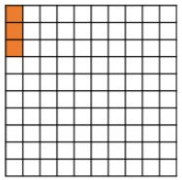
Maths Planning and Ideas

Week Commencing: Monday 30th March 2020

Year Group: Year 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you identify numbers with decimals up to 2 decimal places?	LC: Can you compare numbers with decimals up to 2 decimal places?	LC: Can you explore the relationship between decimals and fractions?	LC: Can you explore the relationship between decimals and fractions?	LC: Can you identify fractions as decimals more than one?
Activity	Starter – Times Table Rockstars (children have a login). Battle of the Bands has been set up for all children. **Main** Watch the video on White Rose Maths https://whiterosemaths.com/homelearning/year-5/ (Lesson 1 Decimals Up to 2DP) Show children a number which has two decimal places. Discuss with children the place value of these decimals. See if the children can name the value of each number in the decimal. Key questions - *How many ones, tenths, hundredths are in this number?* *Can you partition this number in a different way?* **Activity**	Starter – Times Table Rockstars (children have a login). Battle of the Bands has been set up for all children. **Main** Show children two different numbers made up of 2 decimal places (eg. 34.45 and 2.34 etc). Discuss with children how we could compare them to see which is bigger or smaller. Key questions - *What is the value of that digit?* *To compare the numbers, which digit do we look at first?* **Activity** Show child the grid with the empty boxes (below). You	Starter – Times Table Rockstars (children have a login). Battle of the Bands has been set up for all children **Main** Show children a blank hundredths grid (in resources below) and explain that the whole grid represents a whole (1). Explain that if we coloured in three squares that could represent 3/100 or 0.03 or *three parts out of one hundred*. Example below. Discuss that if we coloured in ten squares that would be 10/100 or 0.10 (can they challenge themselves to represent it as 1/10 or 0.1 too?)	Starter – Times Table Rockstars (children have a login). Battle of the Bands has been set up for all children **Main** Watch the video on White Rose Maths https://whiterosemaths.com/homelearning/year-5/ (Lesson 2 Decimals as Fractions (1)) Key questions - *What does the whole grid represent?* *Can you represent that decimal as a fraction?* *Can you simplify that fraction?* **Activity** Complete the questions on the worksheet (answers included)	Starter – Times Table Rockstars (children have a login). Battle of the Bands has been set up for all children **Main** Watch the video on White Rose Maths https://whiterosemaths.com/homelearning/year-5/ (Lesson 2 Decimals as Fractions (2)) Key questions - *What would that grid represent if ALL of the squares were coloured in?* *Could you simplify that fraction? Can you represent that fraction or decimal in a different way?*

	Complete the questions below where children have to identify the value of each digit. (Answers included)	and your child/children take turns to use either the random number generator (type into Google and select min1-max10) or make your own spinner (included below) to select a digit between 1-10 and play against each other to get the largest or smallest number. Extension – can you change it to make the closest value to 5.55? Can the children think of their own conditions?	 **Activity** Give children a blank hundred square and a selection of different coloured pens/pencils (if you don't have them, they could use different symbols). They decorate their hundredth square using the colours and then write the values of each colour underneath as a fraction and a decimal (eg. 13/100 or 0.13 =blue, 34/100 or 0.34=green)		**Activity** Complete the questions on the worksheet (answers included)

Where can I complete further work?

Twinkl – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

Classroom Secrets – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

White Rose Maths – Free Maths home learning resources for all ages. Watch the videos and try the questions.

Primary Stars – Free Maths home learning packs for Year 1 and 2.

BBC Bitesize Primary – Free learning resources available for KS1 and KS2 across all subjects.

I See Maths – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

Top Marks – Free educational resources and games for English and Maths.

ICT Games – Free educational resources and games for English and Maths.

Monday 30th March

Can you identify numbers with decimals up to 2 places?

Decimals up to 2 d.p.

White Rose Maths

1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐.

2 Represent these numbers on a place value chart.

Complete the sentences.

a) 0.56

There are ☐ ones, ☐ tenths and ☐ hundredths.

b) 0.08

There are ☐ ones, ☐ tenths and ☐ hundredths.

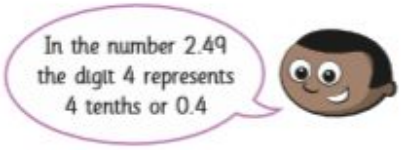
c) 1.48

There is ☐ one, ☐ tenths and ☐ hundredths.

d) 2.07

There are ☐ ones, ☐ tenths and ☐ hundredths.

3 Mo is thinking about tenths and hundredths.



What is the value of the digit 4 in each of these numbers?

a) 14.8 _____ **d)** 42.03 _____

b) 13.74 _____ **e)** 106.48 _____

c) 8.04 _____ **f)** 176.4 _____

4 **a)** Circle the number that has 5 in the tenths position.

53 5.3 0.53 0.35

b) Write three numbers that have 3 in the hundredths position.

_____

5 Complete the calculations.

a) 0.64 = 0.6 + ☐

b) 0.53 = 0.5 + ☐

c) 0.3 + 0.05 = ☐

d) 0.06 + 0.8 = ☐

Decimals up to 2 d.p.

1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are [0] ones, [2] tenths and [3] hundredths.

The number is [0·23].

2 Represent these numbers on a place value chart.

Complete the sentences.

a) 0.56

There are [0] ones, [5] tenths and [6] hundredths.

b) 0.08

There are [0] ones, [0] tenths and [8] hundredths.

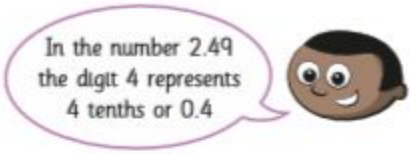
c) 1.48

There is [1] one, [4] tenths and [8] hundredths.

d) 2.07

There are [2] ones, [0] tenths and [7] hundredths.

3 Mo is thinking about tenths and hundredths.



What is the value of the digit 4 in each of these numbers?

a) 14.8 4 ones (4)

b) 13.74 4 hundredths (0·04)

c) 8.04 4 hundredths (0·04)

d) 42.03 4 tens (40)

e) 106.48 4 tenths (0·4)

f) 176.4 4 tenths (0·4)

4 **a)** Circle the number that has 5 in the tenths position.

53 5.3 **(0.53)** 0.35

b) Write three numbers that have 3 in the hundredths position.

0·53, 0·93, 17·03

5 Complete the calculations.

a) 0.64 = 0.6 + [0·04]

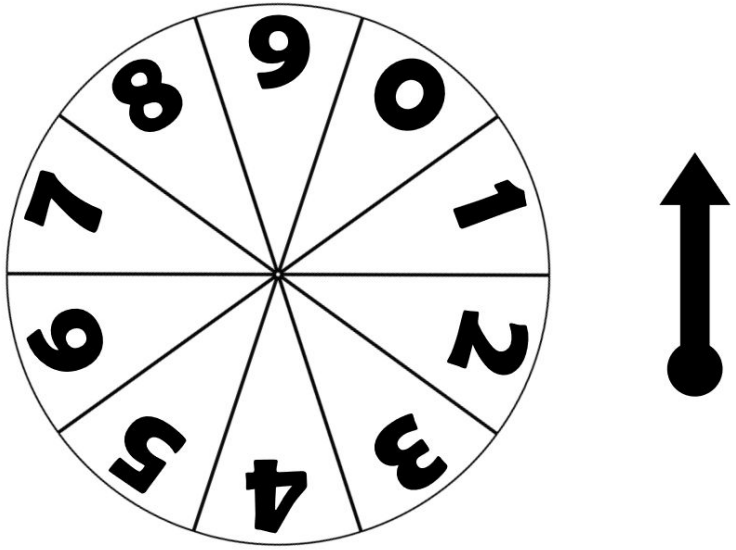
b) 0.53 = 0.5 + [0·03]

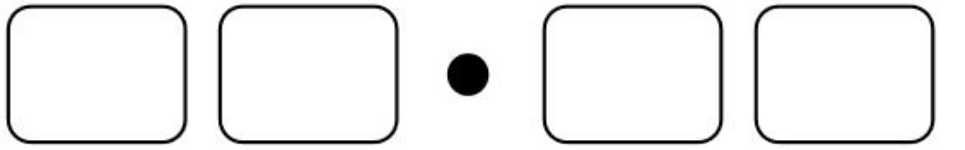
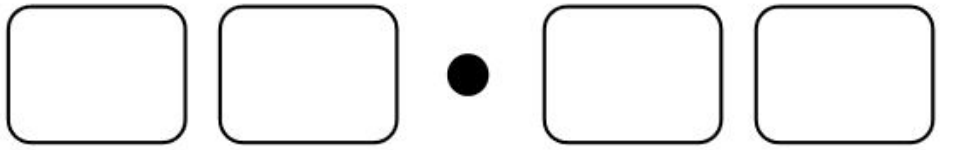
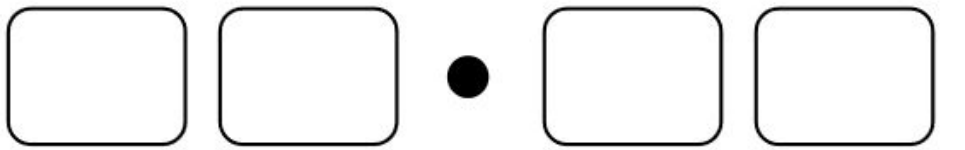
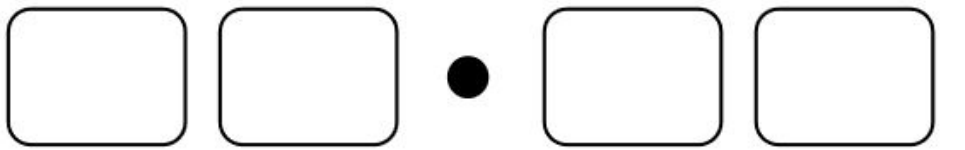
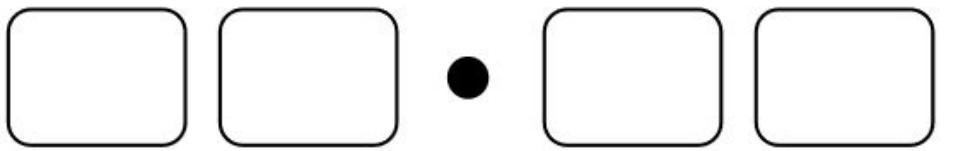
c) 0.3 + 0.05 = [0·35]

d) 0.06 + 0.8 = [0·86]

Tuesday 31st March

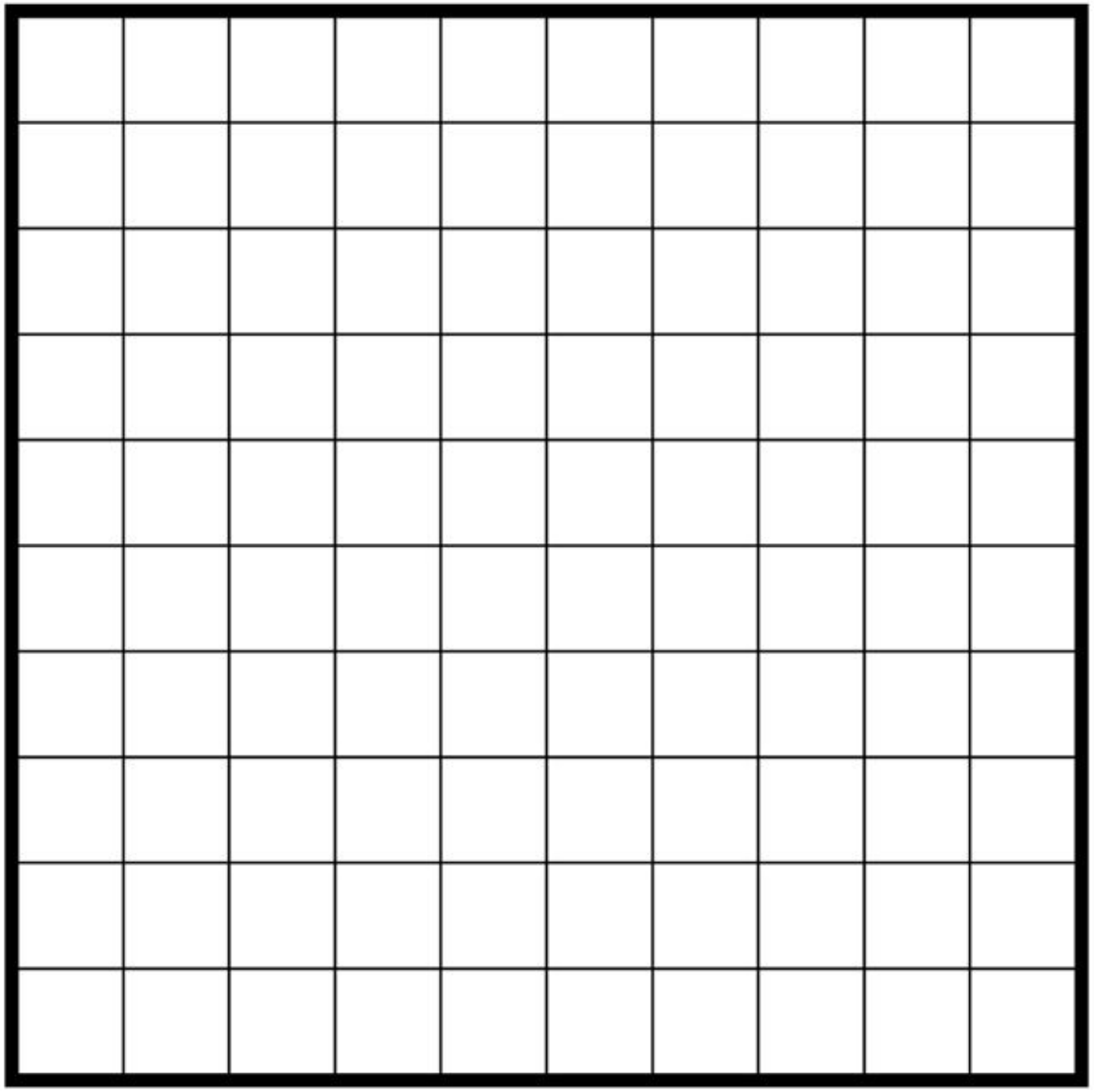
Can you compare numbers with decimals up to 2 decimal places?



1.	
2.	
3.	
4.	
5.	

Wednesday 1st April

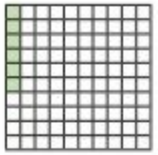
Can you explore the relationship between decimals and fractions?



Thursday 2nd April

Can you explore the relationship between fractions and decimals?

5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

_____

_____

6 Write <, > or = to complete the statements.

a) 0.4 ◯ $\frac{40}{100}$

b) 0.02 ◯ $\frac{20}{100}$

c) 0.6 ◯ $\frac{6}{10}$

d) 0.5 ◯ $\frac{5}{100}$

e) 0.88 ◯ $\frac{88}{100}$

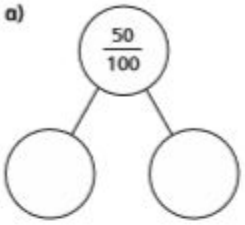
f) 0.88 ◯ $\frac{89}{100}$

7 Complete the table.

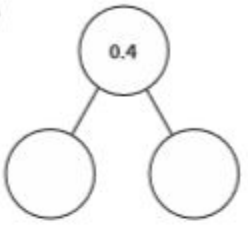
Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{\square}{10}$	0.2
$\frac{\square}{5}$	$\frac{4}{10}$	
		0.6
$\frac{4}{5}$	$\frac{8}{\square}$	

8 Complete the part-whole models using fractions or decimals.

a)

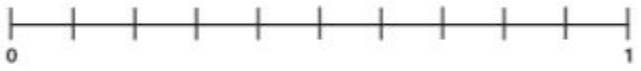


b)



Compare answers with a partner.

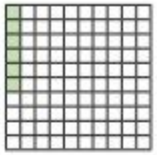
9 Here is a number line.



0.3	0.75	0.15	1.0

Draw arrows from the numbers to show their place on the line.

5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

He has coloured in 6 hundredths not 6 tenths.

6 Write <, > or = to complete the statements.

a) 0.4 = $\frac{40}{100}$

b) 0.02 < $\frac{20}{100}$

c) 0.6 = $\frac{6}{10}$

d) 0.5 > $\frac{5}{100}$

e) 0.88 = $\frac{88}{100}$

f) 0.88 < $\frac{89}{100}$

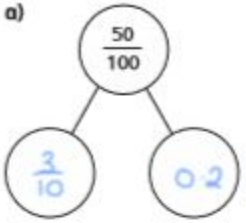
7 Complete the table.

Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{2}{10}$	0.2
$\frac{2}{5}$	$\frac{4}{10}$	0.4
$\frac{3}{5}$	$\frac{6}{10}$	0.6
$\frac{4}{5}$	$\frac{8}{10}$	0.8

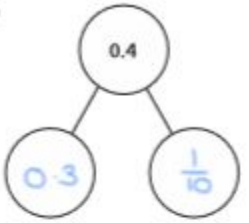
8 Complete the part-whole models using fractions or decimals.

Eg.

a)



b)



Compare answers with a partner.

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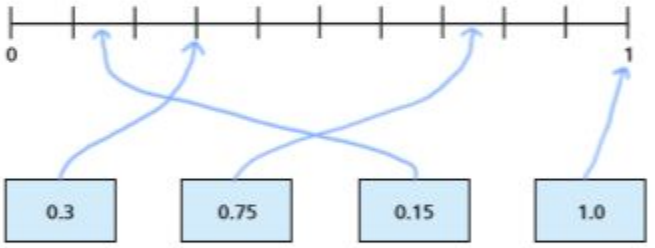


Draw arrows from the numbers to show their place on the line.

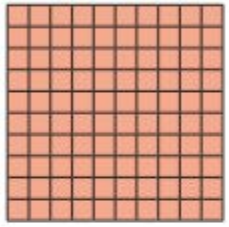
Friday 3rd April

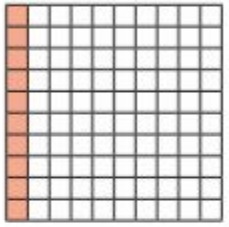
Can you identify fractions and decimals more than one?

Decimals as fractions (2)

1 This grid represents 1

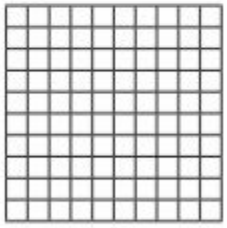
This grid represents 0.1 or $\frac{10}{100}$ or $\frac{1}{10}$



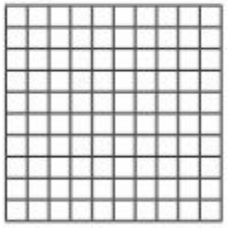


Colour the hundred squares to represent the fractions.

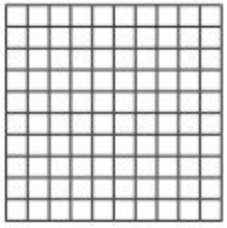
a) $\frac{2}{100}$



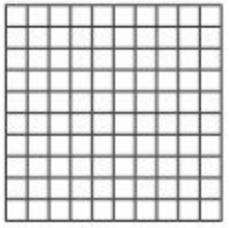
c) $\frac{20}{100}$



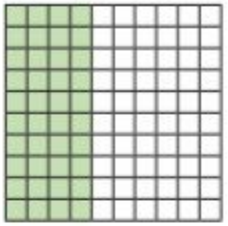
b) $\frac{2}{10}$



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



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



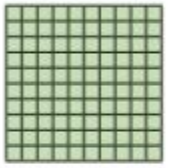
$\frac{\square}{100}$

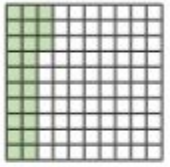
$\frac{\square}{10}$

0._

3 What fractions and decimals are represented?

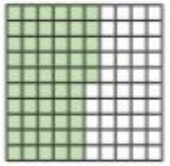
a)





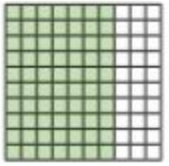
$1\frac{23}{100} = \square$

b)



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

c)

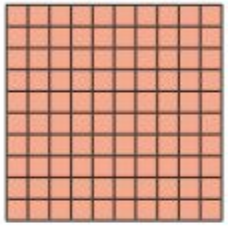


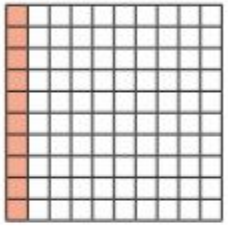
$\square\ \frac{\square}{10} = \square$

Decimals as fractions (2)

1 This grid represents 1

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

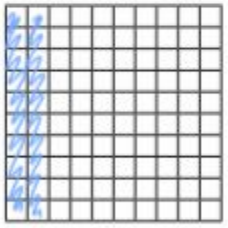




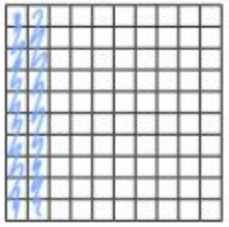
Colour the hundred squares to represent the fractions.

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

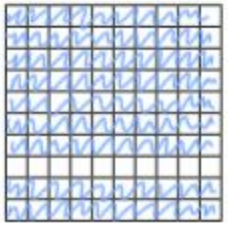
c) $\frac{20}{100}$



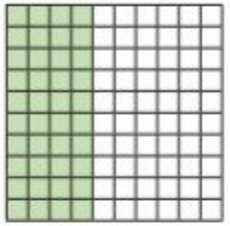
b) $\frac{2}{10}$



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



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



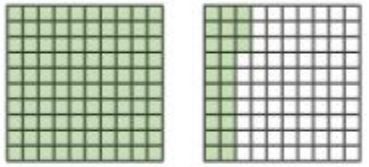
$\frac{40}{100}$

$\frac{4}{10}$

0.4

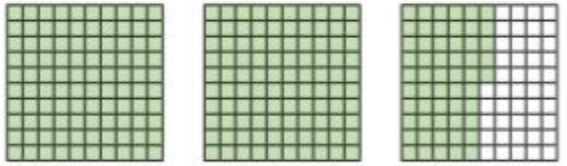
3 What fractions and decimals are represented?

a)



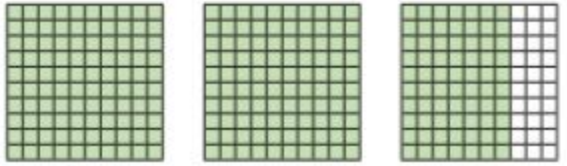
$1\frac{23}{100} = 1.23$

b)



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

c)



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