## Maths - Lesson 1

Monday 30th March 2020
Introduction To Tenths

## Morday 30th March <br> Introduction To Tenths

Explanation Page - A brief introduction to decimals.

## Decimal numbers

> A decimal is a way of writing a number that is not a whole.

## What does this mean?

4 is a whole number
4.7 is a decimal
number. It is not whole.

decimal point

Decimal numbers are 'in between' numbers. For example, 4.7 is between the numbers 4 and 5 .

What does this mean?
$\begin{array}{lllllllllllll}4 & 4.1 & 4.2 & 4.3 & 4.4 & 4.5 & 4.6 & 4.7 & 4.8 & 4.9 & 5\end{array}$
Decimal numbers:
These are found in between the two whole numbers.

Today we are looking at 'tenths'

## What is a tenth?

## What might this look like?

Tenths arise when an object (or a whole) is divided by ten.


## A tenth can be represented as:

- An image: A shape is divided into ten equal parts. For one tenth you would look at one of those ten equal parts. This would be shaded in like on the bar below.
Words: One tenth
- A fraction: $1 / 10$
- A decimal: 0.1. $\qquad$ $\rightarrow$ Please see this number line to illustrate why.


These decimal numbers are all tenths!
Below them is the fraction that represents the same amount.

| Image | Words | Fraction | Decinal |
| :---: | :---: | :---: | :---: |
| $\square \square \square \square \square \square$ | One Tenth | 1/10 | 0.1 |

## Introduction To Tenths

## Task Page:

In your books, finish this table off. You can have a go at drawing it if you want, or simply lay it out like this: 7
I. Words: One tenth.

Eraction: $1 / 0$
Decimal: 0.1
Remember: If you get stuck, have a look at the examples on the last part of the explanation page to help you.
The first two have been done for you.


## Fancy a challenge?

Use the example below to draw and complete a similar table for the following fractions which are greater than one whole.

| Image |  |  |  |  | Words | Fraction | Decimal |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :--- | :---: | :---: | :---: |
| $\square$ |  |  |  |  |  |  |  |  | Two and |
|  |  |  |  |  |  |  |  |  |  |
| $\square$ | four tenths | 2 |  | and |  |  |  |  |  |
| $4 / 10$ | 2.4 |  |  |  |  |  |  |  |  |



## ANSWERS




## Maths - Lesson 2

## Tuesday 31st March 2020

## Creating Decimal Tenths

Explanation Page - A recap on decimals.

Decimal numbers
A decimal is a way of writing a number that is not a whole.

What does this mean?
4 is a whole number
4.7 is a decimal
number. It is not
whole.


DECIMAL POINT

Decimal numbers are 'in between' numbers. For example, 4.7 is between the numbers 4 and 5 .

What does this mean?


Decimal numbers:
These are found in between the two whole numbers. Whole

## Today we are looking at tenths as decimals.

Watch the video on the following link to recap what this looks like:
https://www.bbc.co.uk/bitesize/clips/


When we divide a whole number by ten, the answer often has tenths in it.

## For example:

Dividing one digit numbers by 10
Dividing two digit numbers by 10

$$
\begin{aligned}
& 1 \div 10=0.1 \\
& 2 \div 10=0 . \underline{2} \\
& 8 \div 10=0.8
\end{aligned}
$$

$$
11 \div 10=1.1
$$

$$
27 \div 10=2 . \underline{7}
$$

$$
48 \div 10=4.8
$$

Dividing three digit numbers by 10

$$
\begin{aligned}
& 112 \div 10=11 . \underline{2} \\
& 247 \div 10=24.7 \\
& 348 \div 10=34.8
\end{aligned}
$$

Tuesday 31st March

## Creating Decimal Tenths

## Task page:

Using the examples on the previous page, have a go at the solving the following in your book. Underline the tenth in each answer to show your understanding. One from each section has been done for you.

| Dividing one digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $7 \div 10=\mathbf{0 . 7}$ | $9 \div 10=$ | $6 \div 10=$ |
| $2 \div 10=$ | $3 \div 10=$ | $5 \div 10=$ |
| $4 \div 10=$ | $1 \div 10=$ | $8 \div 10=$ |


| Dividing two digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $72 \div 10=7.2$ | $19 \div 10=$ | $66 \div 10=$ |
| $32 \div 10=$ | $38 \div 10=$ | $54 \div 10=$ |
| $14 \div 10=$ | $18 \div 10=$ | $82 \div 10=$ |


| Dividing three digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $371 \div 10=37.1$ | $129 \div 10=$ | $662 \div 10=$ |
| $322 \div 10=$ | $532 \div 10=$ | $144 \div 10=$ |
| $104 \div 10=$ | $718 \div 10=$ | $642 \div 10=$ |

## Fancy a challenge?

Can you work out the whole number that was divided by 10 ?
One has been done for you.

| $8 \div 10=0.8$ | $\div \div 10=0.7$ | $\div 10=0.2$ |
| :--- | :---: | :---: |
| $-\div 10=7.8$ | $\div 10=9.4$ | $\div 10=5.3$ |
| $-\quad \div 10=12.5$ | $\div 10=10.8$ | $\div 10=97.4$ |

## Answers

| Dividing one digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $7 \div 10=0 . \underline{7}$ | $9 \div 10=0 . \underline{9}$ | $6 \div 10=0 . \underline{6}$ |
| $2 \div 10=0 . \underline{2}$ | $3 \div 10=0 . \underline{3}$ | $5 \div 10=0 . \underline{5}$ |
| $4 \div 10=0 . \underline{4}$ | $1 \div 10=0 . \underline{1}$ | $8 \div 10=0 . \underline{8}$ |


| Dividing two digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $72 \div 10=7 . \underline{2}$ | $19 \div 10=1 . \underline{9}$ | $66 \div 10=6 . \underline{6}$ |
| $32 \div 10=3 . \underline{2}$ | $38 \div 10=3 . \underline{8}$ | $54 \div 10=5 . \underline{4}$ |
| $14 \div 10=1 . \underline{4}$ | $18 \div 10=1 . \underline{8}$ | $82 \div 10=8 . \underline{2}$ |


| Dividing two digit numbers by 10. |  |  |
| :--- | :--- | :--- |
| $371 \div 10=37 . \underline{1}$ | $129 \div 10=12 . \underline{q}$ | $662 \div 10=66 . \underline{2}$ |
| $322 \div 10=32 . \underline{2}$ | $532 \div 10=53 . \underline{2}$ | $144 \div 10=14 . \underline{4}$ |
| $104 \div 10=10 . \underline{4}$ | $718 \div 10=71 . \underline{8}$ | $642 \div 10=64 . \underline{2}$ |

Fancy a challenge?

| $8 \div 10=0.8$ | $7 \div 10=0.7$ | $2 \div 10=0.2$ |
| :--- | :--- | :--- |
| $78 \div 10=7.8$ | $94 \div 10=9.4$ | $53 \div 10=5.3$ |
| $125 \div 10=12.5$ | $108 \div 10=10.8$ | $974 \div 10=97.4$ |

## Maths - Lesson 3

## Wednesday 1st April 2020 Ordering Tenths

Explanation Page
Ordering tenths when written as a fraction:

We can order tenths by looking at the numerator. The larger the numerator is, the larger the fraction. The smaller the numerator is, the smaller the fraction is.


Numerator - how many of those parts we re looking at

Denominator - shows how $\qquad$ 10


Example:
Tenths ordered in ascending order (smallest to largest)
$\frac{1}{10} \quad \frac{4}{10} \quad \frac{8}{10} \quad \frac{9}{10} \quad \frac{11}{10}$

Tenths ordered in descending order (largest to smallest)
$\frac{11}{10} \quad \frac{9}{10} \quad \frac{8}{10} \quad \frac{4}{10} \quad \frac{1}{10}$

Ordering tenths when written as a decimal:

We can order tenths as decimals by looking at the number after the decimal point (the pink digit on the example.)

Example:
Tenths ordered in ascending order (smallest to largest)
0.1
0.4
0.7
0.8
0.9

Tenths ordered in descending order (largest to smallest)
0.9
0.8
0.7
0.4
0.1

Task Page:
Ordering tenths when written as a fraction:

| In books, order these fractions in ascending order (smallest to largest) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 1.) 1 | 9 | 4 | 3 | 7 |
| 10 | 10 | 10 | 10 | 10 |
| 2.) 6 | 5 | 12 | 2 | 0 |
| 10 | 10 | 10 | 10 | 10 |
| 3.) 7 | 8 | 11 | 9 |  |
| 10 | 10 | 10 | 10 | 1 whole |
| In books, order these fractions in descending order (largest to smallest) |  |  |  |  |
| 5 | 1 | 2 | 3 | 8 |
| 4.) 10 | 10 | 10 | 10 | 10 |
| $\text { 5.) } \frac{7}{10}$ | 9 | 14 | 12 | 0 |
|  | 10 | 10 | 10 | 10 |
| 6.) $\frac{8}{10}$ | 7 | 11 | 9 |  |
|  | 10 | 10 | 10 | 1 whole |

Ordering tenths when written as a decimal:

| In books, order these fractions in ascending order (smallest to largest) |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| 7.$)$ | 0.1 | 0.4 | 0.9 | 0.6 | 0.2 |
| 8.) | 0.6 | 0.8 | 0.7 | 0.1 | 0.9 |
| 9.) | 1.2 | 0.7 | 0.9 | 0.8 | 1 |


| In books, order these fractions in descending order (smallest to largest) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 10.) | 0.1 | 0.5 | 0.9 | 0.4 | 0.2 |
| 11.$)$ | 0.3 | 0.8 | 0.7 | 0.1 | 0.5 |
| 12.$)$ | 0.6 | 1.1 | 0.9 | 0.8 | 1 |

## Wednesday I st April

## Maths - Answers

Ordering tenths when written as a fraction:

| In books, order these fractions in to ascending order (smallest to largest) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 1.) 1 | 3 | 4 | 7 | 9 |
| 10 | 10 | 10 | 10 | 10 |
| 2.) 0 | 2 | 5 | 6 | 12 |
| 10 | 10 | 10 | 10 | 10 |
| 3.) 7 | 8 | 9 |  | 11 |
| 10 | 10 | 10 | Whole | 10 |
| In books, order these fractions in to descending order (largest to smallest) |  |  |  |  |
| 8 | 5 | 3 | 2 | 1 |
| 4.) 10 | 10 | 10 | 10 | 10 |
| 5) 14 | 12 | 9 | 7 | 0 |
| 5.) 10 | 10 | 10 | 10 | 10 |
|  |  | 9 | 8 | 7 |
|  | Whole | 10 | 10 | 10 |

Ordering tenths when written as a decimal:

| In books, order these fractions in to ascending order (smallest to largest) |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| 7.) |  |  |  |  |  | 0.1 0.1


| In books, order these fractions in to descending order (smallest to largest) |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| 10.) |  |  |  |  |  | 0.9 0.9

## Maths - Lesson 4

## Thursday 2nd April 2020

Problem Solving With Tenths

Task Page:
Using your learning from this week, have a go at the following tasks in your book:
Finish the sequence with decimals

| 0.1 | 0.2 |  |  |  |
| :---: | :---: | :--- | :--- | :--- |


|  | 0.4 |  |  | 0.7 |  |
| :--- | :--- | :--- | :--- | :--- | :--- |


| 1.4 |  |  |  | 1 | 0.9 |
| :--- | :--- | :--- | :--- | :--- | :--- |

Fancy a challenge?
Write these same sequences out as fractions.
Finish the sequence with fractions

| $\frac{1}{10}$ |  | $\frac{3}{10}$ |  |  |
| :---: | :---: | :---: | :---: | :---: |


|  |  | $\frac{6}{10}$ |  | $\frac{8}{10}$ | $\frac{9}{10}$ |
| :--- | :--- | :--- | :--- | :---: | :---: |


| $1 \frac{3}{10}$ |  | $1 \frac{1}{10}$ |  | $\frac{9}{10}$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

Eancy a challenge?
Write these same sequences out as decimals

Circle the larger amount in each pair

$$
\begin{array}{ccccc}
0.1 \text { or } \frac{2}{10} & 0.4 \text { or } \frac{1}{10} & 0.9 \text { or } \frac{8}{10} \\
\text { I whole or } \frac{5}{10} & 0.9 \text { or } \frac{10}{10} \quad \text { I whole or } \frac{12}{10}
\end{array}
$$

Thursday End April
Answers

Finish the sequence with decimals

| 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 |
| 1.4 | 1.3 | 1.2 | 1.1 | 1 | 0.9 |

Fancy a challenge?
Write these same sequences out as fractions.
$\qquad$
Finish the sequence with fractions

| 1 | $\frac{2}{10}$ | $\frac{3}{10}$ | $\frac{4}{10}$ | $\frac{5}{10}$ | $\frac{6}{10}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |


| $\frac{4}{10}$ | $\frac{5}{10}$ | $\frac{6}{10}$ | $\frac{7}{10}$ | $\frac{8}{10}$ | $\frac{9}{10}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |


| $1 \frac{3}{10}$ | 1 | $\frac{2}{10}$ | 1 | $\frac{1}{10}$ | $\mid$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

Fancy a challenge?
Write these same sequences out as decimals
$\qquad$

$$
0.1 \text { or }\left(\frac{2}{10}\right) \text { circle the larger amount in each pair }
$$

## Maths - Lesson 5

Friday 3rd April 2020
Times Tables Practise

## Friday 3rd April

## Times Tables Practise

Complete the times table grid below. Record how long it took you to complete it - Each week you should get a little bit faster.
Time Taken:

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| :---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |

Try and complete the tangle table version
The examples shown are: $12 \times 5=60$ and $7 \times 6=42$

| x | 12 | 11 | 2 | 10 | 9 | 6 | 3 | 7 | 4 | 5 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 60 |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  | 42 |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |

Now continue this practice by logging onto TT Rock Stars. Have a go on Sound Check for 10 minutes and then on Studio for 10 minutes

| $x$ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Also use this grid to mark your tangle table.

