Decimals

Academic Excellence

We will learn the knowledge on the 'recall page' and we will be mastering the following skills:

- Identifying numbers up to 1000
- Partition 1000
- Understanding the relationship between numbers up to 1000

Character

What value am I focusing on and how will I demonstrate it?
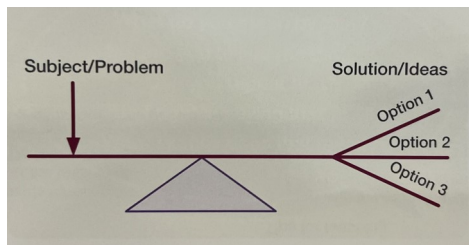
Aspiration

I know that I can use my strengths to support my weaknesses

Outcome

To be able to understand pace value into decimals

Learning to Learn

Our focus thinking tool is:

Subject/Problem → Solution/Ideas

Option 1
Option 2
Option 3

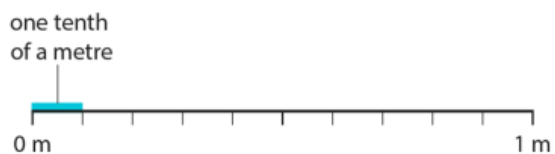## Concept

Place value

Personalisation

What will help me in this experience?

Using the resources around the room to help me

Identifying and understand where I am struggling and how to solve it.

Representations

one tenth of a metre

0 m   1 m

one whole									
one tenth	one tenth	one tenth	one tenth	one tenth	one tenth	one tenth	one tenth	one tenth	one tenth

Recall Page

Vocabulary

Composition	Understanding that one number can be made up from two or more smaller numbers
Digit	The single numbers used to represent value
Value	A number
Number	A value made up of 1 or more digits
Unitising	Treating groups that contain or represent the same numbers of things as one
Multiple	The numbers you get when you multiply a certain number by another.
fraction	A part of a whole
Bridging	Adding two numbers where the whole increases the place value

Knowledge

I will need to know:

- What a tenth is

- How to express numbers with tenths using decimal fractions

- Know how to what a tenth is made up of

- Understand the multiplicative nature of numbers in relation to tenths

- Learn how to round numbers to a tenth

Sentence Stems

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'The whole is divided into ten equal parts and one of them is shaded; this is one tenth of the whole.'

'The whole is divided into ten equal parts and ____ of them is/are shaded; this is ____ tenth(s) of the whole.'

using the stem sentence: 'One tenth can be written as "0.1", so ____ tenths can be written as "0.___".'

Key Facts