Home Learning Grid for Year 4/5
Week Commencing –
Work to be completed in home learning books

	1	2	3	4
Spelling	Spelling activity 1	Synonym task Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.	Have a go at some of these spelling games. https://www.bbc.co.uk/bitesize/topics/zt62mnb	Spelling activity 2
Reading	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Create a front cover for a story you have written. Then create a blurb.	Read the text labelled comprehension 1. Be the teacher and think of 5 questions for each page. Think about the different questioning words. Once you have written your questions, write the answers.	Comprehension 2 Read the text and complete the true/false grid and the questions.
Writing	Write a diary about what you have done this week.	Write a newspaper article about something that interests you.	Writing task 3 Create a spider diagram to describe the gorilla in the picture. Then write a paragragh about the gorilla.	Write an adventure story featuring your gorilla. Include speech.
Maths	Complete the lessons below. https://whiterosemaths.com/homelearning for help videos. Once you have completed, ask your grown up/ self-mark it using the answers on the link. (No cheating!)			
	Can you set a new high score on Timetable Rockstars?		Can you set a new high score on Timetable Rockstars?	
Challenge	Complete the Egyptian fact file.	Complete the crossword. The answers to the clues are in comprehension 2	Look at the hieroglyphics sheet. Can you solve the questions? Can you write your own message in hieroglyphics	Can you draw your name in hieroglyphics? Create a door sign for your bedroom in hieroglyphics.

Supporting Material

Spelling activity 1

✓ precious	whip	reflection
decide	caught	thought

Ideas to practise spellings:

★ Write each word and underline or circle the tricky bit. How will you remember it?

★ Speed write – how many times can you write the words in one minute?

★ Find a friend or a grown up and play hangman.

★ Say the word as it is spelt, not as it sounds. For example, for 'whip' you could say 'w-Hip' to remind you that there is a silent 'h'.

Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her _precious_____ painting.

2. Luckily, the police _____ the thief red-handed.

3. The courts must _____ what the thief's punishment should be.

4. In Victorian times, the thief may have been hit with a _____.

5. Unfortunately for the thief, the courts _____ that he should be sentenced to time in prison.

6. In prison, the thief had time for _____ and decided to change his ways in the future.

Spelling activity 2

The 'shun' sound can be spelt in three different ways. Which one you use depends on the last letter or letters of the root word.

- If the root word ends with **'c'** or **'cs'** use the **-cian** suffix: magic - magician
- When the root word ends with **'d'** or **'se'** the suffix used is usually **-sion**: expand - expansion
- If the root word ends with **'t'** or **'te'** use **-tion**: invent – invention

Make a list of as many words that end with each 'shun' sound.

-cian   -sion   -tion

Extension

Can you write all the word that you thought of in alphabetical order?

Who They Were

The ancient Egyptians were an ancient civilisation which existed from around 3100 to 332 BC. They lived in the lower end of the river Nile, which now lies in the modern country of Egypt. They were very successful due to their skills in medicine, farming and construction. Remains of their civilisation can still be seen today in their buildings, art and hieroglyphics.

The Egyptians had many rivals when they were at their most powerful, including the Hittite, Assyrian and the Mitanni Empires. The civilisation was invaded many times over its existence until it finally fell to the Greeks and then the Romans by 30 BC.

Most of the Egyptians lived by the Nile, a river which runs through the country and almost all of the people in Egypt today live along the same river.

JORDAN

LIBYA

THE NILE →

SAUDI ARABIA

EGYPT

SUDAN
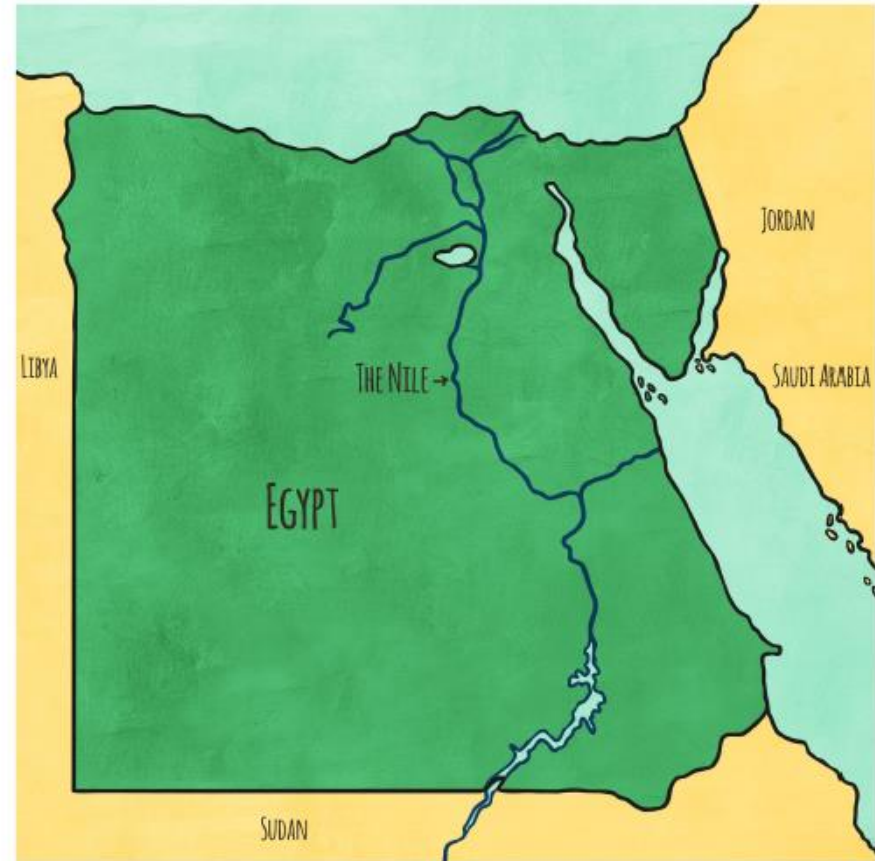
The Land

The ancient Egyptians lived mainly around the Nile and northern coast of Africa because on the rest of the land it was hard to grow crops. However, at the beginning of the ancient Egyptian civilisation the climate was very different, the land was green and filled with plants and animals.

Their continued success was because of their skills at adapting to the conditions of the Nile River valley. They knew how to predict a flood and used the water to grow more crops than they needed, giving many a comfortable life.

HIEROGLYPHS
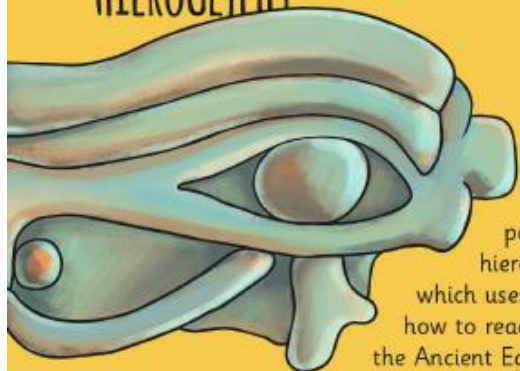
What are they?

The word hieroglyphics comes from the Greek translation 'holy writing'. You can see examples of this writing on ancient Egyptian artifacts like wall carvings, pottery and the papyrus paper. The hieroglyphs are the ancient writing system which uses symbols and pictures. We have found how to read the hieroglyphics to understand how the Ancient Egyptians lived.

Why did they write them?

The ancient Egyptians thought it was important to write down all the information they could about their Kings and their religion. So they made the hieroglyphs to tell people in the future what happened. Hieroglyphs were one of the ways the Egyptians would write. They mainly used them in religious texts, on statues and in tombs.

Who wrote them?

Not everyone could read and write the hieroglyphs, only a group of people called scribes would learn how to do it. The scribes would almost all be men but there is proof of female doctors who could also read them for understanding medical texts.

To become a scribe you would need to go to a special school. At school you would learn to read and write hieroglyphic and other scripts. The children would spend hours writing on sheets of papyrus and practice on pieces or rock and pottery.

Where would they write them?

In school – The scribes would be taught how to write and carve in hieroglyphics. Many students would spend hours copying hundreds of signs and it was hard work – there is even evidence that some of the scribes skipped class so they didn't have to do it.

In the fields – After the scribes finished in school, one of the first jobs many of them had was working in fields, counting crops and animals. They would let the government know how many of these would be taken as tax.

In tombs – The Egyptians believed that the hieroglyphics in the tomb helped the body get to the afterlife. The scribes would write spells on the walls then the craftsmen would come and carve away what the scribes had written. It was very important that the craftsmen did it perfectly or the spell would not work.

In temples – The temples were the houses of the gods and goddesses. The priests would be the scribes, they would carve the walls with hieroglyphics and drawings to show their respect. Instructions for rituals to please the gods would also be written on the walls and on paper for other people to use.

How can we read them?

The secret to reading the ancient Egyptian text was found in 1799 when the Rosetta stone was uncovered. It is called this because it was found in a town in Egypt with the same name.

The text on the stone is thought to have been written by priests, it lists all the good things that the pharaoh has done for the priests and the people of Egypt.

The reason why this stone is so important to reading the language is that it is written in three languages which makes it very easy to translate. It is written in hieroglyphs, Demotic (a more common Egyptian way of writing) and an old Greek text. It took scholars twenty years to translate all the text into a modern language.

## A Brief History Of Ancient Egypt

For almost 30 centuries ancient Egypt was the jewel of civilization in the Mediterranean world. From the great pyramids of the Old Kingdom to the military conquests of the New Kingdom, Egypt's majesty has long entranced archaeologists and historians and even created a vibrant field of study of its own: Egyptology. The artifacts that have been recovered from archaeological sites recount the story of a culture with few equals in the beauty of its art, the accomplishment of its architecture and the richness of its religious traditions.

PREDYNASTIC PERIOD (C. 5000-3100 B.C.)

Around 3400 B.C., two separate kingdoms were established in Egypt: the Red Land to the north and the White Land in the south. Two centuries later, King Menes subdued the north and unified the country, becoming the very first pharaoh in a long dynasty of pharaohs that was to follow. King Menes founded the capital of ancient Egypt at White Walls (later known as Memphis), in the north.

OLD KINGDOM: AGE OF THE PYRAMID BUILDERS

The Old Kingdom began with the third dynasty of pharaohs. To the ancient Egyptians, the king was a godlike being. Around 2630 B.C., the third dynasty's King Djoser asked Imhotep, an architect, priest and healer, to design a funerary monument for him; the result was the world's first major stone building, the Step-Pyramid at Saqqara, near Memphis. Pyramid-building reached its zenith with the construction of the Great Pyramid at Giza, on the outskirts of Cairo. Built for Khufu (or Cheops, in Greek), who ruled from 2589 to 2566 B.C., the pyramid was later named by classical historians as one of the ancient world's Seven Wonders.
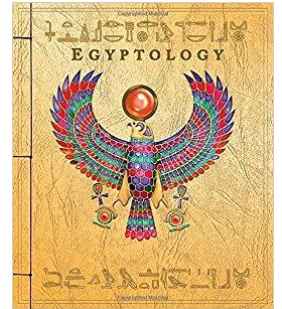
During the third and fourth dynasties, Egypt enjoyed a golden age of peace and prosperity. The pharaohs held absolute power and provided a stable central government; the kingdom faced no serious threats from abroad. Over the course of the fifth and sixth dynasties, the king's wealth was steadily depleted, partially due to the huge expense of pyramid-building. After the death of the sixth dynasty's King Pepy II, who ruled for some 94 years, the Old Kingdom period ended in chaos.

FIRST AND SECOND INTERMEDIATE PERIOD

On the heels of the Old Kingdom's collapse, the seventh and eighth dynasties consisted of a rapid succession of Memphis-based rulers until about 2160 B.C., when the central authority completely dissolved and a civil war broke out. This chaotic situation was intensified by Bedouin invasions followed by famine and disease. Around 2055 B.C., the Theban prince Mentuhotep managed to reunite Egypt, beginning the 11th dynasty of pharaohs.

Around 1650 B.C., a line of foreign rulers known as the Hyksos took advantage of Egypt's instability to take control. The Hyksos rulers of the 15th dynasty adopted many of the existing Egyptian traditions in government as well as culture. They ruled concurrently with the line of native Theban rulers of the 17th dynasty, who retained control over most of southern Egypt despite having to pay taxes to the Hyksos. Eventually conflict flared between the two groups, and the Thebans launched a war against the Hyksos around 1570 B.C., driving them out of Egypt.

Under Ahmose I, the first king of the 18th dynasty of pharaohs, Egypt was once again reunited. During the 18th dynasty, Egypt restored its control over Nubia and began military campaigns in Palestine. Egypt went on to establish the world's first great empire, stretching from Nubia to the Euphrates River in Asia.

THIRD INTERMEDIATE PERIOD

The next 400 years–known as the Third Intermediate Period saw important changes in Egyptian politics, society and culture. In the eighth century B.C., Nubian pharaohs beginning with Shabako, ruler of the Nubian kingdom of Kush, established their own dynasty–the 25th–at Thebes. Under Kushite rule, Egypt clashed with the growing Assyrian empire. In 671 B.C., the Assyrian ruler Esarhaddon drove the Kushite king Taharka out of Memphis and destroyed the city; he then appointed his own rulers.

ALEXANDER'S CONQUEST

In 525 B.C., Egypt became part of the Persian Empire. Persian rulers such as Darius (522-485 B.C.) supported Egypt's religious cults and undertook the building and restoration of its temples. The tyrannical rule of Xerxes (486-465 B.C.) sparked increased uprising in the kingdom. In 332 B.C., Alexander the Great of Macedonia defeated the armies of the Persian Empire and conquered Egypt. After Alexander's death, Egypt was ruled by a line of Macedonian kings, beginning with Alexander's general Ptolemy and continuing with his descendants. The last ruler of Ptolemaic Egypt–the legendary Cleopatra VII–surrendered Egypt to the armies of the Roman Emperor Octavian (later named Augustus) in 31 B.C. Cleopatra was romantically involved with the legendary emperor Julius Caesar and together they had a son named Caesareon. Octavian was threatened by this royal offspring both because he had a claim to the Roman throne and because he was the last of the pharaohs so Octavian had Cleopatra's son murdered, thus ending the long dynasty of pharaohs!

	True	False
1. King Menes founded the capital of ancient Egypt at White Walls.		
2. To the ancient Egyptians, the king was a godlike being.		
3. The Step-Pyramid at Saqqara is one of the seven wonders of the ancient world.		
4. After the death of the sixth dynasty's King Pepy II, the Old Kingdom period ended in chaos.		
5. Under Ahmose I Egypt experienced a second civil war.		
6. The Third Intermediate Period saw important changes in Egyptian politics, society and culture.		
7. In 525 B.C., Egypt became part of the Roman Empire.		
8. In 332 B.C., Alexander the Great of Macedonia conquered Egypt		
9. After Alexander's death, Egypt was ruled by a line of Macedonian kings.		
10. The Roman Emperor Octavian fell in love with Queen Cleopatra.		

Read the text again and answer the questions below:

1. Which field of study has ancient Egypt created?

_____

2. What did King Menes do for Egypt?

_____

3. What did King Djoser asked Imhotep to do for him?

_____

4. Which pyramid was later named as one of the ancient world's Seven Wonders?

_____

5. Why was the king's wealth steadily depleted during the fifth and sixth dynasties?

_____

6. How long did King Pepy II rule Egypt?

_____

7. Which Theban prince managed to reunite Egypt and start the 11th dynasty of pharaohs?

_____

8. When did the Hyksos manage to take control of Egypt?

_____

9. Who managed to drive the Hyksos out of Egypt?

_____

10. What changes were made during the Third Intermediate Period?

_____

11. Who defeated the armies of the Persian Empire and conquered Egypt in 332 B.C.?

_____

12. What happened to Cleopatra's and Julius Ceasar's son?

_____
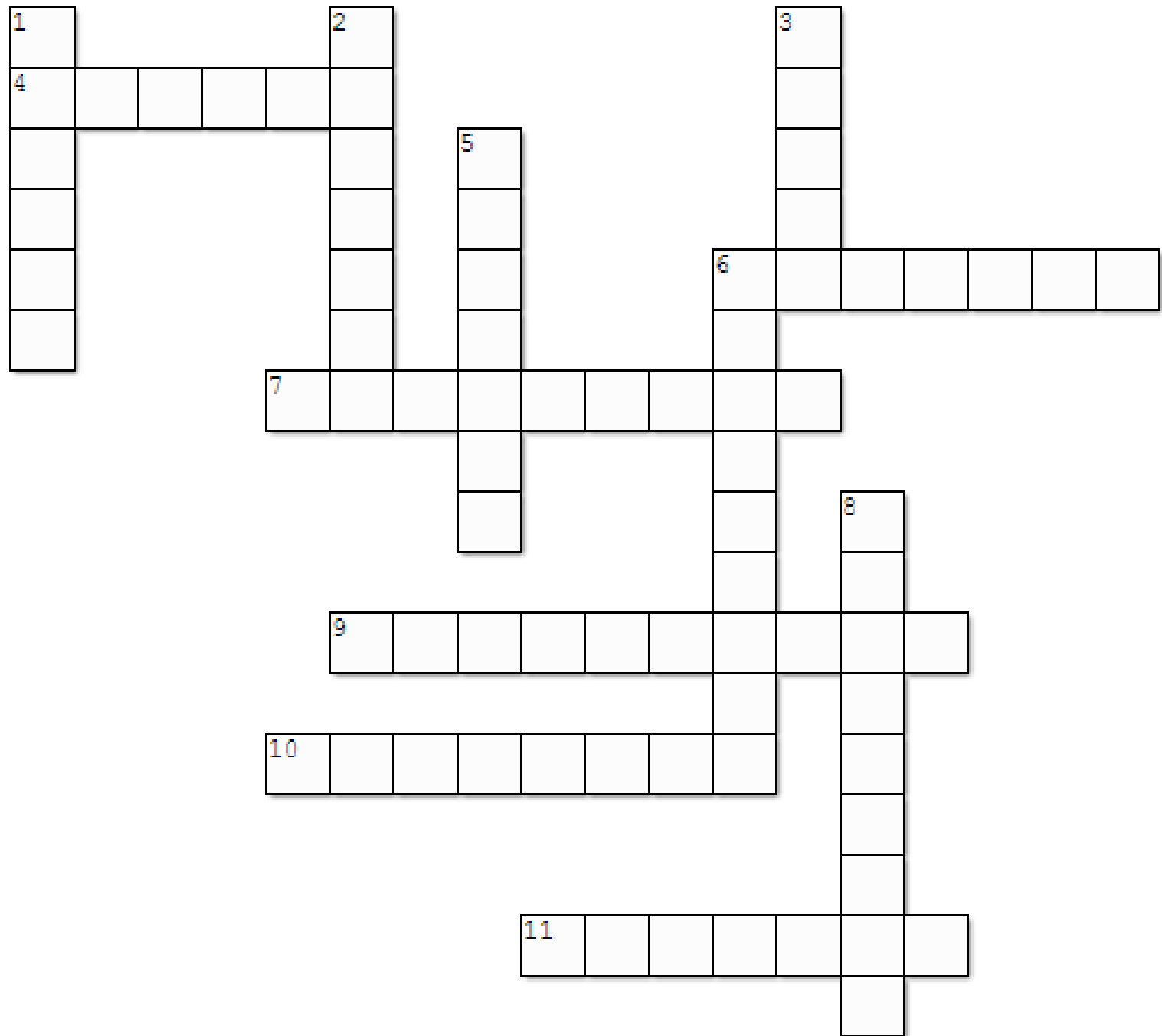
Across

4. During the 18th dynasty of pharaohs Egypt established the world's first great _____.
6. Under Kushite rule, Egypt _____ with the growing Assyrian empire.
7. The civil war of 2160 B.C. was intensified by Bedouin _____.
9. During the third and fourth dynasties, Egypt enjoyed a golden age of peace and _____.
10. Octavian had Cleopatra's son _____, thus ending the long dynasty of pharaohs!
11. Prince Mentuhotep managed to reunite Egypt and began the 11th _____ of pharaohs.

Down

1. Pyramid-building reached its _____ with the construction of the Great Pyramid at Giza.
2. In 525 B.C., Egypt became part of the _____ Empire.
3. Egypt was the _____ of civilization in the Mediterranean world.
5. King Menes unified the country and became the very first _____.
6. In 332 B.C., Alexander the Great of Macedonia defeated the armies of the Persian Empire and _____ Egypt.
8. The _____ that have been recovered from archaeological sites in Egypt recount the story of a glorious culture.

Writing task 3

Create a spider diagram to describe the gorilla in the picture. Then write a paragragh about the gorilla.

Gorilla
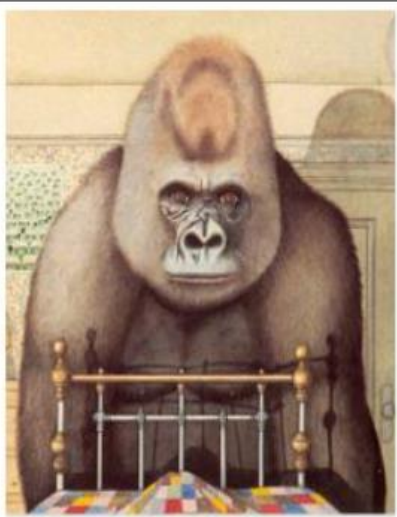
timid and amiable   filthy whitish   squat but terrifically strong

ferocious, lewd   ancient and muscular   immense male

terrifically strong   `original   enraged skinny   barrel-chested, more

clumsy, muscle-bound   enraged terrestrial   enormous and very fierce

average captive   enormous, menacing   fierce, fearless

gaunt and impassive   hairless, pale   young or immature

intellectual and sensible

massive, mighty   single gray   regular african   best wild

bald, bearded   stocky male   big male   typical female   beefy young

short and squat   thick, hairy   huge and ferocious   huge female

fierce and gloomy   funky old   real african   particularly gifted

solitary male   great, hairy   ordinary run-of-the-mill   huge male

large male   immense gray   huge human   little hairy

massive, powerful   pleasant, agreeable   big, brutal   fallow

great hairy   "original   young male   same silent   enormous old

flea-infested   atypical   black female   huge, powerful

small mechanical   old male   big, hairy   flat-headed   deep brown

long strong   year-old   young female   _real   impolite   big ole

large, powerful   wide-shouldered   trigger-happy   old female   male

little wild   great black   almost unknown   whitish   african   cagey

Synonym task

Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.

fast			
small			
cold			
hungry			

Egypt Fact File

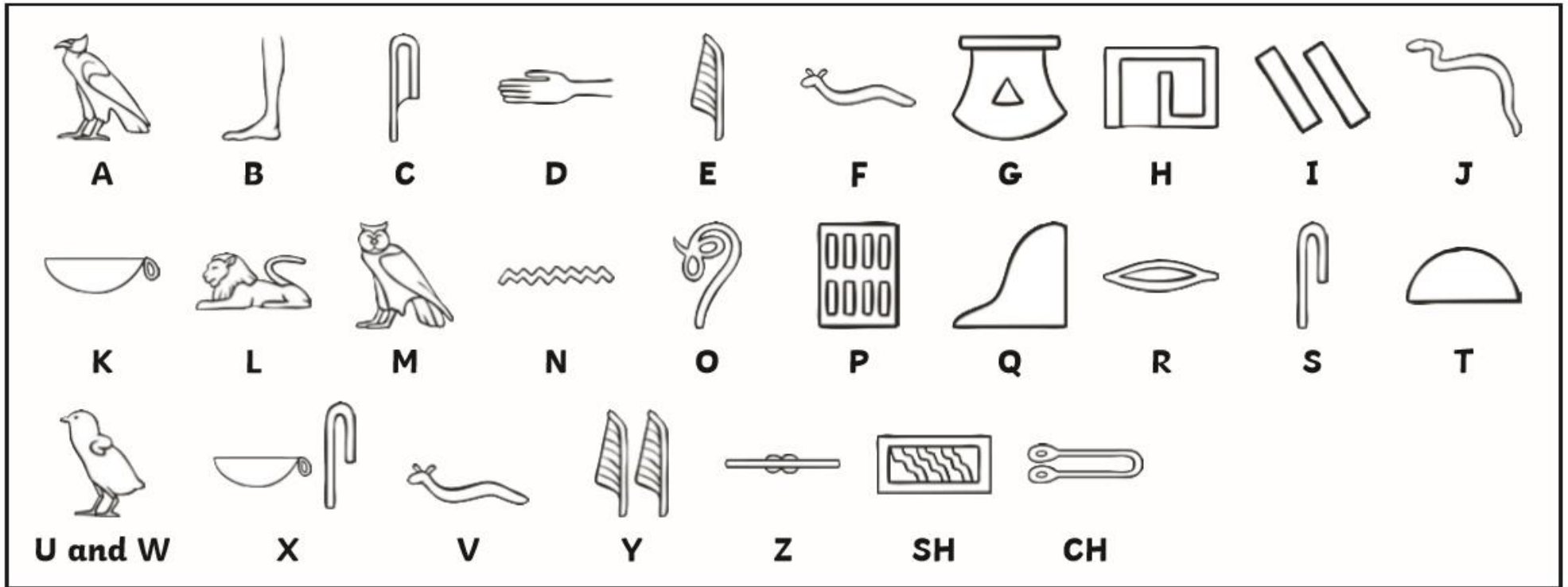Find your country on the map and colour it in.

Flag:

Famous Landmark:

Find out the following information about your country:

Capital City: _____ Population: _____ Continent: _____

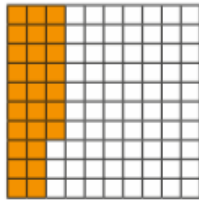Spoken Language(s): _____How to say hello: _____ How to say thank you: _____

An interesting fact: _____

1. OSIRIS

2. HORUS

3. RA

4. ANUBIS

Make a whole
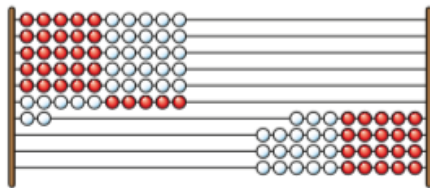
1 Here is a hundred square.

a) How many hundredths are shaded?

b) How many more hundredths do you need to shade so that the whole hundred square is shaded?

c) Complete the sentence.

$\boxed{}$ hundredths + $\boxed{}$ hundredths = 1 whole

2 Here is a Rekenrek with 100 beads.

Each bead is one hundredth of the whole.

Complete the sentences.

a) $\boxed{}$ hundredths are on the left.

b) $\boxed{}$ hundredths are on the right.

c) $\boxed{}$ + $\boxed{}$ = 1

3 Fill in the missing digits.

a) 1 tenth = $\boxed{}$ hundredths

b) $\dfrac{2}{10} = \dfrac{\boxed{}}{100}$

c) 70 hundredths = $\boxed{}$ tenths

d) 32 hundredths = $\boxed{}$

e) 0.4 = $\boxed{}$ tenths

f) 50 hundredths = $\boxed{}$
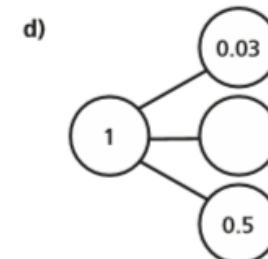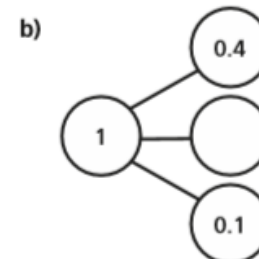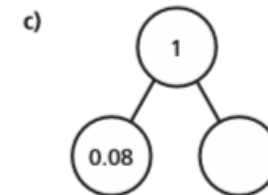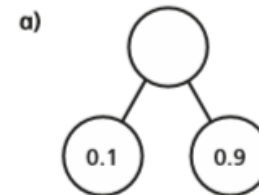
4 Dora has shaded 4 tenths of a hundred square.

> I need to shade 96 more squares to fully shade it.

Do you agree with Dora? _____

Explain your reasoning.

5 Complete the part-whole models.

a) 0.1, 0.9

b) 0.4, 1, 0.1

c) 1, 0.08

d) 0.03, 1, 0.5

6 Tick the calculations that do **not** sum to 1

| 0.4 + 0.6 | 0.4 + 0.06 | 0.04 + 0.06 |
| ☐ | ☐ | ☐ |

| 0.8 + 0.92 | 0.08 + 0.92 | 0.92 + 0.08 |
| ☐ | ☐ | ☐ |

How did you work this out?

7 Mo has a metre-long piece of ribbon.

He cuts off a piece of ribbon 24 cm long.

What is the length of the remaining ribbon?

The length of the remaining ribbon is ☐ m.

8 Fill in the missing numbers.

a) 0.1 + ☐ = 1   d) 0.15 + 0.64 + ☐ = 1

b) ☐ + 0.01 = 1   e) 0.15 + ☐ + 0.65 = 1

c) 0.03 + ☐ = 1   f) ☐ + 0.04 + 0.5 = 1

9 Two identical bead strings have a total length of 64 cm.

Would the total length of three of these
bead strings be longer or shorter than a metre? _____

Explain how you know.

_____

_____

10 Here are eight number cards.

| $\frac{6}{10}$ | $\frac{19}{100}$ | 0.2 | 0.5 | $\frac{8}{10}$ | 0.01 | $\frac{30}{100}$ | 0.4 |

Use the number cards to make each calculation correct.

You can use each number once only.

☐ + ☐ = 1

☐ + ☐ + ☐ = 1

☐ + ☐ + ☐ = 1

How many other ways can you find to make a total of 1?

Write decimals

1 Make the number represented on each of the place value charts.

Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01
		0.01 0.01

There are ☐ ones,

☐ tenths and

☐ hundredths.

The number is ☐

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1	0.01 0.01 0.01
	0.1 0.1	0.01 0.01

There are ☐ ones,

☐ tenths and

☐ hundredths.

The number is ☐

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01
		0.01 0.01 0.01
		0.01

There are ☐ ones,

☐ tenths and

☐ hundredths.

The number is ☐

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1	
	0.1 0.1 0.1	
	0.1	

There are ☐ ones,

☐ tenths and

☐ hundredths.

The number is ☐

2 Make each number on a place value chart.

Write the value of the underlined digit.

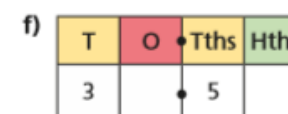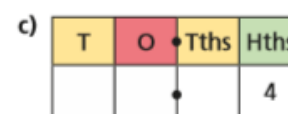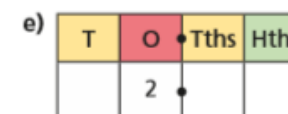a) 6.3̲1 _____

b) 12.0̲9 _____

c) 0.07̲ _____

d) 5̲6.82 _____
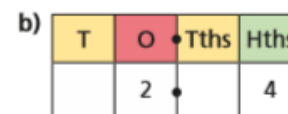
3 Alex says the number on the place value chart is 3.4

Ones	Tenths	Hundredths
●●●		●●●●
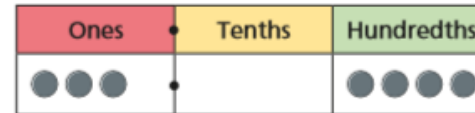
Do you agree with Alex? _____

Explain your answer.

4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2		4

d)

T	O	Tths	Hths
		5	

b)

T	O	Tths	Hths
	2		4

e)

T	O	Tths	Hths
	2		

c)

T	O	Tths	Hths
			4

f)

T	O	Tths	Hths
3		5	
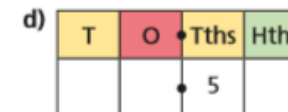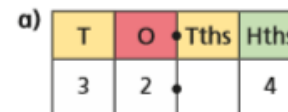
Compare answers with a partner.

5 Complete the part-whole models.

a)

Whole: (empty), Parts: 0.2, 0.09

c)

Whole: 0.53, Parts: 0.4, (empty)

b)

Whole: (empty), Parts: 0.3, 0.07, 0.1

d)

Whole: 0.81, Parts: 0.4, (empty), 0.28
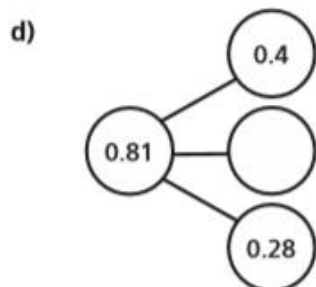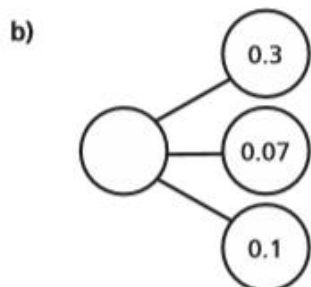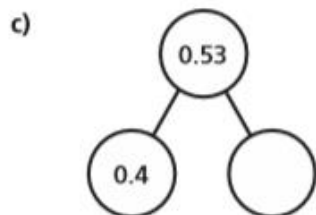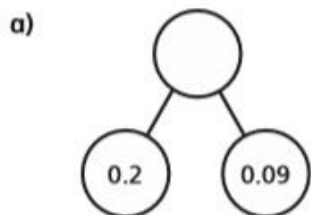
6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.

Whole: 0.72, Parts: (empty), (empty)
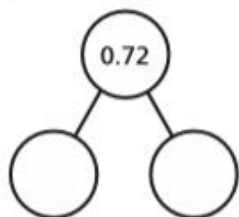
☐ + ☐ = 0.72

☐ + ☐ = 0.72

☐ + ☐ = 0.72

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

Ones	•	Tenths	Hundredths
	•	●●●●● ●●●●●	

Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

| 0.06 | 0.4 | 0.2 | 0.05 | 0.03 |

Use the clues to work out which number they each have.

Annie: My number has 5 hundredths.

Rosie: My number is twice as much as Dora's.

Jack: My number has 2 zero place holders.

Dora: My number is more than Jack's.

Whitney: My number is less than Jack's.

Annie ☐   Dora ☐   Whitney ☐

Rosie ☐   Jack ☐

Did your partner use the same method?

Compare decimals

White Rose Maths

1 Write < or > to compare the decimals.

a)
O		Tths	Hths
		0.1 0.1	0.01 0.01 0.01 0.01

○

O		Tths	Hths
		0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

b)
O		Tths	Hths
1 1 1		0.1	0.01 0.01 0.01 0.01 0.01

○

O		Tths	Hths
1 1 1		0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01

c)
O		Tths	Hths
1 1 1		0.1	0.01 0.01 0.01 0.01 0.01 0.01

○

O		Tths	Hths
1 1		0.1 0.1	0.01 0.01 0.01 0.01 0.01

d)
O		Tths	Hths
1 1		0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01

○

O		Tths	Hths
1 1		0.1 0.1	0.01 0.01 0.01 0.01 0.01

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct.

a)
O		Tths	Hths
1 1 1		0.1	0.01 0.01 0.01 0.01

<

O		Tths	Hths

b)
O		Tths	Hths
1 1 1		0.1	0.01 0.01 0.01 0.01

>

O		Tths	Hths
1 1 1			

3 Write < or > to compare the decimals.

a)
O		Tths	Hths
7		6	8

○

O		Tths	Hths
7		0	2

b)
O		Tths	Hths
3		2	5

○

O		Tths	Hths
3		9	6

c)
O		Tths	Hths
0		4	1

○

O		Tths	Hths
0		2	9

d)
O		Tths	Hths
1		0	3

○

O		Tths	Hths
1		2	0

e)
O		Tths	Hths
2		7	2

○

O		Tths	Hths
2		7	1

4 Complete the place value charts to make the statements correct.

a)
O		Tths	Hths
6		2	8

<

O		Tths	Hths

b)
O		Tths	Hths
3		2	6

>

O		Tths	Hths
3			

c)
O		Tths	Hths
9		9	8

<

O		Tths	Hths

d)
O		Tths	Hths
1		4	6

>

O		Tths	Hths
		8	

5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		

My number is greater than Amir's, because I have used twice as many counters.

Do you agree with Ron? _____

Explain your reasoning.

6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76

Ones	Tenths	Hundredths

b) a number more than 5.74

Ones	Tenths	Hundredths

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths

How many different answers are there for each statement?

7 Write < or > to compare the numbers.

a) 3.2 ◯ 3.8   c) 1 ◯ 0.99

b) 1.46 ◯ 1.43   d) 0.16 ◯ 0.8

8 Fill in the missing digits to make the statements correct.

a) 0.34 < 0.3___   d) 1.3___ < 1.3___

b) 2.42 > 2.4___   e) 2.___2 > 2.___2

c) 0.74 < 0.___2   f) 0.8___ < 0.___9

Is there more than one answer for each?

9 Here are four digit cards.

| 7 | 0 | 3 | 1 |

Use each digit card once to make this statement correct.

☐.☐ > ☐.☐

How many possible answers are there?

Order decimals

White Rose Maths

1 Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01

B

Ones	Tenths	Hundredths
1 1 1 1	0.1	0.01 0.01 0.01 0.01

C

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01 0.01

D

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

_____

(smallest)   (greatest)

2 a) Write digits to show the number represented in each place value chart.

O	Tths	Hths
1	0.1 0.1 0.1 0.1	0.01 0.01

O	Tths	Hths
1 1		0.01 0.01 0.01 0.01 0.01 0.01

O	Tths	Hths
1 1	0.1 0.1 0.1	

O	Tths	Hths
1	0.1 0.1 0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

_____

3 Write the numbers in descending order.

| 1.42 | | 4.12 | | 1.24 | | 2.41 |

_____

4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.

| 0.64   12.7   2.83 |

Do you agree with Teddy? _____

Talk about it with a partner.

5 Annie and Dexter are comparing the decimals 4.12 and 4.8

Annie: 4.12 is greater than 4.8, because 12 is bigger than 8

Dexter: 4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? _____

Explain your answer.

6 Write < or > to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a)   3.2   ◯   3.8   ◯   3.9   _____
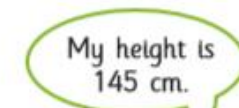
b)   0.41   ◯   0.38   ◯   0.25   _____

c)   4.2   ◯   4.17   ◯   4.085   _____

7 Write the numbers in ascending order.

a) 2.38   0.97   1.45   1.81

_____

b) 0.64   0.7   0.09   0.46

_____

c) 12.3   2   7.83   0.99

_____

8 Tommy, Ron, Amir, Dora and Eva have measured their heights.

Tommy: My height is 145 cm.

Ron: I am 1.4 m tall.

Amir: I am 10 cm taller than Ron.
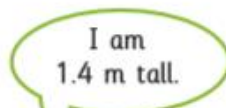
Dora: My height is 1.38 m.

Eva: I am 146 cm tall.

Write the children's names in order from shortest to tallest.

_____

9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order   __.4__   __.41   7.__9   __.41

descending order   __.41   7.__9   __.41   __.4__

Compare answers with a partner.

Is there more than one way to complete each list?
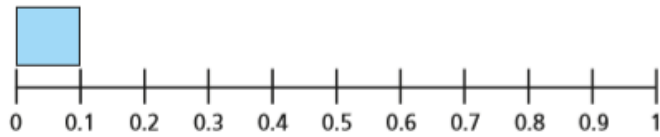
Adding decimals within 1

White Rose Maths

1 Work out the additions.

Use the number lines to help you.

a) $0.3 + 0.2 =$ ☐
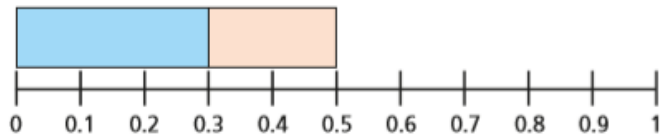
```
0  0.1  0.2  0.3  0.4  0.5  0.6  0.7  0.8  0.9  1
```

b) $0.1 + 0.4 =$ ☐

```
0  0.1  0.2  0.3  0.4  0.5  0.6  0.7  0.8  0.9  1
```

c) $0.2 + 0.1 + 0.2 =$ ☐

```
0  0.1  0.2  0.3  0.4  0.5  0.6  0.7  0.8  0.9  1
```

What do you notice about your answers?

2 Complete the part-whole models.

a)

0.1   0.3

c)

0.4

0.5

b)

0.7   0.2

d)

0.05   0.5   0.005
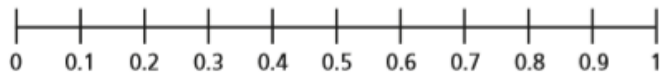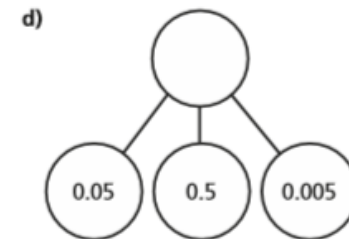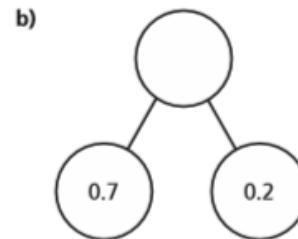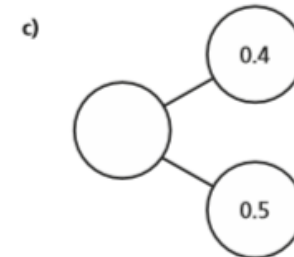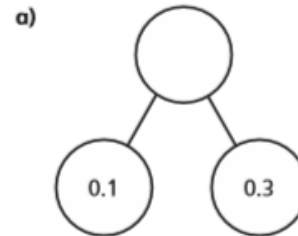
3 Complete the additions.

Use the place value charts to help you.

a) $0.42 + 0.3 =$ ☐

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1	0.01 0.01
+	0.1 0.1 0.1	

b) $0.28 + 0.32 =$ ☐

Ones	Tenths	Hundredths
+		

c) $0.28 + 0.36 =$ ⬚

Ones	•	Tenths	Hundredths
	•		
+	•		

4 Use the column method to work out the additions.

a)

	0	•	4	2
+	0	•	3	
		•		

b)

	0	•	0	4
+	0	•	3	3
		•		

c)

	0	•	4	0	2
+	0	•	0	3	
		•			

d)

	0	•	4	2	
+	0	•	0	3	3
		•			

e)

	0	•	4	3	6
+	0	•	1	7	
		•			

f)

	0	•	7	5	1
+	0	•	0	9	
		•			

5 Jack has set up a column addition to work out $0.19 + 0.07$

What mistake has Jack made?

$$\begin{array}{r} 0 \cdot 1 \quad 9 \\ + \quad 0 \cdot 7 \\ \hline \cdot \\ \hline \end{array}$$

6 Work out 7 hundredths + 34 hundredths.

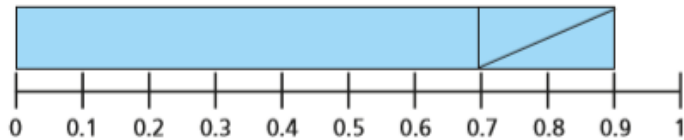Give your answer as a decimal.

7 hundredths + 34 hundredths = ⬚

7 Eva drinks a quarter of a litre of water.

Mo drinks 0.3 litres of water.

Whitney drinks a tenth of a litre more water than Mo.
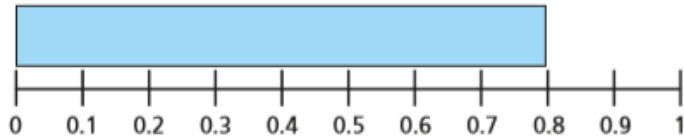
How much water do Eva, Mo and Whitney drink altogether?

⬚

Subtracting decimals within 1

White Rose Maths

1 Work out the subtractions.

Use the number lines to help you.

a) $0.9 - 0.2 =$ ⬜

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1

b) $0.8 - 0.1 =$ ⬜

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1

c) $1 - 0.2 - 0.1 =$ ⬜

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1

What do you notice about your answers?

2 Complete the part-whole models.

a)

0.6

0.3   ⬜

c)

⬜

0.09   0.03

b)

0.7

⬜   0.3

d)

0.005

0.004   ⬜
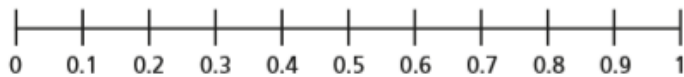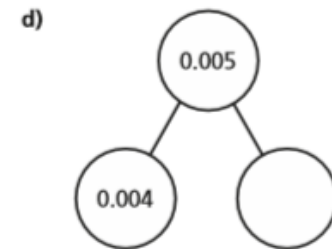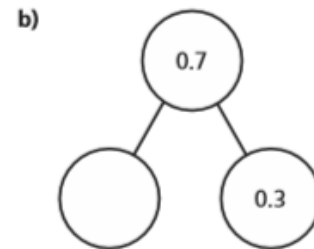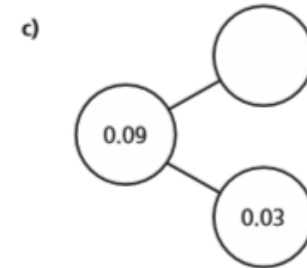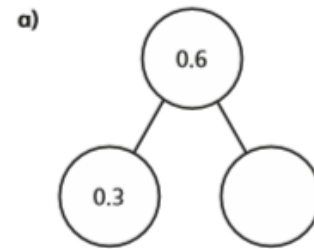
3 Complete the subtractions.

Use the place value charts to help you. The first one has been started for you.

a) $0.42 - 0.3 =$ ⬜

Ones	•	Tenths	Hundredths
	•	0.1 ~~0.1~~ ~~0.1~~ ~~0.1~~	0.01 0.01

b) $0.28 - 0.05 =$ ⬜

Ones	•	Tenths	Hundredths
	•	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01

4 Use the column method to work out the subtractions.

a)

		0	.	8	9	
	−	0	.	4		
			.			

c)

		0	.	7	7	
	−	0	.	6	8	
			.			

b)

		0	.	7	7	
	−	0	.	6	4	
			.			

d)

		0	.	7		
	−	0	.	2	5	
			.			

5

I can't work out 0.56 − 0.099 because 99 is bigger than 56

Do you agree with Eva? _____

Work out the answer to 0.56 − 0.099

| |

6 Find the difference between 53 hundredths and 8 tenths.

Give your answer as a decimal.

The difference between 53 hundredths and 8 tenths is | |

7 A piece of wood is 0.9 metres long.

It is cut into 3 unequal pieces.

The first piece is 0.2 metres longer than the second piece.

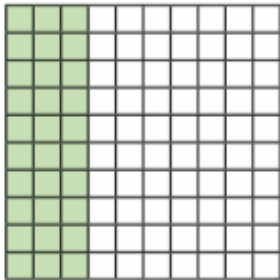The third piece is 23 hundredths of a metre shorter than the second piece.

1st

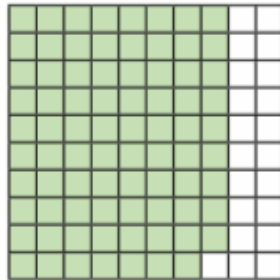2nd

3rd
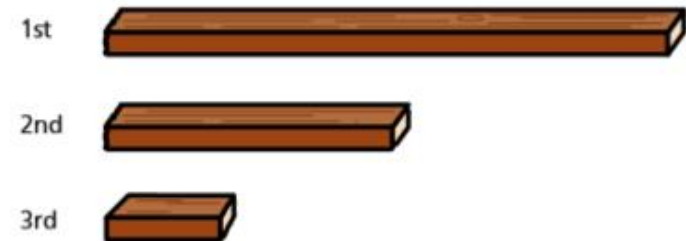
How long is each piece of wood?

1st = | | 2nd = | | 3rd = | |

Complements to 1

White Rose Maths

1 Each hundred square represents one whole.

Use the hundred squares to help you complete the additions.

a) $0.3 + \boxed{} = 1$
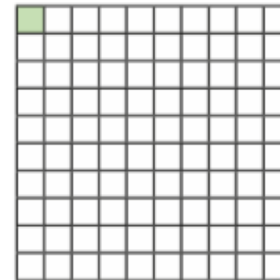
c) $1 = \boxed{} + 0.79$

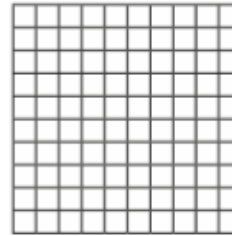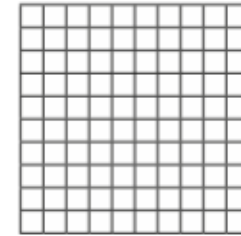**b)** $0.35 + \boxed{} = 1$
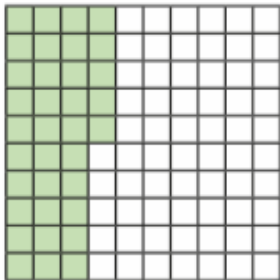
d) $\boxed{} + 0.01 = 1$

2 Complete the calculations.

Shade the hundred squares to help you.

a) $1 = 0.47 + \boxed{}$

b) $0.02 + 0.2 + \boxed{} = 1$

3 Complete the bar models.

a)

1
0.17	

b)

1
0.49	

c)

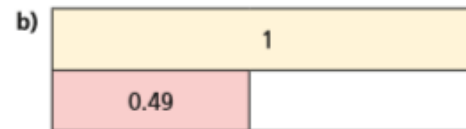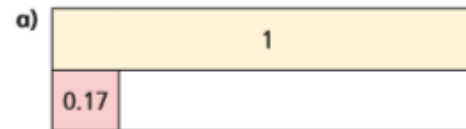| 0.71	
1	

d)

	0.32	0.33
1		
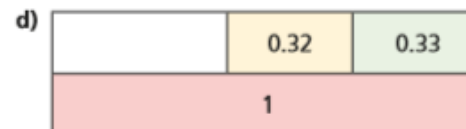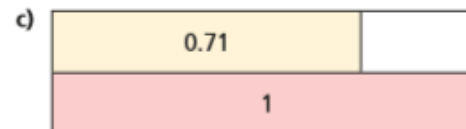
4 Teddy has these counters.

He wants to exchange these for as many 1s counters as possible.

How many 1s counters can he collect?

5 Complete the additions.

$54 + \boxed{} = 100$

$5.4 + \boxed{} = 10$

$0.54 + \boxed{} = 1$

$0.054 + \boxed{} = 0.1$

What is the same and what is different about your answers?

6 Complete the sentences.

a) 6 tenths + $\boxed{}$ tenths = 1 whole

b) 23 hundredths + $\boxed{}$ hundredths = 1 whole

c) 2 tenths + $\boxed{}$ hundredths + $\boxed{}$ tenths = 1 whole

7 Match the pairs of decimals that add together to make 1 whole.

0.12	0.988
0.21	0.79
0.212	0.778
0.012	0.788
0.222	0.88

8 Mo has completed these calculations.

a) $0.22 + 0.88 = 1$
b) $0.39 + 0.71 = 1$
c) $0.677 + 0.433 = 1$

He has got them all incorrect.

What mistake has Mo made?
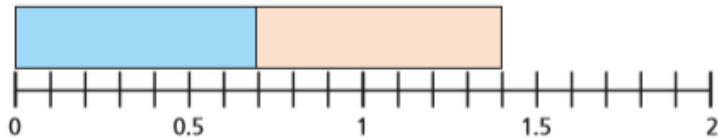
_____

_____

Correct Mo's calculations.

a) $0.22 + \boxed{} = 1$

b) $0.39 + \boxed{} = 1$

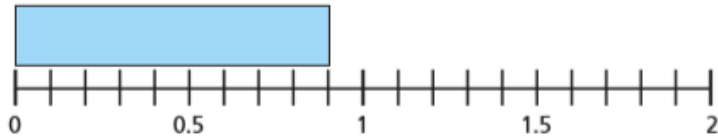c) $0.677 + \boxed{} = 1$

Adding decimals – crossing the whole

1 Work out the totals of these decimals.
Use the number lines to help you.

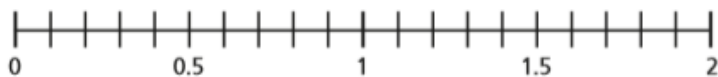**a)** 0.7 + 0.7 = ⬚

b) 0.9 + 0.45 = ⬚

c) 0.6 + 0.8 + 0.15 = ⬚

2 Complete the additions.

a) 0.74 + 0.36 = ⬚

Ones	•	Tenths	Hundredths
	•	0.1 0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01
+	•	0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01

		0	•	7	4
	+	0	•	3	6
			•		

b) 0.86 + 0.68 = ⬚

Ones	•	Tenths	Hundredths
	•	0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01
+	•	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01

		0	•	8	6
	+	0	•	6	8
			•		

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3 Use the column method to work out the additions.

a)

		0	.	4	2
+		0	.	6	9
			.		

b)

		0	.	4	1
+		0	.	7	
			.		

c)

		0	.	9	6
+		0	.	9	7
			.		

d)

		0	.	3	
+		0	.	8	0	4
			.		

e)

		0	.	2	2	2
+		0	.	8	7	6
			.			

f)

		0	.	5	
+		0	.	7	7
			.		

g)

		0	.	7	5	1
+		0	.	3	2	
			.			

h)

		0	.	6	0	4
+		0	.	5	1	9
			.			

4 Teddy runs 0.32 km.

Amir runs half a kilometre.

Whitney runs 0.47 km.

a) How far do they run altogether?

[ ] km

b) Jack runs 7 tenths of a kilometre further than Whitney. How far does Jack run?

[ ] km

5 Ron buys all these items plus a drink costing ninety-five pence. How much does Ron spend in total?

£0.79

£0.65

Crisps

£0.54

Ron spends £ [ ] in total.