

MATHS – Lesson 1 – Tenths as Decimals

Tenths as decimals

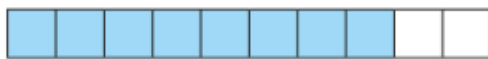
1 Complete the table.

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

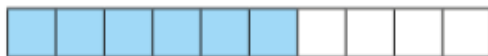
2 Match each bar model to the equivalent decimal.



0.8



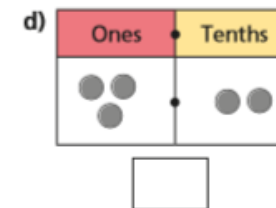
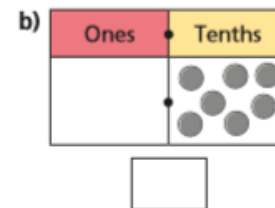
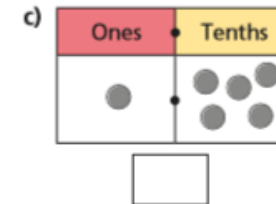
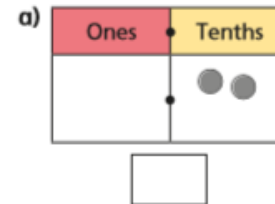
0.6



0.4

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

Write each number as a decimal.



4 Draw counters to represent the numbers.



5 Continue the pattern.

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

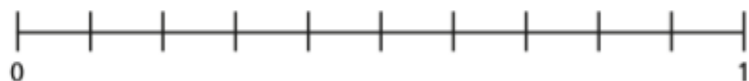
6 What decimal is each arrow pointing to?



A = B = C =

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

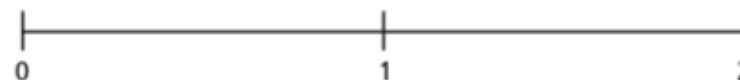
a) 0.1 0.5 0.8



b) 0.4 0.7 0.9



c) 0.6 1.2 1.7



8 Complete the statements.

a) $0.2 > \frac{\square}{10}$

c) tenths = 0.7

b) $0.8 < \frac{\square}{10}$

d) = $\frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.



List all the possible numbers she could represent.

MATHS – Lesson 2 – Fractions on a number line

Fractions on a number line

Maths



1 Draw an arrow to show the fractions on the number lines.

a) $\frac{1}{2}$



b) $\frac{1}{3}$



c) $\frac{1}{4}$



Are your answers accurate or are they estimates?

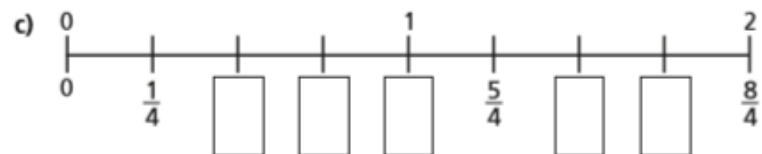
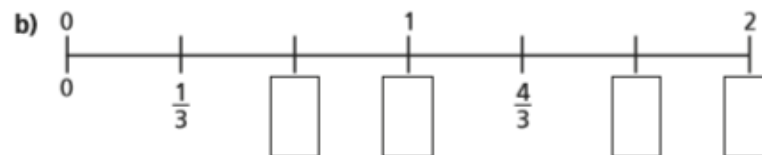
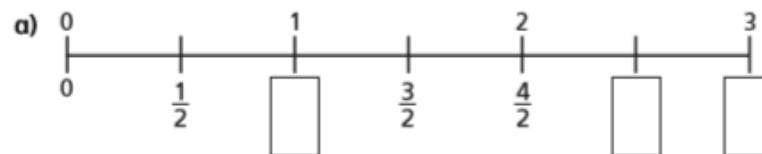
2 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{1}{2}$ ○ $\frac{1}{4}$

b) $\frac{1}{4}$ ○ $\frac{1}{3}$

c) $\frac{1}{3}$ ○ $\frac{1}{2}$

3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

Talk about it with a partner.

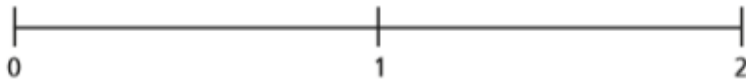


4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) 1 and $\frac{2}{3}$



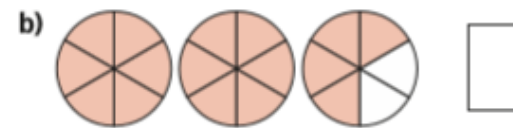
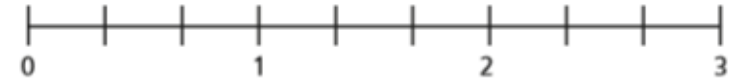
5 Write each fraction under the correct heading.

$\frac{2}{3}$	$\frac{4}{4}$	$\frac{5}{3}$	$\frac{1}{8}$	$\frac{3}{3}$
$\frac{3}{4}$	$\frac{7}{4}$	$\frac{8}{8}$	$\frac{7}{8}$	

Less than one whole	Equal to one whole	More than one whole

6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

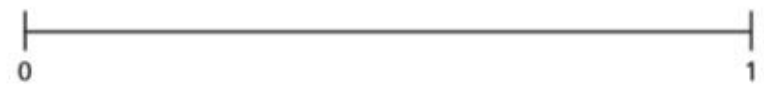


7



One eighth is greater than one quarter.

Do you agree with Teddy? _____
Use the number line to show why.



MATHS – Lesson 3 – Fractions of a set of objects

Fractions of a set of objects (1)

Maths

1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle?

c) What is $\frac{1}{4}$ of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 =

b) $\frac{1}{2}$ of 16 =

c) $\frac{1}{4}$ of 8 =

d) $\frac{1}{4}$ of 16 =



3



To find a half I need to divide by 2

Do you agree with Dexter? _____

Talk about it with a partner.

4

Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	

- 5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

- a) $\frac{1}{3}$ of 63 = c) $\frac{1}{4}$ of 92 =
 b) $\frac{1}{4}$ of 48 =

- 6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36



Use Nijah's method to complete the calculations.

- a) $\frac{1}{3}$ of 96 = c) $\frac{1}{4}$ of 52 =
 b) $\frac{1}{5}$ of 60 =

- 7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

Show your workings.

- 8 Complete the number sentences.

- a) $\frac{1}{2}$ of = 30 c) $\frac{1}{5}$ of = 50
 b) $\frac{1}{4}$ of = 20

- 9 Rosie, Amir and Alex each find a fraction of 24 using counters.

- a) Order the children from least counters to most counters.

_____ _____ _____
 least counters most counters

- b) What fraction of the counters does Alex have?

- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

MATHS – Lesson 4 – Fractions of a set of objects


Fractions of a set of objects (2)

Rose Maths

- 1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = 

b) $\frac{3}{4}$ of 8 = 

c) $\frac{2}{5}$ of 20 = 



- 2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?

9

$\frac{3}{5}$ of 15 = ?

6

$\frac{5}{6}$ of 12 = ?

15

$\frac{3}{4}$ of 20 = ?

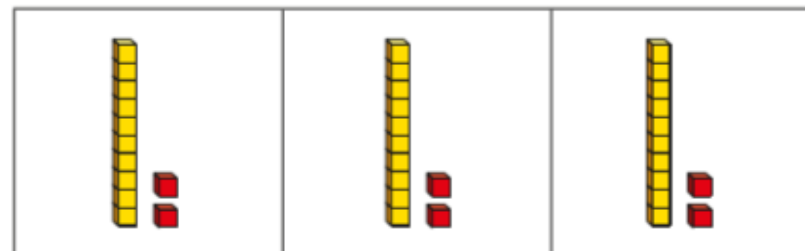
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- 3 What is $\frac{6}{6}$ of 18?

How do you know?



- 4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 =

b) $\frac{3}{4}$ of 48 =

c) $\frac{3}{4}$ of 92 =

- 5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36



Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 =

b) $\frac{3}{5}$ of 60 =

c) $\frac{3}{4}$ of 52 =

6 Complete the number sentences.

a) $\frac{2}{3}$ of = 30

b) $\frac{3}{4}$ of = 30

c) $\frac{5}{6}$ of = 30

7



Tommy

To find $\frac{3}{4}$ of 12,
you divide by 4 and then
multiply the answer by 3

To find $\frac{3}{4}$ of 12,
you divide by 3 and then
multiply the answer by 4



Dexter

Who is correct? _____

How do you know? Show your working.



8 Dora, Whitney and Ron each find a fraction of 24 using counters.



Dora

I have $\frac{5}{6}$ of 24

I have $\frac{2}{3}$ of 24



Whitney



Ron

I have 18 counters.

a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney?

9 Write fractions to make the statements correct.

of 36 < 18

of 36 = 18

of 36 > 18

How many different answers can you find for each?
Compare with a partner.

FRIDAY MATHS Dip and Pick

Dip and Pick Card 20

We have included further steps this week to challenge and grow your brains. You can choose how far you take this challenge. Complete it in this order; **orange, blue, pink, red, yellow and finally purple**.

Ben scores approximately the same number of points each time he plays his computer game. He scored 184 over 8 days. How many points did he score each day?

What if...
...you design a computer game? Decide which items (e.g. Jewels) can be collected and how many points you get for each item. How many of each item would you need to collect or reach over ? points?

What if...

Less straight forward

Finding all possibilities

Explain

Instructions left out

More steps

Simple

Difference, total +

CARD 20

Dexter is playing a game on the computer. He has 289 points. By the end of the game he has 66 points more. How many points does he have in total?

Dexter is playing a game on the computer. He has 289 points. By the end of the game he has 66 points more. His friend Isabelle has fewer points. She has 112 points. What's the difference in points between Dexter and Isabelle?

John is playing a new game. He gets 3 points for collecting a red jewel and 8 points for collecting a blue jewel. He says he has 17 points. Could he have this many points? Explain how you know.

If Harry has 4 times as many points as Jimmy, how many points could they both have? (Both have points that are multiples of 50).