



Learning Grid for Year 4/5

Week Commencing - 8.6.20

Work to be completed in home learning books

The Oak National Academy lessons can be accessed here: <https://www.thenational.academy/online-classroom>



	1	2	3	4	5
Spelling	Spelling task 1	Spelling task 3	Spelling task 3	Spelling task 4	Spelling task 5
Reading	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Comprehension 1 Read the text and complete the questions	Comprehension 2 Read the text and complete the questions	Comprehension 3 Read the text and complete the questions	Film review
Writing	Cut out slips of paper and write a word or two on each (blue/smooth/frosty/loved) Pick three to five words and make up a sentence using them.	Create 2 puppets with things that you have at home. Draw them and write a description of them.	Write a script for your puppets to act out. Perform a puppet show or create an animation. Post your puppet shows to seesaw.		Write a Haiku or Limerick
Maths	Complete lesson 1 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 2 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 3 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 4 for the maths curriculum that you follow. Answers will be posted to seesaw.	Can you set a new high score on Timetable Rockstars? Can you set a new high on Mangahigh?
Challenges	<u>Learn the song</u> The Mummy Song https://www.youtube.com/watch?v=Cn7jTPj4zsg	Write a set of instruction on how to mummify a person.	Mummify an apple or tomato	Complete the mummification game http://oi.uchicago.edu/OI/MUS/ED/mummy.html	Design your own death mask. You could put your own face in the middle. (If you can print in A3 it will be better)

Spelling task 1

Use a dictionary to define the word **address**.

Which word class does the word **address** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **address**.

address

address

address



Add the word **address** to these sentences.



Nita scribbled her _____.

"May I have your _____?"
asked Zac.

Which _____ shall I send it to?

I had to _____ a large audience.

Which of these words means the same as **address**?

unique benign place suspicious

Write the syllables of the word **address** inside the hands.



Finish off the word **address**.

add_____	_____ess
_____ss	ad_____

Now write the full word.

Write your own sentence containing the word **address**.

Edit and improve these words so that they correctly spell the word **address**.

adress address address

Spelling task 2

Use a dictionary to define the word **achieve**.

Which word classes does the word **achieve** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **achieve**.

achieve

Write a synonym and an antonym for the word **achieve**.

Synonym: _____

Antonym: _____

Add the word **achieve** to these sentences.

I will _____ my goals.

You will _____ a lot if you work hard.

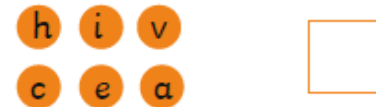
Do you think Rob will _____ success?

No one can _____ anything without effort.

Write the syllables of the word **achieve** inside the hands.



Which letter from the word **achieve** is missing below?



Complete the word **achieve**.

ach _____

_____ eve

_____ h _____

ac _____ v _____

Write your own statement containing the word **achieve** as a verb.

Edit and improve these words so that they correctly spell the word **achieve**.

acchieve

acheve

acheeve

Spelling task 3

Use a dictionary to define the word **describe**.

Add the word **describe** to these sentences.



_____ what you can see.

“How would you _____ the suspect?”

I couldn't possibly _____ it!

_____ your favourite meal.

Write the syllables of the word **describe** inside the hands.



Which word class does the word **describe** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **describe**.

des_____

_____ **ibe**

_____ **e**

d_____

Now write the full word.

Trace the word **describe**.

describe

describe

describe

Which of these words means the same as **describe**?

support

report

relax

reduce

Write your own sentence containing the word **describe**.

Edit and improve these words so that they correctly spell the word **describe**.

discribe

descrieb

desscibe

Spelling task 4

Use a dictionary to define the word **desperate**.

Which word class does the word **desperate** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **desperate** to these sentences.

"Are you _____?" asked Ms Patel.

Thea is _____ to visit Stonehenge.

I'm in _____ need of help.

The lady who phoned 999 sounded _____.

Write the syllables of the word **desperate** inside the hands.



Which letter from the word **desperate** is missing below?



Trace the word **desperate**.

desperate

Complete the word **desperate**.

des _____	_____ ate	_____ er _____	de _____ ra _____
-----------	-----------	----------------	-------------------

Write a synonym and an antonym for the word **desperate**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **desperate** as an adjective.

Edit and improve these words so that they correctly spell the word **desperate**.

dessprate

dessperite

despirate

Spelling task 5

Use a dictionary to define the word **necessary**.

Which word class does the word **necessary** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **necessary** to these sentences.

Is it _____ to do this?

The noise really is not _____.

It is _____ for you to tidy the classroom.

Why are these clothes _____?

Write the syllables of the word **necessary** inside the hands.



Which letter from the word **necessary** is missing below?



Trace the word **necessary**.

necessary

Complete the word **necessary**.

neces_____

_____sary

_____ss_____

nec_____a_____

Write a synonym and an antonym for the word **necessary**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **necessary** as an adjective.

Edit and improve these words so that they correctly spell the word **necessary**.

necessary

necesity

necesary

Film review template

 **FILM REVIEW** 

Film review by: _____

Title: _____

Film genre: _____

What was the film about?

Who was your favourite character and why?

Would you recommend the film?

Yes

No

Why?

Draw your favourite scene from the film.

Star rating:



Reading comprehension 1

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's... it's the park!!'

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You leave that to me, I don't want you worrying.' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes



Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know... I can't believe they've closed the park. I mean, why?!' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:



Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to

plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

Questions

1. What is Ajay doing when the post arrives?

1 mark

2. How does Joe know that the letter contains bad news **before** his mum tells him what it says?

1 mark

3. What does the letter in the brown envelope tell Joe's mother?

1 mark

4. Look at page 1.

Find and **copy one** word which shows that Joe is angry.

1 mark

5. Look at page 1.

In Ajay's opinion, how do people feel about the park?

1 mark

6. Look at the paragraph beginning: 'You boys best get to school...' to the end of page 1.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark

7. What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

I'm happy that the boys have finished their breakfast.

I don't want the boys to realise how upset I am.

I'm worried the boys will be late for school.

I'll cook sweet-and-sour spaghetti for the boys later.

1 mark

8. *If she was trying to **reassure** Joe, it wasn't working.*

What does *reassure* mean in this sentence?

1 mark

9. Look at the paragraph at the top of page 2.

Find and **copy one** word that shows the boys do not want to leave the house.

1 mark

10. *Oi!* Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

Joe and Ajay react differently to seeing the man hammering in the sign.

How does Joe react?

Tick **one**.

He is calmer.

He is ruder.

He is less interested.

He is less worried.

1 mark

11. Look at the sign from the story.

Who has produced the sign?

1 mark

12. Look at the paragraph beginning: *Underneath the notice was a...* to the end of page 2.

What is happening inside the park straight after Joe and Ajay have read the sign?

1 mark

13. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.



At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: www.bumblebeeconservation.org

Questions

1. What is the name of the organisation that produced this fact sheet about bumblebees?

1 mark

2. Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

3. *In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.*

This suggests that...

Tick **one**.

- farming has helped bees.
- paved gardens are attractive.
- bees are good at finding their way.
- bees have only started struggling recently.

1 mark

4. Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

1 mark

5. Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

1 mark

6. In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

7. Look at page 2.

Why is it important for bumblebees to leave a smelly scent on some flowers?

Tick **one**.

so that others avoid it

because it smells better than nectar

so others know it has pollen

because bees give flowers their scent

1 mark

8. Look at the section headed: ***Things you can do to help.***

Find and **copy one** word that shows how essential flowers are to bees.

1 mark

9. Look at page 2.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender		
pansy		
herbs		
wild rose		

1 mark

(b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark

10. Look at the section headed: **Energy drink for bees.**

These instructions suggest that the reader...

Tick **one**.

enjoys preparing food.

has lots of energy.

is willing to handle bees.

is skilled at gardening.

1 mark

11. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Wasps can be aggressive.	<input type="checkbox"/>	<input type="checkbox"/>
Male bumblebees sometimes sting.	<input type="checkbox"/>	<input type="checkbox"/>
Bumblebees only go outside when it is warm.	<input type="checkbox"/>	<input type="checkbox"/>
You need a big garden to help bumblebees.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

12. Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	

2 marks

13. Give **one** example of the use of humour in the fact sheet.

1 mark

14. Bumblebees are very important to the human race.

Give **two** ways they are important.

1. _____

2. _____

2 marks

Reading comprehension 3

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.



Questions

1. What has Piper been counting in the first paragraph?

1. _____

2. _____

1 mark

2. *She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily

thoughtfully.

1 mark

3. Look at page 1.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

1 mark

4. Look at page 2.

Why has Micah come to Piper's house on the night of the storm?

1 mark

5. What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

3 marks

6. Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

What Piper likes about the music box	<p>_____</p>
What Piper dislikes about music boxes	<p>_____</p>

2 marks

7. Look at page 2.

'But she won't sing?'

What does Piper mean when she says this?

1 mark

8. Look at page 2.

Where did Micah find the music box?

1 mark

9. What work has Micah done to the music box before showing it to Piper?

1 mark

10. Piper thinks Micah has *done a decent job*.

She thinks his work has been...

Tick **one**.

excellent.

careful.

sloppy.

reasonable.

1 mark

11. Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

Find and **copy one** word that suggests that the sound coming from Micah's music box is unpleasant.

1 mark

12. What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Mummify an apple or tomato

Make Your Own Mummified Fruit

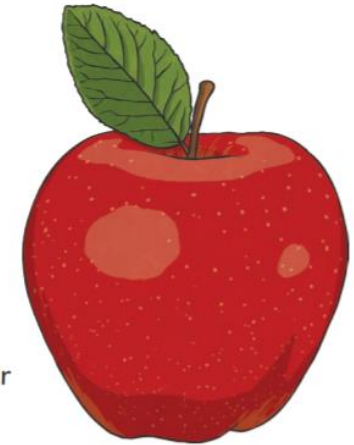
The Ancient Egyptians used a method similar to this in order to preserve bodies in the mummification process. After the brains and internal organs were removed, the body needed to be dried so that it didn't rot. This was done using natron. We are going to recreate this drying part of the process by making our own natron and drying out some fruit.

You Will Need:

- Half an apple or 2 tomatoes
- Knife (for carefully cutting the apple or tomato)
- 80g of salt
- 40g of baking soda
- 2 plastic cups
- Optional: If using a tomato, you will need a teaspoon as well.

Instructions for the Apple:

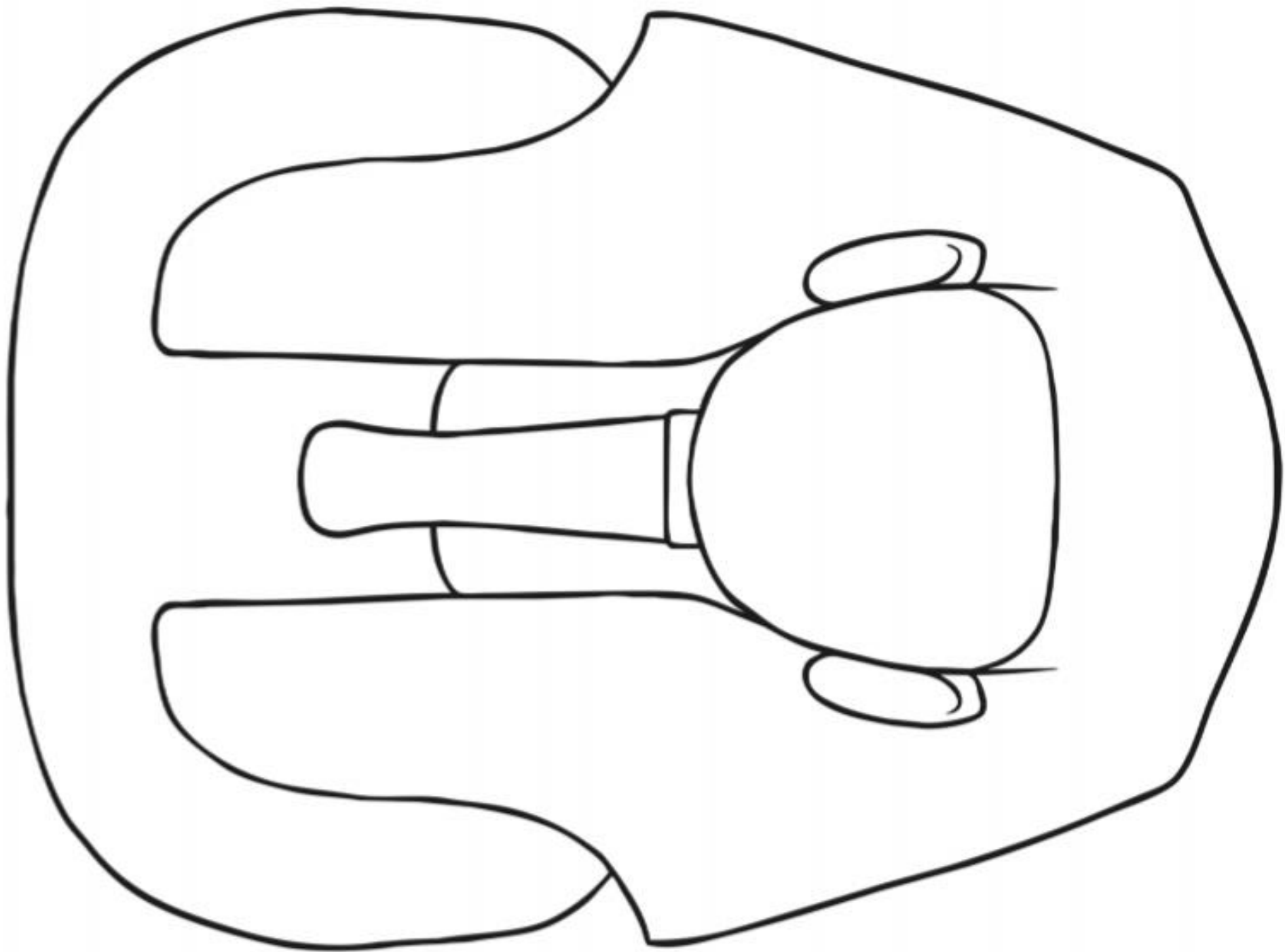
1. Cut the apple in half (you will only need one half) and half again.
2. Put a quarter of the apple into each cup.
3. Mix together the salt and baking soda. This is our natron.
4. Pour the salt mixture into only one cup, making sure the apple piece is completely covered.
5. Leave both the covered and uncovered apple pieces in their cups, somewhere out of direct sunlight, for one week.
6. After one week, uncover the salty apple piece and compare the two apple pieces.



7. Don't eat them!

Alternatives for Using a Tomato:

- Slice the lid off the tomato and use the spoon to hollow out the inside. This is a bit like removing the internal organs from the body.
- Make sure that there is natron mixture inside the tomato as well as around the tomato.
- Leave one tomato uncovered in the class so you see how the natron has affected the other tomato.



Tenths as decimals

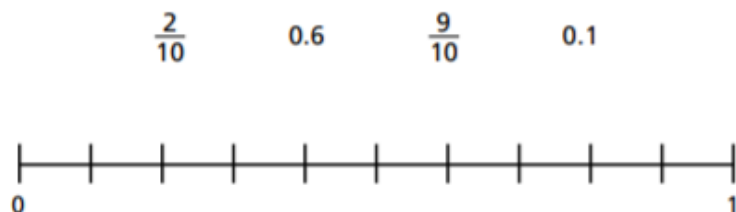
1 Shade the bar models to represent the amounts.

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

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

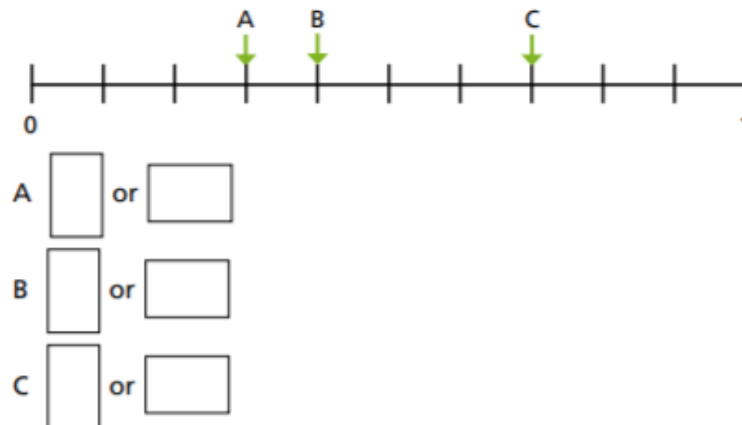
Bar model	Fraction	Decimal

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



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

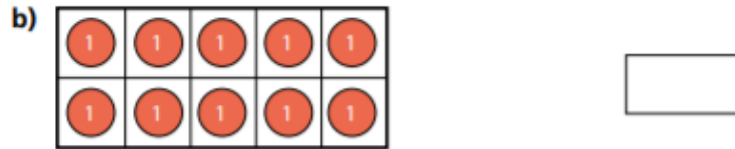
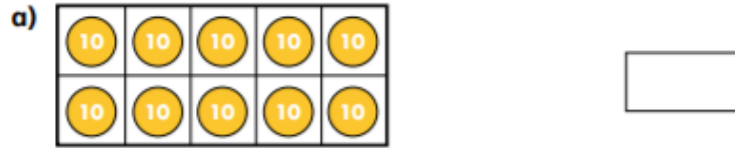
Give your answers as fractions and decimals.



5 Match the equivalent fractions, decimals and words.

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

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



7



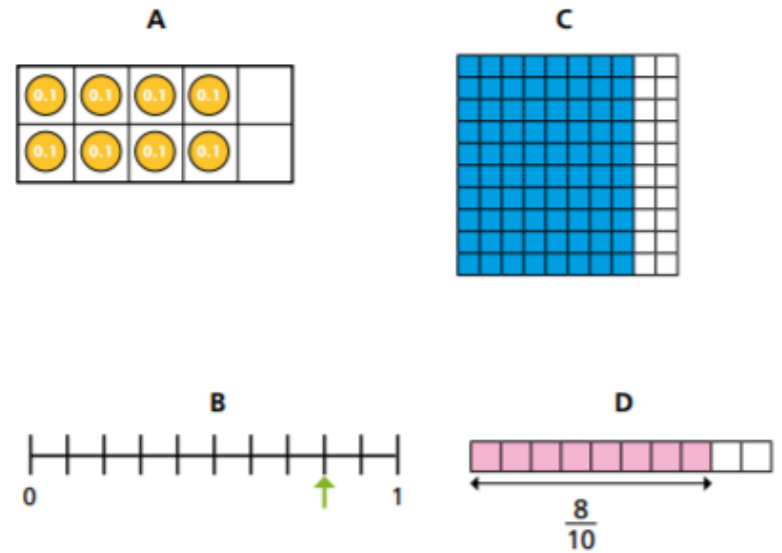
Nine tenths can be written 0.9, so ten tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.

8

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



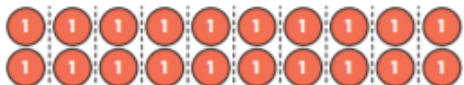
Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

Dividing 2 digits by 10

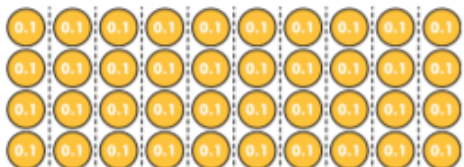
1 a) The array shows 20 shared between 10



Complete the calculation.

$$20 \div 10 = \square$$

b) The array shows 4 shared between 10



Complete the calculation.

$$4 \div 10 = \square$$

c) Complete the calculation.

$$24 \div 10 = \square$$

Compare answers with a partner.



2 a) Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$$30 \div 10 = \square$$

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$$35 \div 10 = \square$$

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters place to the _____.

3



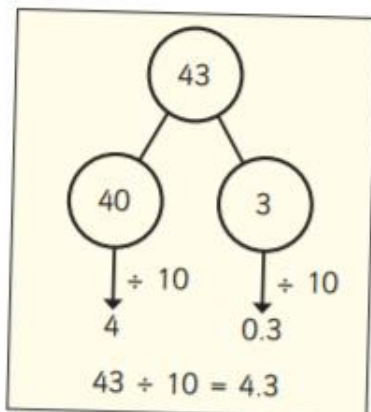
You can't share
13 between 10 because 13 is
not a multiple of 10

Do you agree with Rosie? _____

Explain your answer.

4

Dexter is calculating $43 \div 10$
Here are Dexter's workings.

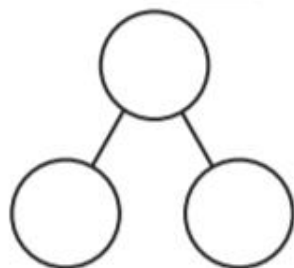
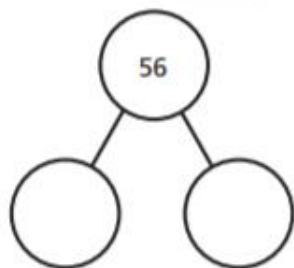


a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

$$56 \div 10 = \square$$

$$71 \div 10 = \square$$



5

Complete the divisions.

a) $37 \div 10 = \square$

e) $80 \div 10 = \square$

b) $11 \div 10 = \square$

f) $\square = 29 \div 10$

c) $48 \div 10 = \square$

g) $\square \div 10 = 6.3$

d) $99 \div 10 = \square$

h) $3.9 = \square \div 10$

6

This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)

I need to move
the counters one place
to the left, so
 $37 \div 10 = 26$



Do you agree with Teddy? _____

Explain your answer.

b) How can you use a Gattegno chart to divide by 10?

Hundredths as decimals

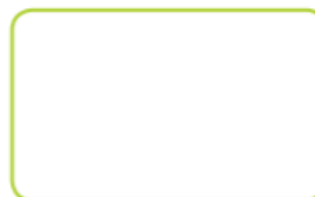
1 Complete the table.

Hundred square	Words	Fraction	Decimal
	thirty-six hundredths		
		$\frac{82}{100}$	
			0.27
	seven tenths		
			0.3



2 Draw decimal place value counters to represent the numbers.

a) 0.03



c) 0.63



b) 0.6



d) 0.36



3 The counters represent tenths and hundredths.

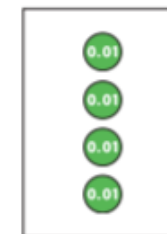
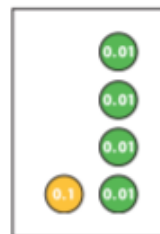
a) Match the decimals to the groups of counters.

0.04

0.4

0.14

0.41



b) Write each decimal as a fraction.

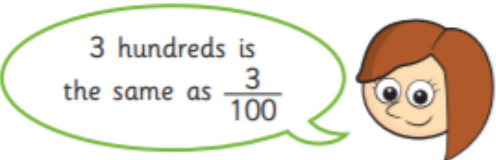
0.04 =

0.4 =

0.14 =

0.41 =

4



Is Rosie correct? _____

Explain your answer.

5

Match the decimals to the descriptions.

Some of the numbers can be described in two ways.

1.3

one tenth and three hundredths

thirty hundredths

0.03

one and three tenths

thirteen tenths

0.3

thirteen hundredths

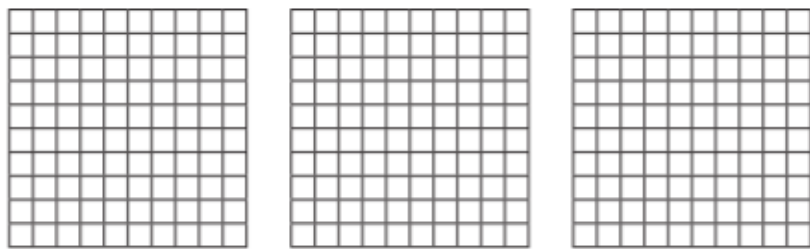
three tenths

0.13

three hundredths

6

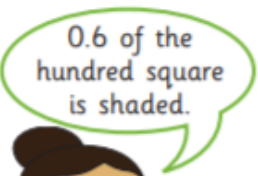
Shade the hundred squares to represent 12 hundredths in three different ways.



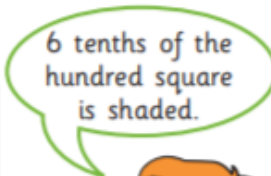
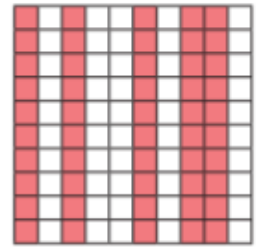
Compare answers with a partner.

What is the same? What is different?

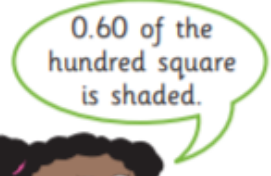
7



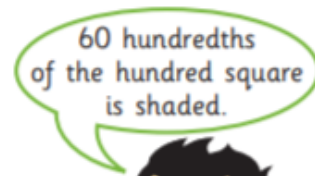
Dora



Ron



Whitney



Jack

Who do you agree with? _____

Explain why.

Dividing 1 and 2 digits by a hundred

1 a) Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths
•		

b) Complete the division.

$$8 \div 100 = \square$$

c) Draw counters to show your answer on the place value chart.

Ones	Tenths	Hundredths

What do you notice?

2 a) Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths
	•		

b) Complete the division.

$$80 \div 100 = \square$$

c) Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths	Hundredths
	•		

What do you notice?



3 Complete the sentence.

To divide by 100 you move the counters places to the _____

4 Complete the calculations.

a) $3 \div 100 = \square$

d) $\square = 60 \div 100$

b) $90 \div 100 = \square$

e) $\square \div 100 = 0.5$

c) $\square = 5 \div 100$

f) $0.02 = \square \div 100$

5 Dora is working out $48 \div 100$ using a place value chart.

Tens	Ones	Tenths	Hundredths
••••	••••••		



To divide by 100 you move two places to the right, so $48 \div 100$ is 40.08

Tens	Ones	Tenths	Hundredths
••••			••••••

a) Explain the mistake that Dora has made.

b) Complete the division.

$$48 \div 100 = \square$$

6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a) Explain how you would work out $37 \div 100$ using this chart.

Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

$$92 \div 100 = \boxed{}$$

c) Use the Gattegno chart to complete the division.

$$19 \div 100 = \boxed{}$$

7 Complete the calculations.

a) $31 \div 100 = \boxed{}$

e) $\boxed{} = 29 \div 100$

b) $60 \div 100 = \boxed{}$

f) $\boxed{} \div 100 = 0.58$

c) $\boxed{} = 85 \div 100$

g) $0.5 = \boxed{} \div 100$

d) $0.01 = \boxed{} \div 100$

h) $0.3 = 30 \div \boxed{}$



8 Complete the calculations.

a) $36 \div 10 = \boxed{}$

b) $91 \div 10 = \boxed{}$

$$36 \div 100 = \boxed{}$$

$$91 \div 100 = \boxed{}$$

$$36 \div 10 \div 10 = \boxed{}$$

$$91 \div 10 \div 10 = \boxed{}$$

What do you notice?

9

Dividing by 100 is always the same as dividing by 10 twice.



Do you agree with Amir? _____

Explain your answer.

10

Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.



$36 \div 100$ and $63 \div 100$

$$\boxed{} \div 100 = \boxed{} \text{ and } \boxed{} \div 100 = \boxed{}$$

$$\boxed{} \div 100 = \boxed{} \text{ and } \boxed{} \div 100 = \boxed{}$$

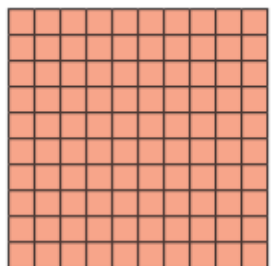
What is the greatest possible answer you can get? $\boxed{}$

What is the smallest possible answer? $\boxed{}$

Compare answers with a partner.

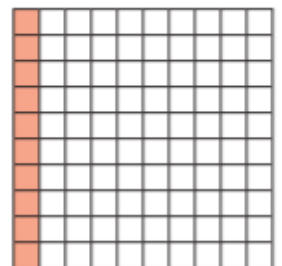
Decimals as fractions (2)

1 This grid represents 1



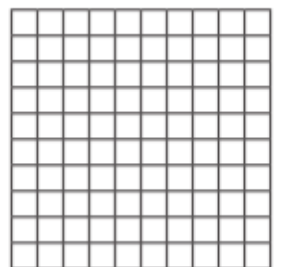
This grid represents 0.1 or

$$\frac{10}{100} \text{ or } \frac{1}{10}$$

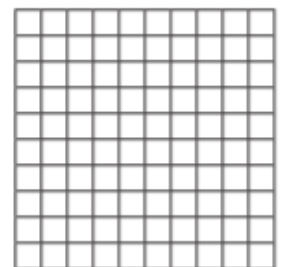


Colour the hundred squares to represent the fractions.

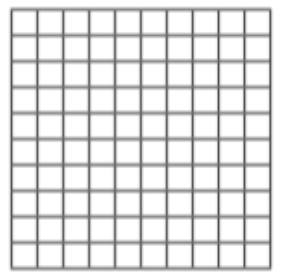
a) $\frac{2}{100}$



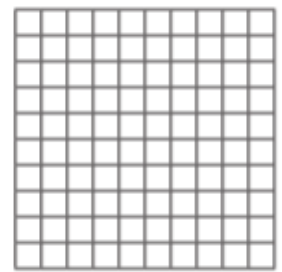
c) $\frac{20}{100}$



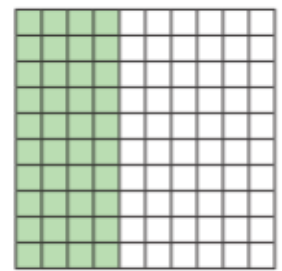
b) $\frac{2}{10}$



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



2 Complete the numbers to show how much of the square is shade



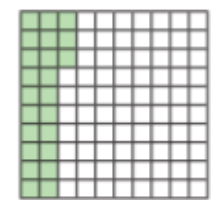
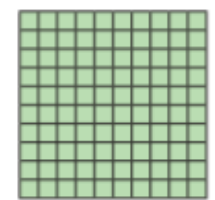
$$\frac{\square}{100}$$

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

0....

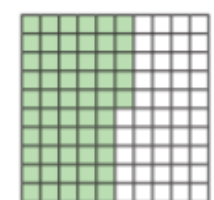
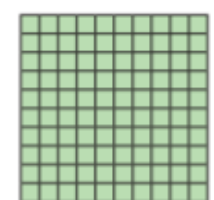
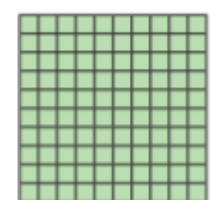
3 What fractions and decimals are represented?

a)



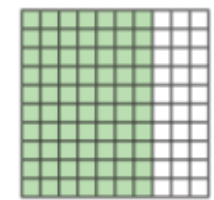
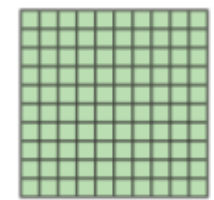
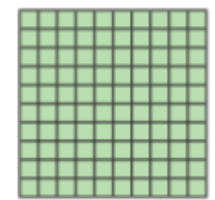
$$1 \frac{23}{100} = \square$$

b)



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

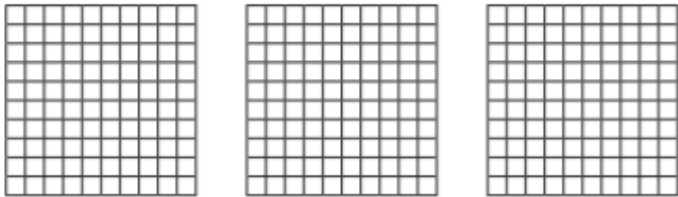
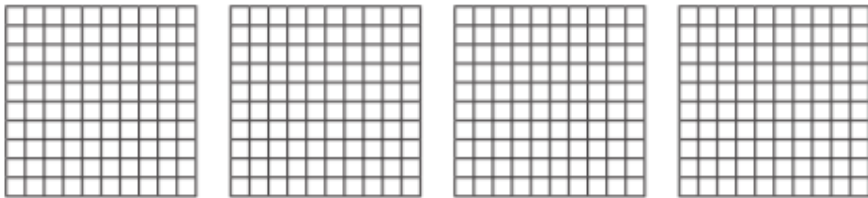
c)



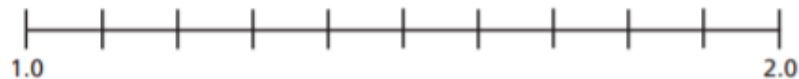
$$\square \frac{\square}{10} = \square$$

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.

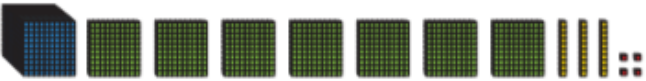
He uses  to represent $\frac{1}{10}$ or 0.1

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.

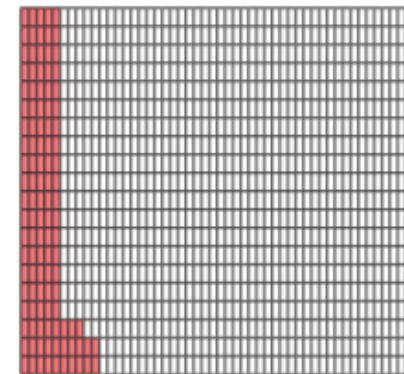
$$0.512 = 0.5 + 0.01 + \boxed{}$$

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

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

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?

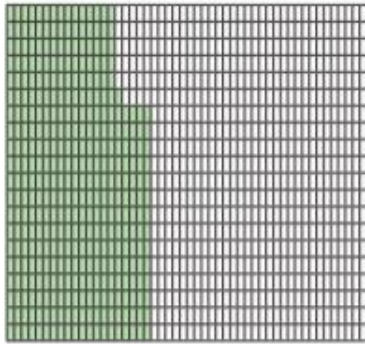
$\frac{\boxed{}}{1000}$

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.

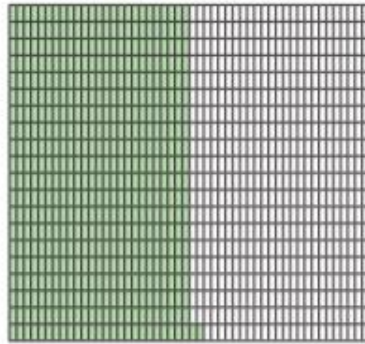
a)



fraction =

decimal =

b)

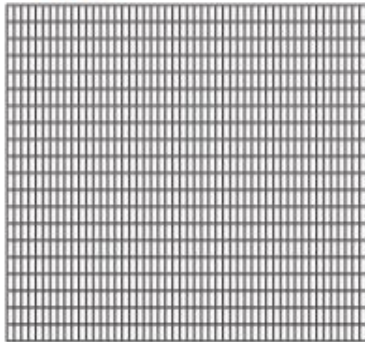


fraction =

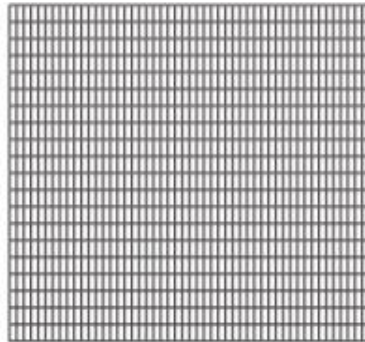
decimal =

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

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



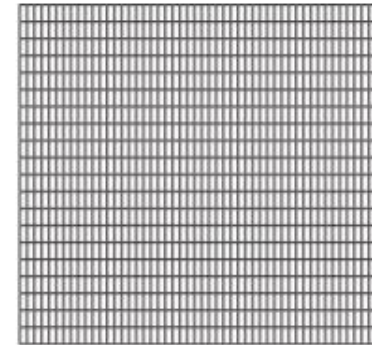
b) 0.302



- 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
<div style="display: flex; justify-content: space-around;"> 1 1 1 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1 </div>	<div style="display: flex; justify-content: space-around;"> 0.1 0.1 </div>	<div style="display: flex; justify-content: space-around;"> 0.01 0.01 0.01 0.01 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.01 0.01 0.01 </div>	<div style="display: flex; justify-content: space-around;"> 0.001 0.001 0.001 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.001 0.001 0.001 </div>

b)

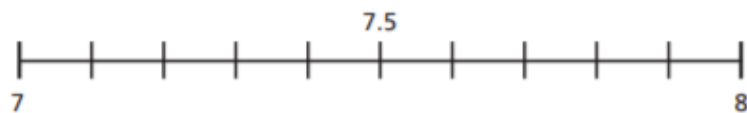
Ones	Tenths	Hundredths	Thousandths
	<div style="display: flex; justify-content: space-around;"> 0.1 0.1 0.1 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.1 0.1 </div>		<div style="display: flex; justify-content: space-around;"> 0.001 0.001 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.001 0.001 </div>

Rounding decimals

1 Show the position of each number on the number line.

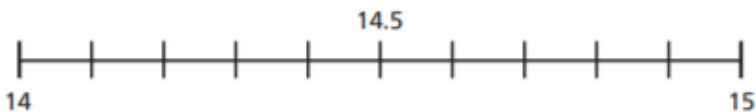
Use the number line to round these decimals to the nearest whole number.

a) 7.2



The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



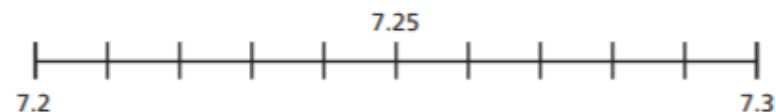
The nearest whole number is

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.

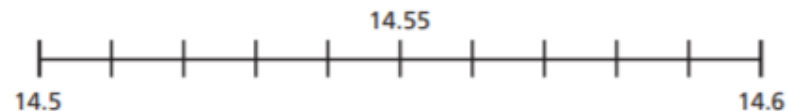
a) 7.23



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.

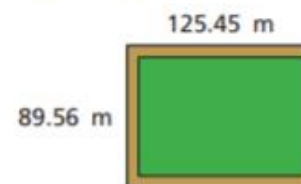
Rounded to the nearest whole his number is 5

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.

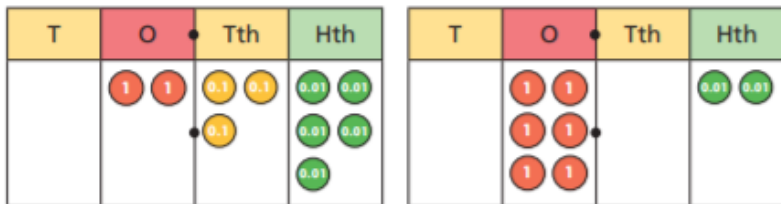
Estimate how much fencing you think she will need.

Talk about your estimate with a partner.

Order and compare decimals

1 Which number is greater?

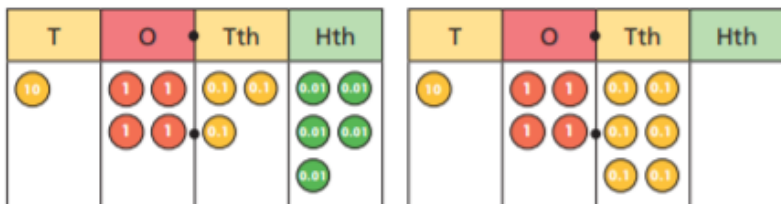
Tick your answer.



Explain your answer.

2 Which is the smaller number?

Tick your answer.



Explain your answer.

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?

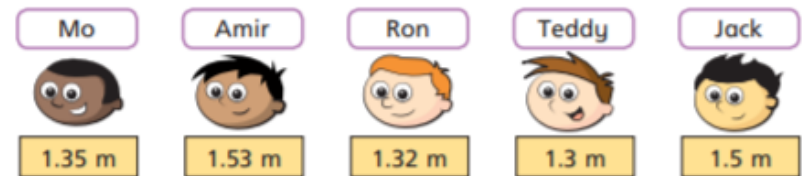
4 Here are some numbers in a place value chart.

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

$2\frac{80}{100}$

$2\frac{3}{10}$

