{1000}$  or 0.001

What decimals are represented?

a) 

b) 

c) 



- 2 a) Represent each number using base 10

0.512

1.352

2.003

- b) Use your representations to help you complete the statements.

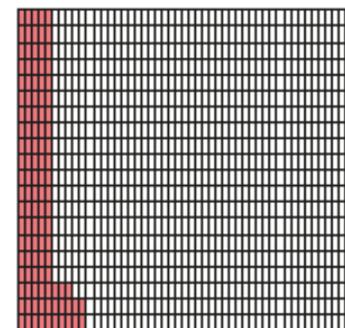
$$0.512 = 0.5 + 0.01 + \boxed{\phantom{000}}$$

$$1.352 = 1 + \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}}$$

$$2.003 = \underline{\hspace{2cm}}$$

- 3 Here is a thousand square.

Part of the square has been coloured.



- a) Why do you think it is called a thousand square?

\_\_\_\_\_

- b) What fraction of the square has been coloured?

1000

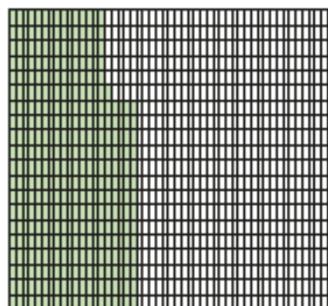
- c) Write the fraction as a decimal.



- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

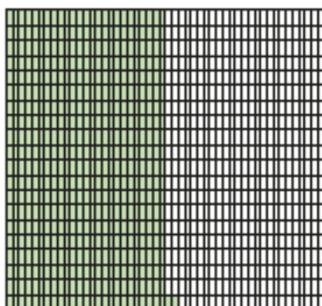
a)



fraction =

decimal =

b)

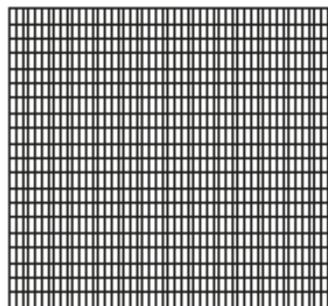


fraction =

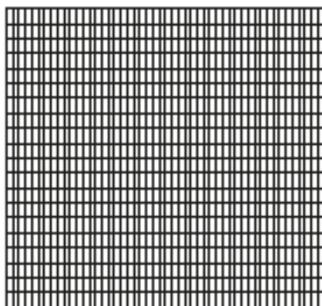
decimal =

- 5 Colour the grids to represent the fraction and decimal.

a)  $\frac{73}{1000}$



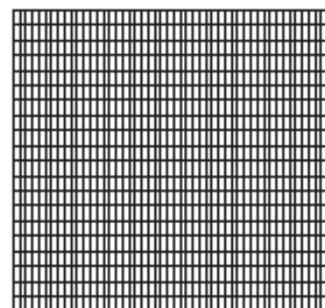
b) 0.302



- 6 Represent these numbers on a place value chart.

a) 1.372      b) 0.091      c) 3.542

- 7 Show that  $\frac{400}{1000}$  is the same as 0.4



- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
1 1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01	0.001 0.001 0.001 0.001 0.001 0.001

b)

Ones	Tenths	Hundredths	Thousandths
	0.1 0.1 0.1 0.1 0.1		0.001 0.001 0.001 0.001

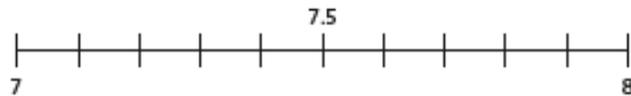


## Rounding decimals



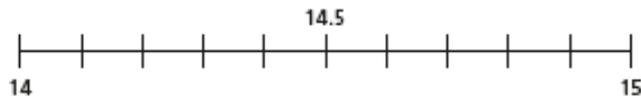
- 1** Show the position of each number on the number line.  
Use the number line to round these decimals to the nearest whole number.

a) 7.2



The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



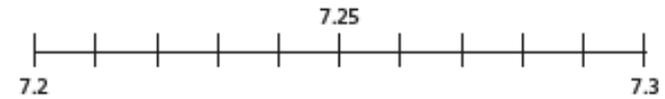
The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.



- 2** Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

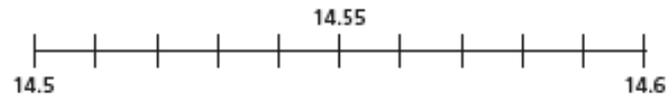
a) 7.23



The nearest tenth is

The nearest whole number is

b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.



3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point?

b) Round each number to one decimal place.

1.33 <input type="text"/>	4.03 <input type="text"/>
1.34 <input type="text"/>	4.04 <input type="text"/>
1.35 <input type="text"/>	4.05 <input type="text"/>
1.36 <input type="text"/>	4.06 <input type="text"/>
1.37 <input type="text"/>	4.07 <input type="text"/>

4 Round each number to the nearest tenth.

a) 4.21 <input type="text"/>	d) 11.86 <input type="text"/>	g) 12.92 <input type="text"/>
b) 8.09 <input type="text"/>	e) 5.67 <input type="text"/>	h) 10.65 <input type="text"/>
c) 4.84 <input type="text"/>	f) 0.15 <input type="text"/>	

5 Circle each decimal that rounds to 6.2

6.32    6.23    6.27    6.17    6.12    6.25

Explain your reasoning.

\_\_\_\_\_

\_\_\_\_\_

6 Here are the weights in kilograms of some parcels.



3.48 kg



1.42 kg



10.65 kg



1.03 kg

a) Round the weight of each parcel to 1 decimal place.

kg    kg    kg    kg

b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? \_\_\_\_\_

Talk about it with a partner.

7 Amir is thinking of a number.

Rounded to the nearest whole his number is 5

Rounded to the nearest tenth his number is 4.8

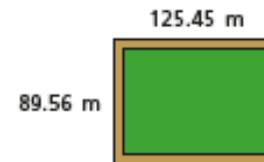
Write at least four different numbers that Amir could be thinking of.

\_\_\_\_\_

\_\_\_\_\_

8 A farmer is building a new fence for her sheep field.

Here are the measurements.



She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

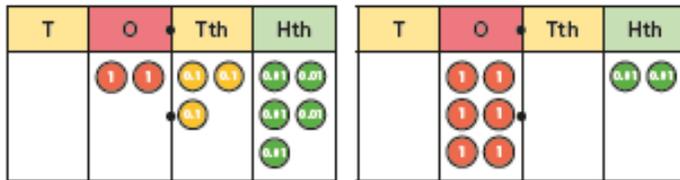
Talk about your estimate with a partner.

# Order and compare decimals



1 Which number is greater?

Tick your answer.



Explain your answer.

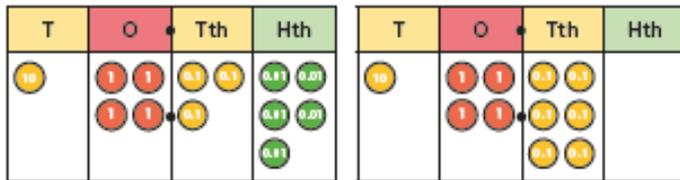
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2 Which is the smaller number?

Tick your answer.



Explain your answer.

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3 Use place value counters to make each of the numbers.



a) Which is the greatest number?

b) Which is the smallest number?

How do you know?

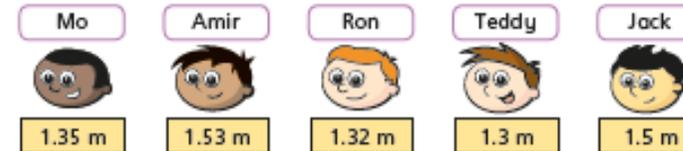
4 Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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5 Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.



Write the names and heights of the children in order from shortest to tallest.

Name	Height



- 6 Alex and Dora are competing in the long jump.  
Alex jumps 1.35 metres and Dora jumps 1.4 metres.

Alex wins because 35  
is greater than 4



- a) Is Dora correct? \_\_\_\_\_  
Talk about it with a partner.
- b) Kim joins in the competition.  
What is the shortest distance she can jump to go into the lead?
- \_\_\_\_\_

- 7 Write the numbers in ascending order.

- a) 0.45      0.654      0.546      0.405

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- b) 7.2 kg      7.212 kg      7.21 kg

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- c) 25.391      25.309      25.093      25.193

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- 8 Dexter is thinking of a number.



It is a decimal number  
with 2 decimal places that is  
greater than 2.47 but  
less than 2.58

What possible numbers could Dexter be thinking of?

\_\_\_\_\_

\_\_\_\_\_

- 9 Tick the numbers that are equal to 2.5

Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal numbers first.

2.05	$2\frac{5}{10}$	$2\frac{1}{2}$
$2\frac{5}{100}$	2.53	$2\frac{3}{5}$
2.501	$2\frac{80}{100}$	$2\frac{3}{10}$

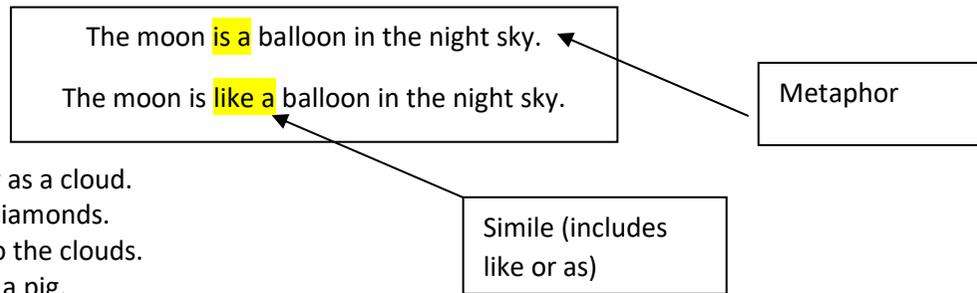
**L.O. To be able to identify similes and metaphors.**

**Task 1. Definitions**

Look in a dictionary and write down definitions for Simile and Metaphor.

**Task 2. Simile or metaphor.**

Make a table in your book with two headings – similes and metaphors. Write the following under the correct heading. (clue – **like or as** means a simile)



1. I wandered as lonely as a cloud.
2. His eyes shone like diamonds.
3. The sea is a mirror to the clouds.
4. My brother eats like a pig.
5. My puppy runs as fast as a cheetah.
6. Darkness is like a painted day.
7. The wind was a whip lashing my cheeks.
8. The truck flew down the highway.
9. His ears popped like champagne corks.
10. Peter is an angel.
11. The stars are diamonds in the sky.
12. The car moved at a snail's pace in the traffic jam.
13. Her heart was as big as the ocean.

**Task3 Explaining similes and metaphors**

Explain clearly what the following sentences are saying.

1. I paced my room like a caged animal.
2. As Amos grabbed August's hood, there was anger thundered in my ears.
3. The test was a breeze.
4. Education is your passport to a good job.
5. The house was a zoo.

## English Day 2 Comprehension Questions.

Read each extract and answer the questions below

### Getting Ready

*I asked mum to buy me a new rolling duffel bag because my old one had Star Wars stuff on it and there was no way I was going to take that to the fifth-grade nature retreat. As much as I love Star Wars, I don't want that to be what I'm known for. Like Reid is known for being really into marine life and the oceans and things like that. And Charlotte is known for having been in a commercial when she was six. So I was actually trying to ease out of the whole Star Wars thing a bit. I mean it'll always be special to me, like it is with the doctor who put in my hearing aids. It's just not what I want to be known for. I'm not sure what I want to be known for, but it's not that. That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that. A Star Wars duffel bag I could do something about.*

*Mum helped me pack the night before the big trip. She stuck Baboo deep inside the bag and stuffed the last of my T-shirts on top of him.*

*"So many clothes for just two days!"*

*"Three days and two nights," I corrected her.*

1. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August – why might he have exaggerated his interest in the films?
2. What does August mean when he says: ***That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that?***
3. Why do you think it is so important to August that he is able to control small things in his life (such as his duffel bag)?
4. Why does August correct Mom – "Three days and two nights"?
5. Sadly you were unable to go on your school journey. Write a short paragraph about why you think August might be nervous about going on this residential trip, especially given that he hasn't even been on a sleep over before.
6. Baboo is August's oldest cuddly toy. In the end he decides not to take him along to the camp – he leaves him on his bed along with a note to his mum saying 'I won't need Baboo, but if you miss me, you can cuddle him yourself.' Explain why he might have made this decision.

## The Attack

*We headed back the way we came in the direction of the giant screen. That's when we walked straight into a group of kids we didn't know....all of a sudden one of the girls started screaming.*

*"Oh my God!" she shrieked, holding her hand over her eyes like she was crying. I figured maybe a huge bug had just flown into her face of something.*

*"No way!" one of the boys cried out. "No freakin' way!"*

*"Stop it Eddie," said one of the girls.*

*"Let's get out of here," Jack said quietly, and he pulled me by my sweatshirt sleeve and started walking away from them.*

*The guy with the flashlight cut us off, pointing it in my face. "Oh man! Oh man!" he said, his mouth wide open. "What happened to your face?"*

*"I didn't know we were watching Lord of the Rings tonight!" he said. "Look guys, it's Gollum!"*

*"No man, its Alien!"*

*"No, no, no man. It's an orc!" laughed Eddie, pointing the flashlight in my face again.*

*Everything got really crazy after that...*

*Its so weird that you can have a night that's the worst in your life, but to everyone else it's just an ordinary night. It's their faces I kept seeing every time I closed my eyes to sleep. The look of total horror on the girl's face when she first saw me. The way the kid with the flashlight, Eddie, looked at me as he talked to me, liked he hated me.*

*Like a lamb to the slaughter. I remember Dad saying that ages ago, but tonight I think I finally got what it meant.*

- 1) What in August's behaviour shows you that he didn't at first understand what was happening.
- 2) How do you know that Jack immediately understands what is happening?
- 3) We find out later in the book that the boys Jack and August meet are a lot bigger than they are. This is one of the reasons that Jack tries to start 'walking away from them.' What other reason might he have for doing this?
- 4) Watch this [video](#) (please check with an adult first). It shows the scene where Jack and August meet Eddie and his gang. Write a short paragraph outlining what this scene tells you about August's character.
- 5) Draw a thought bubble and write what you imagine August was thinking at the beginning of this video clip when he stood up to Eddie.
- 6) August is haunted by the reaction of Eddie and his friends to his appearance even though he has had to put up with people staring at him ever since he can remember. Why do you think this experience has affected him so much more?
- 7) Try to explain the saying '*Like a lamb to the slaughter*'. What do think August's dad had meant when he used this saying about August going to school?

**COMPREHENSION ANSWERS** (these are examples of answers you might have given – your answers may be slightly different or even completely different; a lot of these questions are *subjective*, meaning they are a matter of opinion.

### Getting Ready

1. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August – why might he have exaggerated his interest in the films? ***It may be that Star Wars is special to the doctor – he did know a bit about the characters (if you read that part). But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid and feel at ease. August doesn't know that the doctor was 'playing' him – but that is something that doctors who work with children do sometimes (out of kindness.***
2. What does August mean when he says: *That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that?* ***He is talking about his facial disfigurement and the fact that this makes him stand out and is a talking point. It is always the first thing that someone would notice about him.***
3. Why do you think it is so important to August that he is able to control small things in his life (such as his duffel bag)? ***Maybe because he cannot control major things about himself such as his appearance, the fact that he can't hear properly, that he eats strangely, that he has only just started to attend school etc.***
4. Why does August correct Mom – “Three days and two nights”? ***He's afraid of how long he's going to be away and it's preying on his mind. Also maybe because ten-year olds can be a bit like that – contrary to their parents!***
5. Sadly you were unable to go on your school journey. Write a short paragraph about why you think August might be nervous about going on this residential trip, especially given that he hasn't even been on a sleep over before. ***He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up. He might get panicky in the middle of the night. It's a long way away (4 hours). Most others have already had sleepovers, so they know what it's about but he doesn't.***
6. Baboo is August's oldest cuddly toy. In the end he decides not to take him along to the camp – he leaves him on his bed along with a note to his mum saying 'I won't need Baboo, but if you miss me, you can cuddle him yourself.' Explain why he might have made this decision. ***Most probably because he's afraid of feeling silly for having a cuddly but also worried about losing the toy or because he really is trying to 'move on' and make changes in his life (just as with Star Wars). He has made huge leaps forward in his personal development since starting school and is really beginning to feel much more confident.***

## COMPREHENSION ANSWERS

### The Attack

1. What in August's behaviour shows you that he didn't at first understand what was happening. ***The fact that he thinks the girl is screaming because she has a bug had flow into her face.***
2. How do you know that Jack immediately understands what is happening? ***Because he tries to remove August from the scene quickly and quietly.***
3. We find out later in the book that the boys Jack and August meet are a lot bigger than they are. This is one of the reasons that Jack tries to start 'walking away from them.' What other reason might he have for doing this? ***He realises that Eddie and his friends are going to continue to say unkind things to August about his face and he wants to save his friend's feelings.***
4. Watch this [video](#) (please check with an adult first). It shows the scene where Jack and August meet Eddie and his gang. Write a short paragraph outlining what this scene tells you about August's character. ***It shows how brave and resilient he is – he probably wants to run away but he would never, ever leave Jack. He stands up to Eddie, even though he is so much bigger than he is.***
5. Draw a thought bubble and write what you imagine August was thinking at the beginning of this video clip when he stood up to Eddie. ***The thought bubble will probably show August thinking how much he would like to run away but also his determination to stay by Jack's side because Jack has always been such a good friend (well apart from at Halloween). He will also be massively relieved when Amos, Miles and Henry turn up.***
6. August is haunted by the reaction of Eddie and his friends to his appearance even though he has had to put up with people staring at him ever since he can remember. Why do you think this experience has affected him so much more? ***He has always been protected from real unkindness of bullying (because he has only just started attending school). Some of the kids he has met so far have been annoying but not like Eddie. It has shown him what he may be facing in the future, when he is more independent and goes to high school.***
7. Try to explain the saying 'Like a lamb to the slaughter'. What do think August's dad had meant when he used this saying about August going to school? ***The saying explains a situation when a person goes into something without realising how bad it is going to be because; for example, they don't realise how mean and unkind other human beings can be. August's dad was worried about him going to school for this reason.***

## English Day Three – Resource 1

Events	Adjective/descriptive phrase describing how Jack was feeling
One of the girls sees August's face and starts screaming.	
A boy starts shouting that he can't believe what he's seen.	
Jack tries to pull August away but he's stopped by the boy with a torch.	
The boys call August names, likening him to the monster in the film.	
The boys throw a firecracker at Jack and August. Jack is shoved to the ground by Eddie.	
August points out to the boys that they are much bigger than they are.	
Amos arrives with Miles and Harry and tells Eddie to leave August and Jack alone.	
Eddie grabs August's hood and pulls it and makes him fall over.	
Amos rams Eddie and they both fall over.	
August is pulled away from the boy who is holding him and his attackers run back to the movie.	

## English Day Three – Resource 2

Match the statement (A) to the appropriate simile or metaphor in column B. To make the sentence work you make have to remove words from statement A in order to make your new sentence work. You may choose to use these sentences in your letter. Rewrite the last two sentences to include a simile or metaphor.

A	B
As I listened to them taunting August, my anger <b>grew</b>	...like a leopard pouncing on its prey.
My fists <b>clenched</b>	...pierced my ears like a thousand sharp knives.
I leapt onto Eddie	...a recipe for disaster.
The girl's scream <b>was loud.</b>	...was a smouldering volcano waiting to erupt.
I should've know that wandering into the wood at dusk was <b>a bad idea.</b>	...like a coiled spring.
Finally free of our predators, we did a victory dance, jumping up and down.	
August stood by the lake, tears running down his cheeks.	

## English Day Three and Four Planning Resources

### Planning

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

Think about which of the events in your sequence could fit together in a paragraph.



### Letter Layout

Cabin 5,  
Broarwood Nature Reserve,  
Pennsylvania.  
15767

↕

20<sup>th</sup> June, 2013

↕

Dear Gran,

I've had a great time at school camp.

All new paragraphs will begin under this comma.

### Sign off

You choose how you'll end your letter to Gran. It needs to be an informal sign off:

- ❖ Love,
- ❖ Best wishes,
- ❖ Thinking of you,
- ❖ Write soon,
- ❖ Miss you,
- ❖ Bye.

See you soon!!!



An **IMPROPER FRACTION** is a fraction with its top larger than its bottom  
 e.g.  $\frac{25}{8}$ ,  $\frac{7}{2}$

### B CHANGING A MIXED NUMBER TO AN IMPROPER FRACTION

(You need to do this often at the beginning of a fraction problem)

e.g.  $2\frac{3}{4}$

- \*1) Whole number times bottom
- \*2) Add the top
- \*3) Put over the bottom

$$\begin{array}{l} 2 \times 4 = 8 \\ 8 + 3 = 11 \\ \frac{11}{4} \end{array}$$

### C CHANGING A WHOLE NUMBER TO AN IMPROPER FRACTION

\* Put it over 1

$$\begin{array}{l} \text{e.g. } 3 = \frac{3}{1} \\ 7 = \frac{7}{1} \end{array}$$

### D CHANGING AN IMPROPER FRACTION TO A MIXED NUMBER

(You need to do this often at the end of a fraction problem)

e.g.  $\frac{13}{3}$

- \*1) Divide top by bottom  $13 \div 3 = 4$  rem. 1
- \*2) Put remainder over bottom

$$4\frac{1}{3}$$

IF THERE IS NO REMAINDER, JUST WRITE THE WHOLE NUMBER

$$\text{e.g. } \frac{9}{1} = 9, \frac{4}{1} = 4$$

**d** Express the following as mixed numbers (or whole numbers)

- |                   |                     |                     |                     |
|-------------------|---------------------|---------------------|---------------------|
| 1) $\frac{11}{3}$ | 6) $\frac{8}{1}$    | 11) $\frac{11}{4}$  | 16) $\frac{19}{5}$  |
| 2) $\frac{33}{7}$ | 7) $\frac{26}{3}$   | 12) $\frac{17}{11}$ | 17) $\frac{7}{3}$   |
| 3) $\frac{25}{4}$ | 8) $\frac{15}{8}$   | 13) $\frac{24}{1}$  | 18) $\frac{16}{9}$  |
| 4) $\frac{9}{2}$  | 9) $\frac{13}{10}$  | 14) $\frac{9}{5}$   | 19) $\frac{17}{16}$ |
| 5) $\frac{6}{5}$  | 10) $\frac{100}{3}$ | 15) $\frac{47}{2}$  | 20) $\frac{23}{6}$  |

## Extension Maths

**a**

Change these to IMPROPER FRACTIONS

- |                   |                    |                     |                      |
|-------------------|--------------------|---------------------|----------------------|
| 1) $3\frac{1}{3}$ | 6) $4\frac{1}{2}$  | 11) $2\frac{3}{8}$  | 16) $3\frac{5}{6}$   |
| 2) $2\frac{1}{4}$ | 7) 8               | 12) $6\frac{2}{3}$  | 17) $7\frac{1}{7}$   |
| 3) $4\frac{2}{5}$ | 8) $3\frac{4}{7}$  | 13) 2               | 18) $2\frac{11}{12}$ |
| 4) $1\frac{3}{7}$ | 9) $5\frac{8}{10}$ | 14) $1\frac{1}{16}$ | 19) 5                |
| 5) $2\frac{5}{6}$ | 10) $1\frac{1}{2}$ | 15) $4\frac{1}{4}$  | 20) $1\frac{7}{8}$   |

**b**

Write the following as improper fractions

- |                    |                     |                     |                     |
|--------------------|---------------------|---------------------|---------------------|
| 1) $1\frac{7}{12}$ | 6) $4\frac{3}{8}$   | 11) $3\frac{3}{4}$  | 16) $2\frac{3}{5}$  |
| 2) $3\frac{1}{8}$  | 7) $10\frac{1}{3}$  | 12) $2\frac{8}{9}$  | 17) $1\frac{5}{11}$ |
| 3) $6\frac{2}{5}$  | 8) $1\frac{6}{7}$   | 13) $4\frac{7}{10}$ | 18) 7               |
| 4) $5\frac{1}{2}$  | 9) $1\frac{15}{16}$ | 14) 12              | 19) $25\frac{1}{2}$ |
| 5) 3               | 10) $4\frac{1}{8}$  | 15) $5\frac{2}{3}$  | 20) $8\frac{1}{4}$  |

**c**

Change these to MIXED NUMBERS (or whole numbers if there are no remainders)

- |                   |                   |                    |                     |
|-------------------|-------------------|--------------------|---------------------|
| 1) $\frac{3}{2}$  | 6) $\frac{23}{7}$ | 11) $\frac{17}{4}$ | 16) $\frac{21}{8}$  |
| 2) $\frac{4}{3}$  | 7) $\frac{6}{1}$  | 12) $\frac{43}{8}$ | 17) $\frac{37}{10}$ |
| 3) $\frac{7}{4}$  | 8) $\frac{7}{2}$  | 13) $\frac{2}{1}$  | 18) $\frac{54}{5}$  |
| 4) $\frac{10}{7}$ | 9) $\frac{29}{6}$ | 14) $\frac{20}{3}$ | 19) $\frac{13}{6}$  |
| 5) $\frac{12}{5}$ | 10) $\frac{8}{5}$ | 15) $\frac{11}{6}$ | 20) $\frac{11}{2}$  |

## Answers

### Page 27

- |              |           |            |             |             |
|--------------|-----------|------------|-------------|-------------|
| a. 1) $10/3$ | 5) $17/6$ | 9) $59/10$ | 13) $2/1$   | 17) $59/7$  |
| 2) $9/4$     | 6) $9/2$  | 10) $3/2$  | 14) $17/16$ | 18) $35/12$ |
| 3) $22/5$    | 7) $8/1$  | 11) $19/8$ | 15) $17/4$  | 19) $5/1$   |
| 4) $10/7$    | 8) $25/7$ | 12) $20/3$ | 16) $23/6$  | 20) $15/8$  |

- |               |           |            |             |             |
|---------------|-----------|------------|-------------|-------------|
| b. 1) $19/12$ | 5) $3/1$  | 9) $31/16$ | 13) $47/10$ | 17) $16/11$ |
| 2) $19/6$     | 6) $35/8$ | 10) $33/8$ | 14) $12/1$  | 18) $7/1$   |
| 3) $32/5$     | 7) $31/3$ | 11) $15/4$ | 15) $17/3$  | 19) $51/2$  |
| 4) $11/2$     | 8) $13/7$ | 12) $26/9$ | 16) $13/5$  | 20) $33/4$  |

### Page 27 (continued)

- |                      |                   |                    |                    |                     |
|----------------------|-------------------|--------------------|--------------------|---------------------|
| c. 1) $1\frac{1}{2}$ | 5) $2\frac{2}{5}$ | 9) $4\frac{5}{6}$  | 13) 2              | 17) $37/10$         |
| 2) $1\frac{1}{3}$    | 6) $3\frac{2}{5}$ | 10) $1\frac{3}{5}$ | 14) $6\frac{2}{3}$ | 18) $10\frac{4}{5}$ |
| 3) $1\frac{3}{4}$    | 7) 6              | 11) $4\frac{1}{4}$ | 15) $1\frac{5}{6}$ | 19) $2\frac{1}{4}$  |
| 4) $1\frac{3}{7}$    | 8) $3\frac{1}{2}$ | 12) $5\frac{3}{8}$ | 16) $2\frac{5}{8}$ | 20) $5\frac{1}{2}$  |

- |                      |                   |                     |                     |                     |
|----------------------|-------------------|---------------------|---------------------|---------------------|
| d. 1) $3\frac{2}{3}$ | 5) $1\frac{1}{5}$ | 9) $1\frac{3}{10}$  | 13) 24              | 17) $2\frac{1}{3}$  |
| 2) $4\frac{5}{7}$    | 6) 8              | 10) $33\frac{1}{3}$ | 14) $1\frac{4}{5}$  | 18) $1\frac{7}{9}$  |
| 3) $6\frac{1}{4}$    | 7) $8\frac{2}{3}$ | 11) $2\frac{3}{4}$  | 15) $23\frac{1}{2}$ | 19) $1\frac{1}{16}$ |
| 4) $4\frac{1}{2}$    | 8) $1\frac{7}{8}$ | 12) $1\frac{6}{11}$ | 16) $3\frac{4}{5}$  | 20) $3\frac{5}{6}$  |

### Page 29

- |             |           |            |           |            |
|-------------|-----------|------------|-----------|------------|
| a. 1) $3/7$ | 3) $6/9$  | 5) $11/12$ | 7) $1/9$  | 9) $10/21$ |
| 2) $1/4$    | 4) $8/13$ | 6) $2/5$   | 8) $4/17$ | 10) $2/25$ |

- |             |           |          |            |           |
|-------------|-----------|----------|------------|-----------|
| b. 1) $3/4$ | 3) $8/10$ | 5) $1/5$ | 7) $11/12$ | 9) $4/5$  |
| 2) $6/7$    | 4) $2/3$  | 6) $2/9$ | 8) $7/10$  | 10) $1/6$ |

- |             |            |           |           |            |
|-------------|------------|-----------|-----------|------------|
| c. 1) $5/9$ | 3) $15/16$ | 5) $9/10$ | 7) $6/11$ | 9) $2/100$ |
| 2) $4/7$    | 4) $10/13$ | 6) $1/2$  | 8) $2/5$  | 10) $3/8$  |

- |             |          |           |           |            |
|-------------|----------|-----------|-----------|------------|
| d. 1) $1/2$ | 3) $4/5$ | 5) $3/7$  | 7) $1/10$ | 9) $11/14$ |
| 2) $7/8$    | 4) $2/9$ | 6) $6/11$ | 8) $5/12$ | 10) $3/4$  |

- |             |           |            |           |           |
|-------------|-----------|------------|-----------|-----------|
| e. 1) $2/5$ | 5) $2/3$  | 9) $1/5$   | 13) $7/9$ | 17) $1/2$ |
| 2) $2/5$    | 6) $1/4$  | 10) $3/4$  | 14) $8/9$ | 18) $3/5$ |
| 3) $1/6$    | 7) $2/3$  | 11) $2/5$  | 15) $2/3$ | 19) $1/6$ |
| 4) $5/8$    | 8) $9/10$ | 12) $3/11$ | 16) $3/4$ | 20) $3/5$ |

## A X MULTIPLICATION

\*1) Write out the question, underlining decimal places (figures after the point)

\*2) Set out as a multiplication but WITHOUT THE POINTS. Miss out any LEFT-HAND noughts.

\*3) Work out

$$\begin{array}{r} 62.9 \times 0.7 \\ \times 7 \\ \hline 629 \\ \times 7 \\ \hline 4403 \end{array}$$

\*4) Look back at the question and count the decimal places. Your answer should have the SAME NUMBER OF DECIMAL PLACES as the question.

$$\begin{array}{r} 62.9 \times 0.7 \\ = 44.03 \end{array}$$

**B** Long multiplication works out just the same way

$$\begin{array}{r} 2.78 \times 4.2 \\ \times 42 \\ \hline 278 \\ 556 \\ \hline 1112 \\ 11676 \end{array}$$

$$\text{So } 2.78 \times 4.2 = 11.676$$

**C** Fill up to the point with noughts if necessary

$$\begin{array}{r} 0.16 \times 0.3 \\ \times 3 \\ \hline 16 \\ 48 \\ \hline 0.48 \end{array}$$

so answer is  $0.048$

**D** It is better to write 0.942 than .942  
The nought helps to show where the point is.

**a** Decimal places have been underlined to help you

- |   |   |  |
|---|---|--|
| 1) $6.\underline{2} \times 3$               | 6) $3.\underline{44} \times 0.\underline{7}$  | 11) $5.\underline{19} \times 0.\underline{4}$  |
| 2) $3.\underline{8} \times 0.\underline{2}$ | 7) $2.\underline{06} \times 0.\underline{8}$  | 12) $2.\underline{3} \times 11$                |
| 3) $9.\underline{2} \times 4$               | 8) $1.\underline{25} \times 2$                | 13) $92.\underline{3} \times 0.\underline{07}$ |
| 4) $5.\underline{7} \times 0.5$             | 9) $39.\underline{2} \times 0.3$              | 14) $4.8 \times 2.1$                           |
| 5) $2.\underline{35} \times 6$              | 10) $4.\underline{7} \times 0.\underline{05}$ | 15) $16.\underline{75} \times 0.6$             |

**b** Remember to fill up to the point with noughts if necessary

- |                       |                        |                          |
|-----------------------|------------------------|--------------------------|
| 1) $2.43 \times 0.9$  | 6) $1.236 \times 0.04$ | 11) $0.175 \times 0.06$  |
| 2) $1.42 \times 0.03$ | 7) $0.08 \times 0.5$   | 12) $54.4 \times 1.8$    |
| 3) $2.7 \times 3.4$   | 8) $3.91 \times 24$    | 13) $0.38 \times 0.14$   |
| 4) $7.45 \times 0.27$ | 9) $62.05 \times 3.6$  | 14) $0.085 \times 0.062$ |
| 5) $0.62 \times 5.5$  | 10) $2.51 \times 67$   | 15) $93.7 \times 0.81$   |

- c**
- |                       |                         |                          |
|-----------------------|-------------------------|--------------------------|
| 1) $5.72 \times 0.8$  | 6) $0.68 \times 29$     | 11) $7.77 \times 0.55$   |
| 2) $6.47 \times 2.3$  | 7) $1.052 \times 9.6$   | 12) $0.042 \times 63$    |
| 3) $2.07 \times 1.06$ | 8) $67.5 \times 0.08$   | 13) $613 \times 400$     |
| 4) $9.9 \times 9.9$   | 9) $0.329 \times 0.2$   | 14) $2.08 \times 1.35$   |
| 5) $0.28 \times 0.3$  | 10) $0.008 \times 0.09$ | 15) $343.4 \times 0.061$ |

- d**
- |                          |                            |
|--------------------------|----------------------------|
| 1) Multiply 24.8 by 6    | 6) Multiply 7.56 by 0.21   |
| 2) Multiply 6.9 by 3.2   | 7) Multiply 2.22 by 7.3    |
| 3) Multiply 2.075 by 8   | 8) Multiply 0.59 by 82     |
| 4) Multiply 5.15 by 0.05 | 9) Multiply 0.27 by 0.004  |
| 5) Multiply 94 by 0.1    | 10) Multiply 4.06 by 3.002 |
- 11) Find the product of 1.023 and 0.97
  - 12) Find the product of 1.55 and 7.4
  - 13) Find the product of 0.69 and 0.36
  - 14) Find the product of 7.5 and 0.0003
  - 15) Find the product of 0.28 and 0.28

## Answers

Page 13

a. 1) 18.6      5) 14.1      9) 11.76      13) 6.461  
2) 0.76      6) 2.408      10) 0.235      14) 10.08  
3) 36.8      7) 1.648      11) 2.076      15) 10.05  
4) 2.85      8) 2.5      12) 25.3

b. 1) 2.187      5) 3.41      9) 223.38      13) 0.0532  
2) 0.0426      6) 0.04944      10) 168.17      14) 0.00527  
3) 9.18      7) 0.04      11) 0.0105      15) 75.897  
4) 2.0115      8) 93.84      12) 97.92

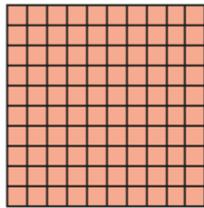
c. 1) 4.576      5) 0.084      9) 0.0658      13) 245200  
2) 14.881      6) 19.72      10) 0.00072      14) 2.808  
3) 2.1942      7) 10.0992      11) 4.2735      15) 20.9474  
4) 98.01      8) 5.4      12) 2.646

d. 1) 148.8      5) 9.4      9) 0.00108      13) 0.2484  
2) 22.08      6) 1.5876      10) 12.18812      14) 0.00225  
3) 16.6      7) 16.206      11) 0.99231      15) 0.0784  
4) 0.2575      8) 48.38      12) 11.47

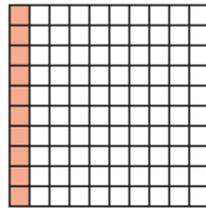
Decimals as fractions (2)



1 This grid represents 1

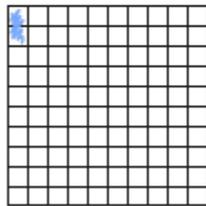


This grid represents 0.1 or  $\frac{10}{100}$  or  $\frac{1}{10}$

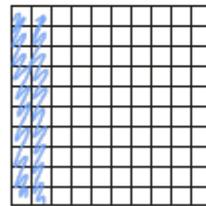


Colour the hundred squares to represent the fractions.

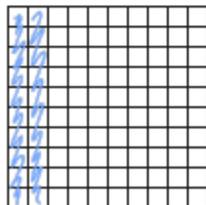
a)  $\frac{2}{100}$



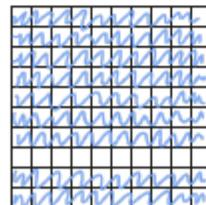
c)  $\frac{20}{100}$



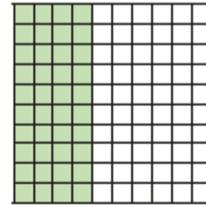
b)  $\frac{2}{10}$



d)  $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



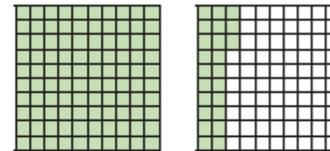
$$\frac{40}{100}$$

$$\frac{4}{10}$$

$$0.4$$

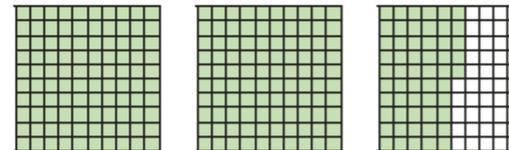
3 What fractions and decimals are represented?

a)



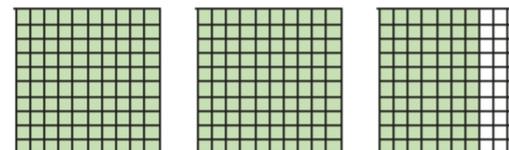
$$1 \frac{23}{100} = 1.23$$

b)



$$2 \frac{55}{100} = 2.55$$

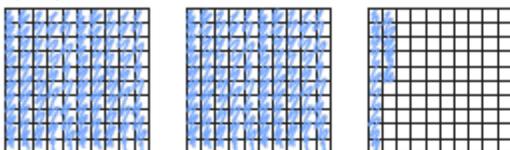
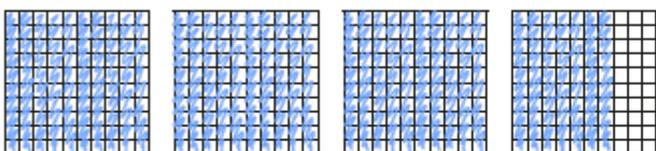
c)



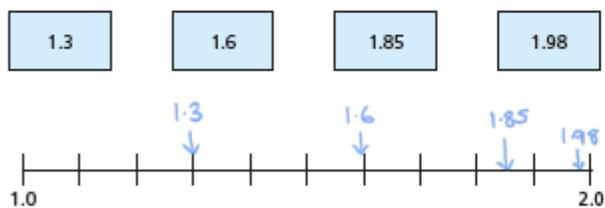
$$2 \frac{7}{10} = 2.7$$

4

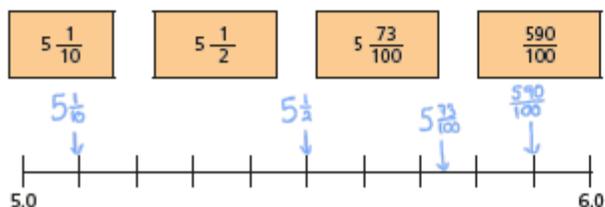
a) Represent 2.15

b) Represent  $3\frac{7}{10}$ 

5 a) Label the number line with the decimals.



b) Label the number line with the fractions.



6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37	$4 + 0.3 + 0.07$	$4\frac{37}{100}$	$4 + \frac{3}{10} + \frac{7}{100}$	4 ones, 3 tenths and 7 hundredths
5.62	$5 + 0.6 + 0.02$	$5\frac{62}{100}$	$5 + \frac{6}{10} + \frac{2}{100}$	5 ones, 6 tenths and 2 hundredths
8.02	$8 + 0.02$	$8\frac{2}{100}$	$8 + \frac{2}{100}$	8 ones and 2 hundredths

7 Write the decimals as fractions.

Give your answer as a mixed number.

a)  $32.6 = 32\frac{6}{10}$

c)  $13.08 = 13\frac{8}{100}$

b)  $2.03 = 2\frac{3}{100}$

d)  $3.98 = 3\frac{98}{100}$

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

e.g.  $3\ 4\ .\ 0\ 5$

How many different numbers can you make?

# Understand thousandths



1 Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

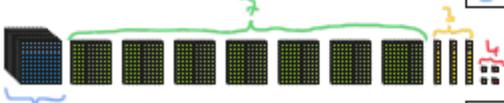
He uses  to represent  $\frac{1}{10}$  or 0.1

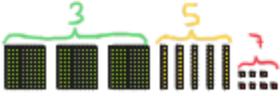
He uses  to represent  $\frac{1}{100}$  or 0.01

He uses  to represent  $\frac{1}{1000}$  or 0.001

What decimals are represented?

a)  5.321

b)  1.734

c)  0.357



2 a) Represent each number using base 10  
 0.512                      1.352                      2.003

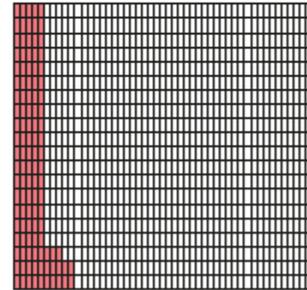
b) Use your representations to help you complete the statements.

0.512 = 0.5 + 0.01 + 0.002

1.352 = 1 + 0.3 + 0.05 + 0.002

2.003 = 2 + 0.003

3 Here is a thousand square.  
 Part of the square has been coloured.



a) Why do you think it is called a thousand square?

It is split into one thousand equal parts.

b) What fraction of the square has been coloured? 113  
1000

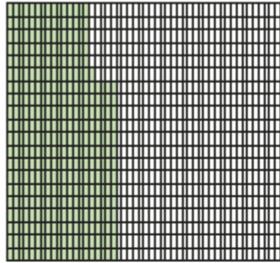
c) Write the fraction as a decimal. 0.113



- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

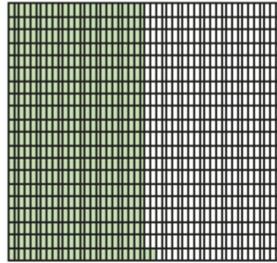
a)



fraction =  $\frac{371}{1000}$

decimal = 0.371

b)

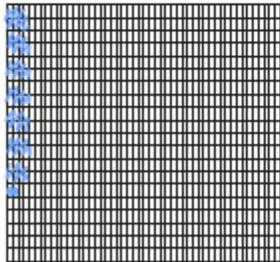


fraction =  $\frac{502}{1000}$

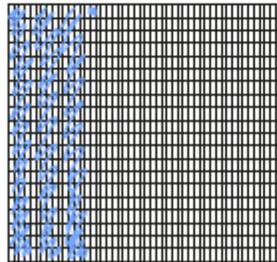
decimal = 0.502

- 5 Colour the grids to represent the fraction and decimal.

a)  $\frac{73}{1000}$



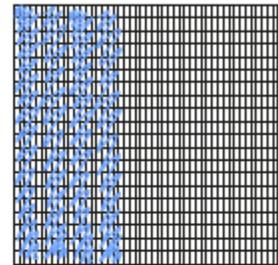
b) 0.302



- 6 Represent these numbers on a place value chart.

a) 1.372      b) 0.091      c) 3.542

- 7 Show that  $\frac{400}{1000}$  is the same as 0.4



400 out of 1,000  
equal parts =  $\frac{400}{1000}$

4 out of 10 equal  
columns =  $\frac{4}{10} = 0.4$

- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
1 1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01	0.001 0.001 0.001 0.001 0.001 0.001

4.276

b)

Ones	Tenths	Hundredths	Thousandths
	0.1 0.1 0.1 0.1 0.1		0.001 0.001 0.001 0.001

0.504

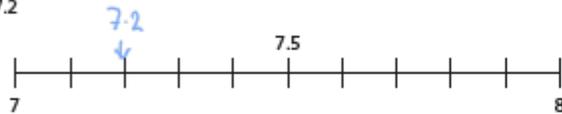


## Rounding decimals



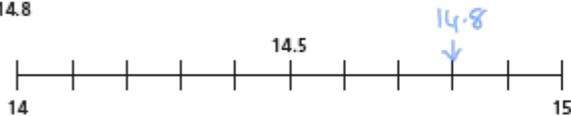
- 1 Show the position of each number on the number line.  
Use the number line to round these decimals to the nearest whole number.

a) 7.2



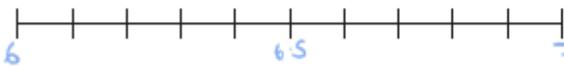
The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.



- 2 Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

a) 7.23



The nearest tenth is

The nearest whole number is

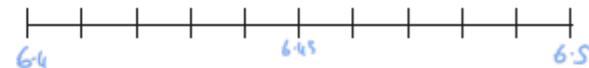
b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.



3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point? 1

b) Round each number to one decimal place.

1.33	<span style="border: 1px solid black; padding: 2px 10px;">1.3</span>	4.03	<span style="border: 1px solid black; padding: 2px 10px;">4.0</span>
1.34	<span style="border: 1px solid black; padding: 2px 10px;">1.3</span>	4.04	<span style="border: 1px solid black; padding: 2px 10px;">4.0</span>
1.35	<span style="border: 1px solid black; padding: 2px 10px;">1.4</span>	4.05	<span style="border: 1px solid black; padding: 2px 10px;">4.1</span>
1.36	<span style="border: 1px solid black; padding: 2px 10px;">1.4</span>	4.06	<span style="border: 1px solid black; padding: 2px 10px;">4.1</span>
1.37	<span style="border: 1px solid black; padding: 2px 10px;">1.4</span>	4.07	<span style="border: 1px solid black; padding: 2px 10px;">4.1</span>

4 Round each number to the nearest tenth.

a) 4.21	<span style="border: 1px solid black; padding: 2px 10px;">4.2</span>	d) 11.86	<span style="border: 1px solid black; padding: 2px 10px;">11.9</span>	g) 12.92	<span style="border: 1px solid black; padding: 2px 10px;">12.9</span>
b) 8.09	<span style="border: 1px solid black; padding: 2px 10px;">8.1</span>	e) 5.67	<span style="border: 1px solid black; padding: 2px 10px;">5.7</span>	h) 10.65	<span style="border: 1px solid black; padding: 2px 10px;">10.7</span>
c) 4.84	<span style="border: 1px solid black; padding: 2px 10px;">4.8</span>	f) 0.15	<span style="border: 1px solid black; padding: 2px 10px;">0.2</span>		

5 Circle each decimal that rounds to 6.2

6.32   6.23   6.27   6.17   6.12   6.25

Explain your reasoning.

They are greater than 6.15 but less than 6.25

6 Here are the weights in kilograms of some parcels.

			
3.48 kg	1.42 kg	10.65 kg	1.03 kg

a) Round the weight of each parcel to 1 decimal place.

3.5 kg   1.4 kg   10.7 kg   1.0 kg

b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? true

Talk about it with a partner.

7 Amir is thinking of a number.

Rounded to the nearest whole his number is 5

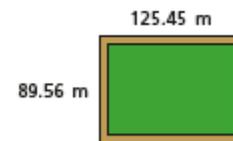
Rounded to the nearest tenth his number is 4.8

Write at least four different numbers that Amir could be thinking of.

c.g. 4.75, 4.79, 4.81, 4.84

8 A farmer is building a new fence for her sheep field.

Here are the measurements.



She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

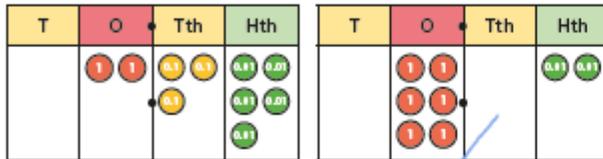
$$125.5 + 89.6 + 125.5 + 89.6 = 251 + 179.2 = 430.2 \text{ m}$$

Talk about your estimate with a partner.

## Order and compare decimals

1 Which number is greater?

Tick your answer.

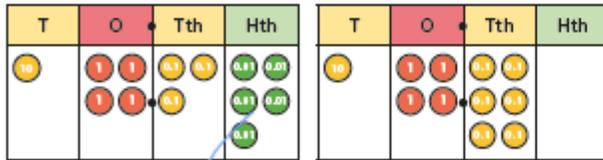


Explain your answer.

It has more ones.

2 Which is the smaller number?

Tick your answer.



Explain your answer.

It has fewer tenths.

3 Use place value counters to make each of the numbers.



a) Which is the greatest number?

5.1

b) Which is the smallest number?

4.08

How do you know?

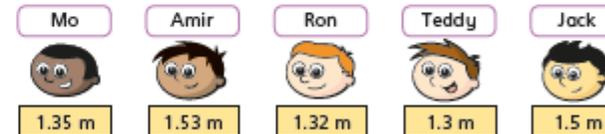
4 Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

3.234      3.208      3.16      3.145

5 Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.



Write the names and heights of the children in order from shortest to tallest.

Name	Height
Teddy	1.3m
Ron	1.32m
MO	1.35m
Jack	1.5m
Amir	1.52m

- 6 Alex and Dora are competing in the long jump.  
Alex jumps 1.35 metres and Dora jumps 1.4 metres.

Alex wins because 35  
is greater than 4



- a) Is Dora correct? no

Talk about it with a partner.

- b) Kim joins in the competition.

What is the shortest distance she can jump to go into the lead?

1.41m

- 7 Write the numbers in ascending order.

- a) 0.45      0.654      0.546      0.405

0.405

0.45

0.546

0.654

- b) 7.2 kg      7.212 kg      7.21 kg

7.2kg

7.21kg

7.212kg

- c) 25.391      25.309      25.093      25.193

25.093

25.193

25.309

25.391

- 8 Dexter is thinking of a number.



It is a decimal number  
with 2 decimal places that is  
greater than 2.47 but  
less than 2.58

What possible numbers could Dexter be thinking of?

2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57

- 9 Tick the numbers that are equal to 2.5

Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal numbers first.

2.05

$2\frac{5}{10}$  ✓

$2\frac{1}{2}$  ✓

$2\frac{5}{100}$

2.53

$2\frac{3}{5}$

2.501

$2\frac{80}{100}$

$2\frac{3}{10}$