

Year 5

Week beginning Monday 23rd March

Work	Completed
Please read every day this week and record your reading in your reading record	
5 mental arithmetic questions each day (week 1 booklet)	
Grammar - Writing task 2 in your homework book, please plan it out before you write and edit it afterwards to check you have capital letters, all punctuation needed, correct spellings, good word choices (you could use a thesaurus), conjunctions and exciting sentence openers.	
Spelling – we are working on the ee:ei spelling rule (please see attached) try out some spelling activities to help you write words with this rule.	
Maths – to round decimals to the nearest whole number and to order and compare decimal point numbers. Please see work sheets attached.	
Literacy/Topic – we have been reading a non-fiction text about the Amazon Rainforest in our guided reading sessions. Can children finish reading the book and then choose an animal they have never heard of before to research further and then create a non-fiction information text about their chosen animal. Can they include organisational features, such as headings, subheadings, text boxes and interesting facts! I have included a piece of A3 paper you may like to use.	
Art – Children have started their project in class, which they can continue and complete at home. Extension activity – to create geometric patterns/shapes on the templates provided.	

Week beginning Monday 30th March

Work	Completed
Please read every day this week and record your reading in your reading record	
5 mental arithmetic questions each day (week 2 booklet)	
Grammar – This week we are looking at commas within sentences, can children work through homework to support them with this.	
Spelling – We are concentrating on homophones and other words that are easily confused. Please use the spelling guidance for examples of homophones and practise spelling and writing them using some of our spelling activities.	
Maths – to multiply and divide decimal number by 10, 100 and 1000. See worksheet.	
Literacy/RE – Can children please remind themselves of the Easter story and then recreate it how they wish. They may wish to present it as a comic strip, a story or using ICT on a story creator app or on a puppet show app. I have attached some paper if you need it.	
Art – To explore and experiment with mark making, record different techniques on the template provided.	

Practising spellings at home

Confidence in spelling allows children to write more freely and imaginatively. It would really help your child if they practised key spelling rules every day.

Here are some games or ideas you could use at home. Why not try a different one each night to keep it fun and interesting. Remember everyone learns by; Doing it, seeing it, saying it, writing/drawing it, listening to it so making sure you have variety of games and tasks is a great way to ensure the learning sticks!

1) Word Search

Create your own word searches using your spelling words. Or use this link to get your computer to do it for you. <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

2) Air spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get your parents to ask you questions about the word. For example they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3) Media Search:

Using a newspaper or magazine you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?

4) Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with parent's permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

5) Salt Box Spelling:

Pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger.

6) Scrabble Spelling:

Find the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling your letters. For extra maths practice you could find out the value of each of your words.

7) Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

8) Ransom Note:

Cut the letters needed to form your words from a newspaper or magazine and glue them down to spell the words.

9) Spell It With Beans:

Use Lima beans (or any dried beans or lentils) to spell out your words. If you glue them onto separate pieces of card then you made a great set of flash cards to practice with for the rest of the week.

10) Pipe cleaners or tooth picks:

These are just a couple of suggestions of things you could use to form your spelling words.

11) Tasty Words:

Just like above but this time try and find tasty things to spell your words with, like raisins. Then when you spell them right you get to eat them!

12) Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

13) Water wash:

Use a paintbrush and water to write your words outside on concrete or pavements.

14) ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

15) Story Time:

Write a short story using all your words. Don't forget to check your punctuation!

16) Simple Sentence:

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

17) Colourful Words:

Use two different coloured pens to write your words: one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

18) Memory Game:

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

19) Finger Tracing:

Use your finger to spell out each of your words on your mum or dad's back. Then it's their turn to write the words on your back for you to feel and spell.

20) Spelling Steps:

Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper)

21) Scrambled Words:

Write your words then write them again with all the letters mixed up.

22) X-Words:

Find two of your spelling words with the same letter in and write them so they criss cross.

23) Ambidextrous:

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

24) Telephone Words:

Translate your words into numbers from the telephone keypad.

25) Secret Agent:

Write out the alphabet, and then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc.) Now you can spell out your words in secret code.

26) Missing Letters:

Ask your mum or dad to write out one of your words loads of times on piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.

27) Listen Carefully:

Ask your parents to spell out one of your words then you have to say what the word is they've spelt out.

28) Acrostic:

Use words that start with each letter in your spelling word. You're more likely to remember it if it makes sense!

spelling	Statutory requirements	Rules and guidance (non-statutory)	examples [www.morewords.com is a really useful site]
Revision of work from previous years			
1	Endings which sound like /ʃəs/ spelt -cious or -fious.	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious precocious tenacious auspicious audacious
2	-fious	Exception: anxious -cial is common after a vowel letter	ambitious cautious contentitious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious unpretentious
3	-cial		social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial
4	-tial	-tial after a consonant letter. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial inertial inconsequential insubstantial interstitial experiential quintessential evidential deferential
5	-ant	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e/ sound in the right position; -ation endings are often a clue.	important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant descendant claimant migrant occupant informant ignorant dependant extravagant pollutant triumphant
6	-ance		performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance allowance acceptance instance enhance assurance appliance attendance stance ambulance relevance guidance compliance inheritance disturbance ignorance renaissance romance nuisance utterance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance
7	-ancy		pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy
8	-ent	Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʔ/ sound in the right position. There are many words, however, where	government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment element comment prevent client current document recent

		the above guidelines don't help. These words just have to be learnt.	payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment component rent sent experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience prevalence agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency transparency regency proficiency complacency delinquency latency solvency insurgency expediency insufficiency indecency residency fluency immunodeficiency competency excellence leniency patency clemency inefficiency adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably unmistakably undeniably unquestionably inextricably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably
9	-ence		possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly
10	-ency		
11	-able	Words ending in -able and -ible	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).
12	-ible	Words ending in -ably and -ibly	
13	-ably		
14	-ibly		

15	Suffixes	-fer stressed	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added.	confering deferring inferring misinferring misreferring preferring referring retransferring transferring conferred deferred inferred misinferred misreferred preferred referred retransferred transferred conferral deferral referral transferral referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering plifering buffered chaiffered chamfered coffered differed goffered interfered offered pliffered proffered reoffered suffered unbuffered conferencing
16		-fer unstressed		The r is not doubled if the -fer is no longer stressed.	feral transferral circumference conference countertransference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference
17		- hyphen	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation. 1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize 2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)	co-ordinate re-enter co-operate co-own
18		ee:ei	Words with the /i:/ sound spelt ei after c	The 'i' before e except after 'c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	ceiling conceit deceive perceive receive receipt conceited conceive deceit

[illegible]

			wrack wrangle wrap wrapper wrath wreck wreath wrinkle wren wrench wrestle wretch wretched wriggle wring wrinkle wrist writ write writhe wrong wrote wrought wrung wry x – faux pas z - rendezvous
	Homophones and other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. advice/advise device/devise licence/licence practice/practise prophecy/prophesy	Alphabetically aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. The weather may affect our plans) effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business.). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air/farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) noon: before noon mourning: grieving for someone who has died

			past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)
--	--	--	---

Word list for years 5 and 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	
---	--

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in

this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling. Examples:

Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.

The word desperate, meaning 'without hope', is often pronounced in English as desprate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.

Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.

Fluent in Five

Daily Arithmetic Practice
Week 1

Year 5



Year 5 - Week 1

Please note, we always recommend reading 'Your Guide to Using Fluent in Five' before using these resources with your class.

This week in a nutshell

This is the first week children will be exposed to Fluent in Five. As such, the number of questions has been reduced to 4 (rather than 5 from week 3 onwards).

Mental methods this week focus on those which should be secure from Year 4, including:

- Adding a three digit number and tens.
- Simple mental multiplication for the 7 times tables.
- Finding unit fractions of numbers.

Multiplication and division questions which may need to be supported with either the formal or informal written method or jottings are included, with the 7 times table as their base. This week written addition questions include exchanging in one column only.

For this week only, all questions are presented in the traditional format of 'question = answer space'.

No two mark questions are included this week.

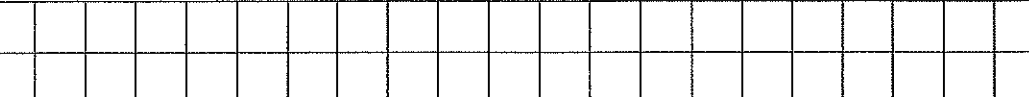
Name.....

Date.....School.....

Class.....Score.....

1	$186 + 70 =$
	

2	$5,667 + 3,334 =$
	

3	$3 \times 7 =$																			
																				

4	
---	--

1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $186 + 70 = \mathbf{256}$ (M)

2. $5,667 + 3,334 = \mathbf{9,001}$ (W)

3. $3 \times 7 = \mathbf{21}$ (M)

4. $161 \div 7 = \mathbf{23}$ (W)

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $186 + 70 = \mathbf{256}$ (M)

2. $5,667 + 3,334 = \mathbf{9,001}$ (W)

3. $3 \times 7 = \mathbf{21}$ (M)

4. $161 \div 7 = \mathbf{23}$ (W)

3	$3,327 + 4,375 =$

4. $\frac{1}{4}$ of 36 =

☐
 1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $377 + 40 = \mathbf{417}$ (M)

2. $7,643 + 1,339 = \mathbf{8,982}$ (W)

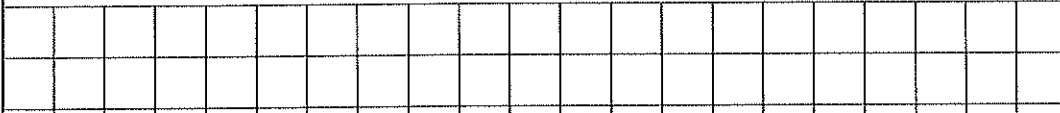
3. $3,327 + 4,375 = \mathbf{7,702}$ (W)

4. $\frac{1}{4}$ of 36 = **9** (M)

Name.....

Date..... School.....

Class.....Score.....

1	$8 \times 7 =$																			
																				

2	$217 \div 7 =$																			

3	40 x 7 =																			
																				

4	$67 \times 7 =$	

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $8 \times 7 = \mathbf{56}$ (M)
2. $217 \div 7 = \mathbf{31}$ (W)
3. $40 \times 7 = \mathbf{280}$ (M)
4. $67 \times 7 = \mathbf{469}$ (W)

Name.....
Date.....School.....
Class.....Score.....

1	$\frac{1}{3}$ of 42 =	1 mark

2	$91 \div 7 =$	1 mark

3	$70 \times 6 =$																			
																				☐ 1 mark

4	$26 \times 7 =$																			
																				☐ 1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $\frac{1}{3}$ of 42 = **14** (M)

2. $91 \div 7 = \mathbf{13}$ (W)

3. $70 \times 6 = \mathbf{420}$ (M)

4. $26 \times 7 = \mathbf{182}$ (W)

Name.....
Date.....School.....
Class.....Score.....

1	$\frac{1}{5}$ of 25 =																			
																				1 mark

2	$37 \times 7 =$																			
																				1 mark

Fluent in Five - Year 5
Week 1 - Day 5

3	$674 + 70 =$																			
																			1 mark	

[illegible]

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $\frac{1}{5}$ of 25 = **5** (M)

2. $37 \times 7 = \mathbf{259}$ (W)

3. $674 + 70 = \mathbf{744}$ (M)

4. $6,764 + 1,643 = \mathbf{8,407}$ (W)

Fluent in Five

Daily Arithmetic Practice
Week 2

Year 5

Year 5 - Week 2

Please note, we always recommend reading 'Your Guide to Using Fluent in Five' before using these resources with your class.

This week in a nutshell

Mental methods this continue to focus on those which should be secure from Year 4, including:

- Simple mental multiplication for the 7 times tables.
- Finding unit fractions of numbers.
- Dividing by 10.
- Adding three one-digit numbers.

Multiplication and division questions which may need to be supported with either the formal or informal written method or jottings are included, with the 7 times table as their base. This week subtraction and addition questions include exchanging in one column only.

This is the first week children will be exposed to questions which are not in the 'traditional' format of 'question = answer space'.

No two mark questions are included this week.

Date.....School.....

Class.....Score.....

1	$34 \div 10 =$ 
---	---

2	$4,456 - 3,137 =$	
		1 mark

Week 2 - Day 1



1 mark



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $34 \div 10 = \mathbf{3.4}$ (M)

2. $4,456 - 3,137 = \mathbf{1,319}$ (W)

3. $6 + 6 + 8 = \mathbf{20}$ (M)

4. $7 \times 37 = \mathbf{259}$ (W)

Name.....

Date.....School.....

Class.....Score.....

1	$547 \div 10 =$	
---	-----------------	---

2	$34 \times 7 =$																			

11

1 mark



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $547 \div 10 = \mathbf{54.7}$ (M)

2. $34 \times 7 = \mathbf{238}$ (W)

3. $4 + 9 + 1 = \mathbf{14}$ (M)

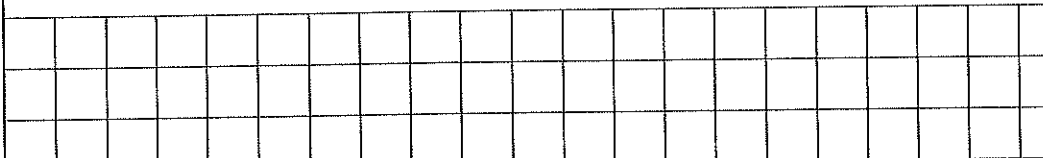
4. $432 \div 7 = \mathbf{61 \text{ r } 5 \text{ or } 65 \frac{5}{7}}$ (W)

Name.....

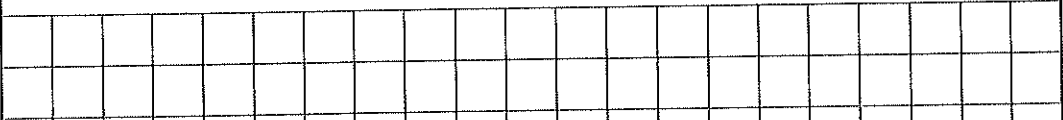
Date.....School.....

Class.....Score

1	$384 + 7 =$																			
																				

2	$4,326 - 1,138 =$ 	
	 1 mark	

Fluent in Five - Year 5
Week 2 - Day 3

3	$8 + 6 + 8 =$																			
																				

4		$= 743 \div 7$	
			☐ 1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $384 + 7 = \mathbf{391}$ (M)
2. $4,326 - 1,138 = \mathbf{3,188}$ (W)
3. $8 + 6 + 8 = \mathbf{22}$ (M)
4. $\mathbf{106 \text{ r } 1} = 743 \div 7$ (W)

Name.....

Date.....School.....

Class.....Score.....

1	$\frac{1}{3}$ of 48 =																			
																			1 mark	

[illegible]

Fluent in Five - Year 5
Week 2 - Day 4

3		$= 4,536 - 1,143$	☐ 1 mark

4	$52 \div 4 =$	☐ 1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $\frac{1}{3}$ of 48 = **16** (W)

2. $56 = 8 \times \mathbf{7}$ (M)

3. **3,393** = $4,536 - 1,143$ (W)

4. $52 \div 4 = \mathbf{13}$ (M)

Name.....

Date.....School.....

Class.....Score.....

1	$\frac{1}{4}$ of 64 =																				1 mark
2	$3,422 - 2,721 =$																				1 mark

3	$647 \div 10 =$ 	☐ 1 mark
---	---	------------------------------------

4	$873 \div 7 =$ 	☐ 1 mark
---	--	------------------------------------

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $\frac{1}{4}$ of 64 = **16** (M)
2. $3,422 - 2,721 = \mathbf{701}$ (W)
3. $647 \div 10 = \mathbf{64.7}$ (M)
4. $873 \div 7 = \mathbf{124 \text{ r } 5}$ (W)



Round to the nearest whole number.

Tens Units . Tenths

$$4 . \underline{7} \rightarrow 5$$



Round to the nearest whole number.

Tens Units . Tenths

$$7 . \underline{3} \rightarrow 7$$



Round to the nearest whole number.

Tens Units . Tenths

$$1 \quad 4 . \underline{5} \rightarrow 15$$



Round to the nearest whole number.

Tens Units . Tenths

$$6 \quad 6 . \underline{1} \rightarrow 66$$



Round these lengths to the nearest centimetre.

$$8.8 \text{ cm} \rightarrow 9 \text{ cm}$$

$$9.1 \text{ cm} \rightarrow 9 \text{ cm}$$

$$18.2 \text{ cm} \rightarrow 18 \text{ cm}$$

$$13.9 \text{ cm} \rightarrow 14 \text{ cm}$$

Estimate by rounding to the nearest whole number.

$$\begin{array}{lll} 2.9 + 4.2 & 7.8 \times 3.1 & 29.8 - 5.5 \\ 3 + 4 = 7 & 8 \times 3 = 24 & 30 - 6 = 24 \\ 8.2 - 4.4 & 31.6 \div 4.3 & 54.1 \div 8.8 \\ 8 - 4 = 4 & 32 \div 4 = 8 & 54 \div 9 = 6 \end{array}$$

Round to the nearest whole number.
For tens, a tens number.
2 4 . 7 7 → 25

Round to the nearest whole number.

Units . Tenths Hundredths

$$7 . \underline{1} 9 \rightarrow 7$$



Round to the nearest whole number.

Tens Units . Tenths Hundredths

$$2 \underline{4} . \underline{7} 7 \rightarrow 25$$



Round these lengths to the nearest metre.

$$\begin{array}{l} 8.83 \text{ m} \rightarrow 9 \text{ m} \\ 9.19 \text{ m} \rightarrow 9 \text{ m} \\ 26.28 \text{ m} \rightarrow 26 \text{ m} \\ 14.94 \text{ m} \rightarrow 15 \text{ m} \end{array}$$

Round to the nearest whole number.
For tens, a tens number.
4 . 5 8 9
→ 4.6

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

1 . 8 5

→ 1.9

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

1 5 . 6 3

→ 15.6

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

0 . 7 8

→ 0.8

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

9 . 5 2

→ 9.5

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

4 . 5 6 9

→ 4.6

Round to the nearest tenth.

Tens Units • Tenths Hundredths Thousandths

2 . 3 0 5

→ 2.3

Round to the nearest 10p.

£10s	£1s	.	10ps	1ps
£	9	.	4	6

→ £9.50

Round to the nearest 10p.

£10s	£1s	.	10ps	1ps
£	14	.	7	3

→ £14.70

Round to the nearest 10p.

£10s	£1s	.	10ps	1ps
£	8	.	8	2

→ £8.80

Round to the nearest 10p.

£10s	£1s	.	10ps	1ps
£	6	.	5	9

→ £6.60

$\begin{array}{l} 29 - 4 = 25 \\ 3 \times 7 = 21 \\ 24 - 4 = 20 \\ 8 - 4 = 4 \end{array}$	$\begin{array}{l} 7 \times 14 \\ 7 \times 3 = 21 \\ 32 \div 4 = 8 \end{array}$
---	--

Estimate by rounding to the nearest whole number.

Estimate by rounding to the nearest whole number.

$\begin{array}{l} 29 + 4 = 33 \\ 3 + 4 = 7 \end{array}$	$\begin{array}{l} 7 \times 3 = 21 \\ 7 \times 3 = 21 \end{array}$	$\begin{array}{l} 29 - 5 = 24 \\ 30 - 6 = 24 \end{array}$
$\begin{array}{l} 8.26 - 4.41 \\ 8 - 4 = 4 \end{array}$	$\begin{array}{l} 31.67 \div 4 \\ 32 \div 4 = 8 \end{array}$	$\begin{array}{l} 54.14 \div 9 \\ 54 \div 9 = 6 \end{array}$

Round the Dice Decimals 2



There are three dice, each of them with faces labelled from 1 to 6.

When the dice are rolled they can be combined in six different ways to make a number less than 10 with two decimal places.

For example, if I roll a 2, a 3 and a 6, I can combine them to make 2.36, 2.63, 3.26, 3.62, 6.23 or 6.32.

Now round each of these numbers to the nearest whole number:
2.36 rounds to 2, 2.63 rounds to 3, 3.26 rounds to 3, 3.62 rounds to 4, 6.23 rounds to 6 and 6.32 rounds to 6.

Repeat for other rolls of the dice.

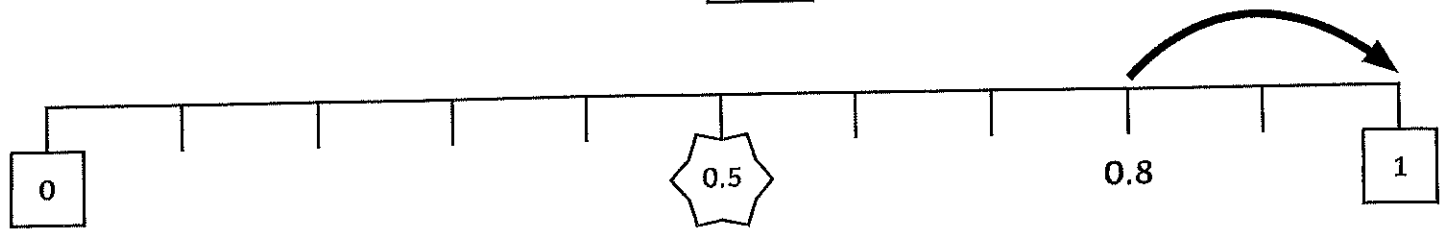
Can each of the six numbers round to the same whole number?
Can each of the six numbers round to a different whole number?



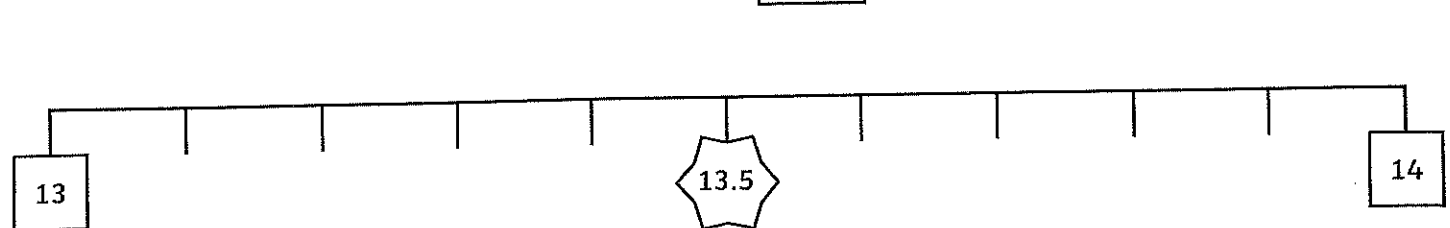
Rounding Decimals

Complete the rounding number lines to help you to round the numbers to the nearest whole number.

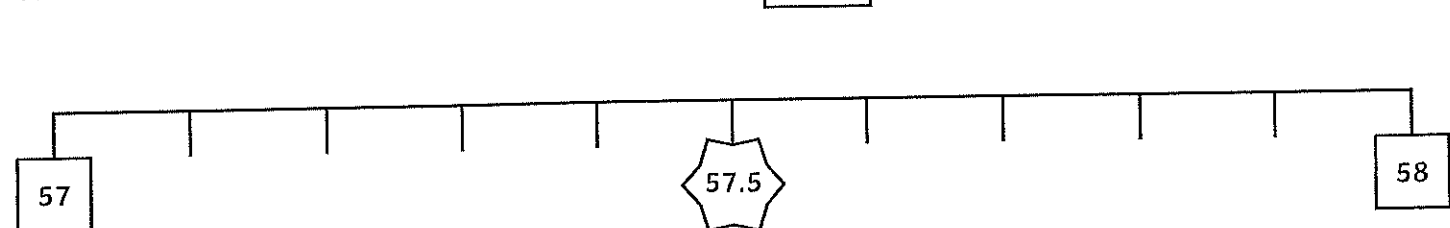
1. 0.8 rounded to the nearest whole number is



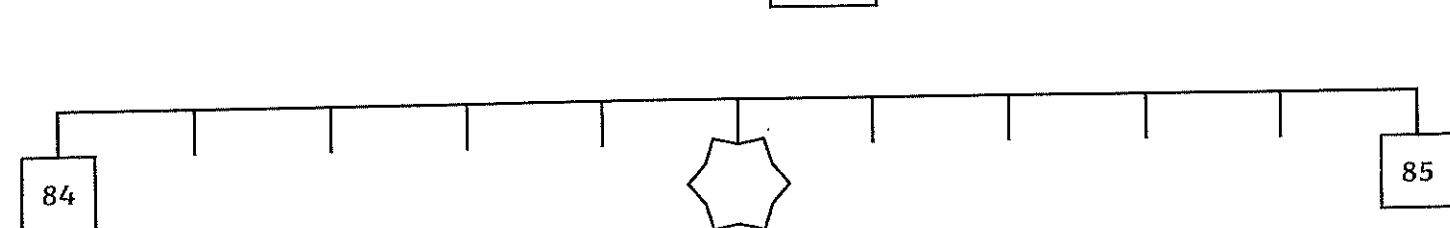
2. 13.6 rounded to the nearest whole number is



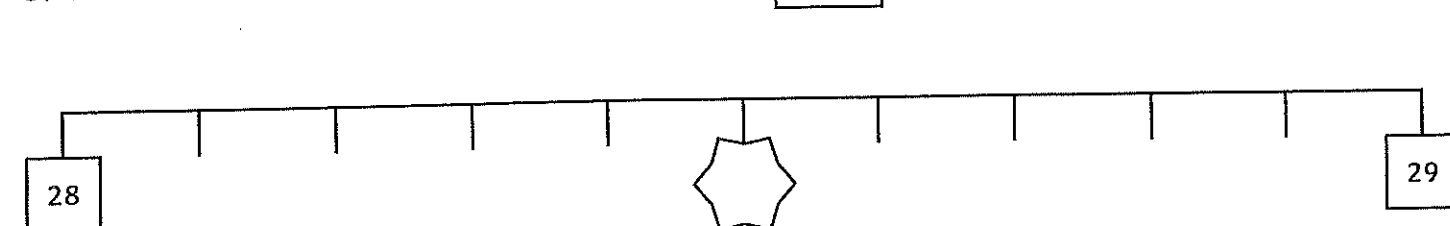
3. 57.2 rounded to the nearest whole number is



4. 84.4 rounded to the nearest whole number is

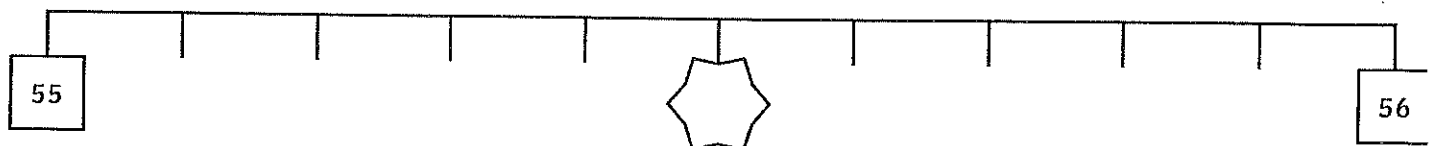


5. 28.1 rounded to the nearest whole number is

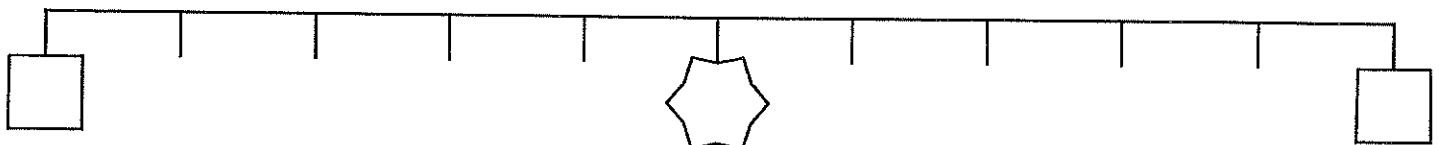




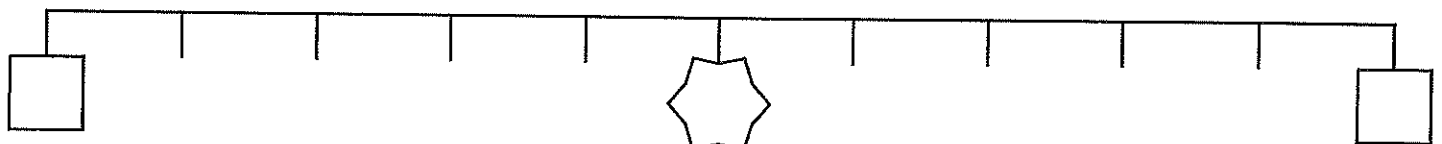
6. 55.5 rounded to the nearest whole number is



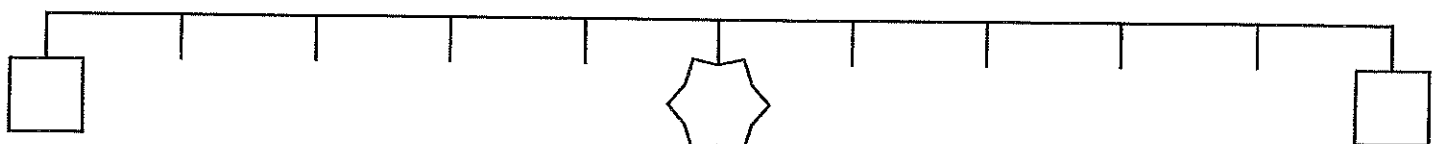
7. 16.3 rounded to the nearest whole number is



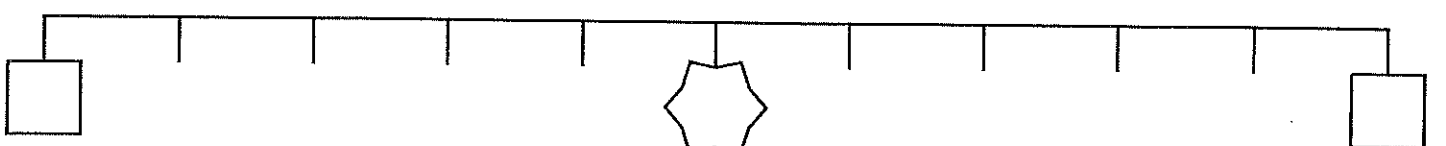
8. 99.7 rounded to the nearest whole number is



9. 50.9 rounded to the nearest whole number is



10. 132.5 rounded to the nearest whole number is



Rounding Decimals

Draw number lines to help you to round the numbers to the nearest whole number. Use a Rounding Number Line if you need to.

1. 0.8 rounded to the nearest whole number is

2. 13.6 rounded to the nearest whole number is

3. 57.2 rounded to the nearest whole number is

4. 84.4 rounded to the nearest whole number is

5. 28.1 rounded to the nearest whole number is



6. 55.5 rounded to the nearest whole number is

7. 16.3 rounded to the nearest whole number is

8. 99.7 rounded to the nearest whole number is

9. 50.9 rounded to the nearest whole number is

10. 132.5 rounded to the nearest whole number is

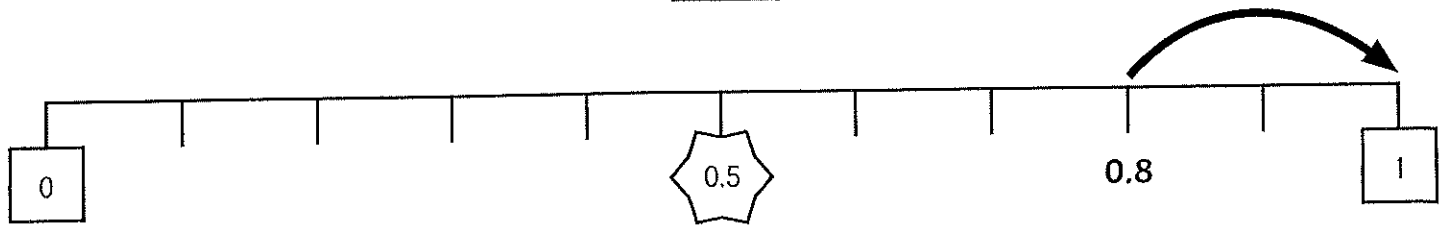


Rounding Decimals Answers

Complete the rounding number lines to help you to round the numbers to the nearest whole number.

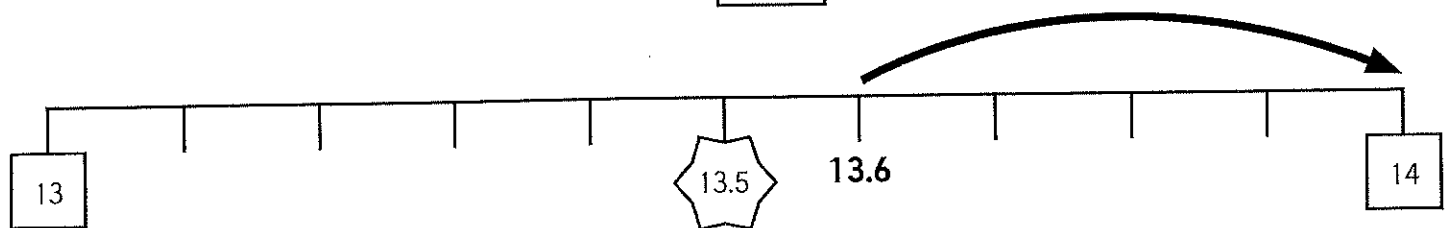
1. 0.8 rounded to the nearest whole number is

1



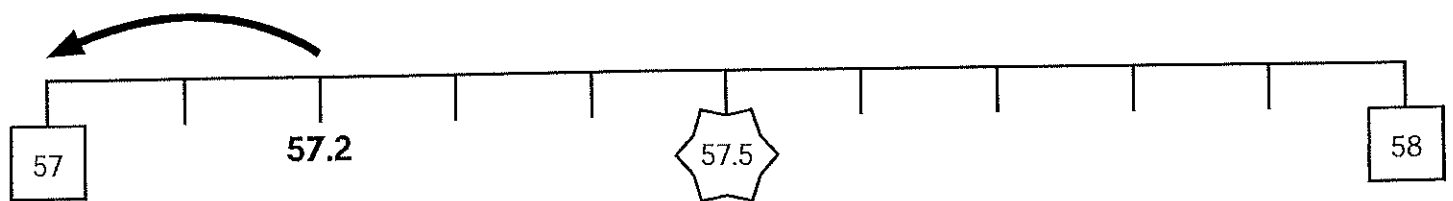
2. 13.6 rounded to the nearest whole number is

14



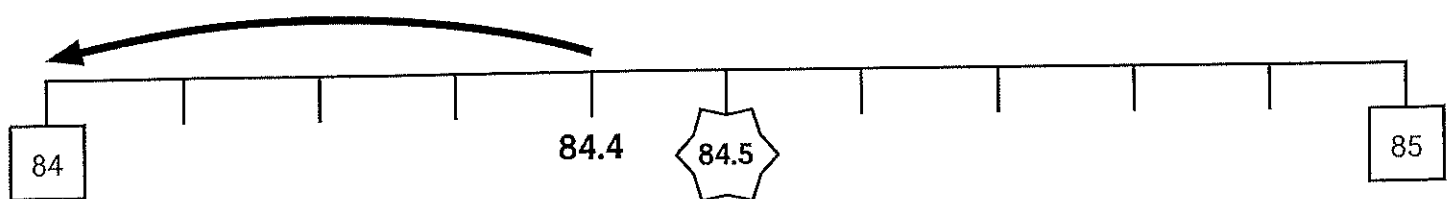
3. 57.2 rounded to the nearest whole number is

57



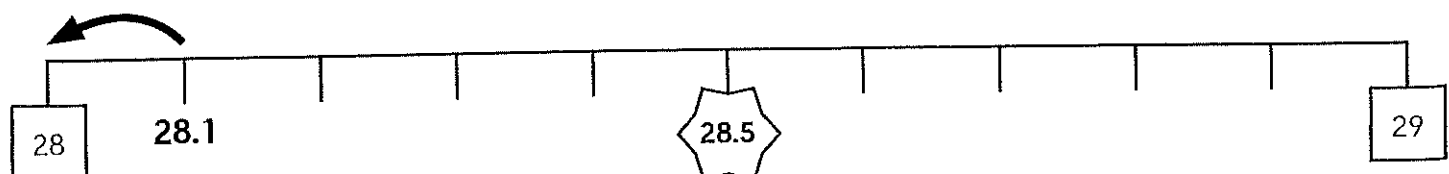
4. 84.4 rounded to the nearest whole number is

84



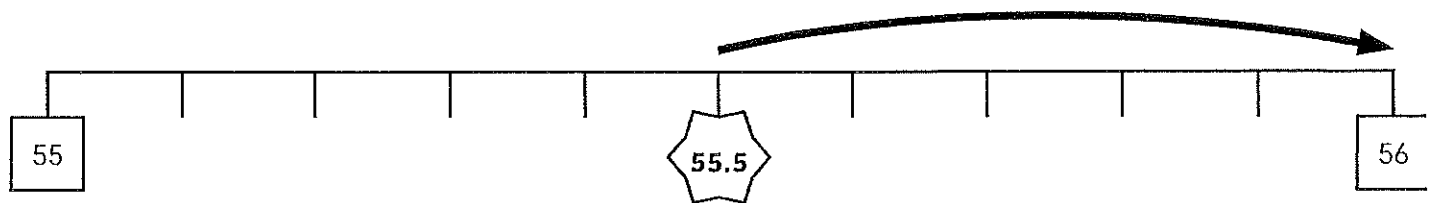
5. 28.1 rounded to the nearest whole number is

28

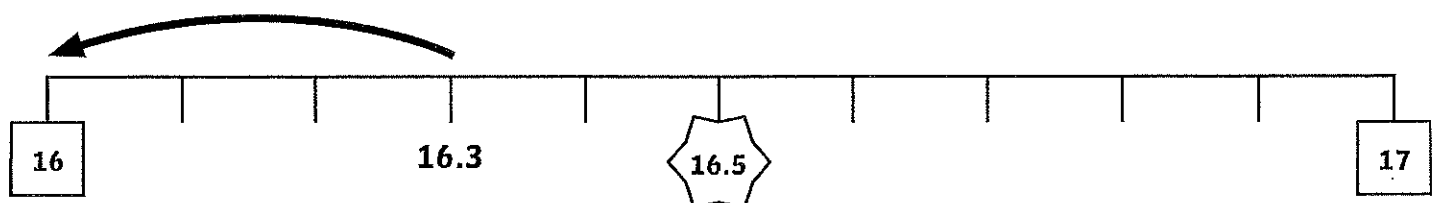




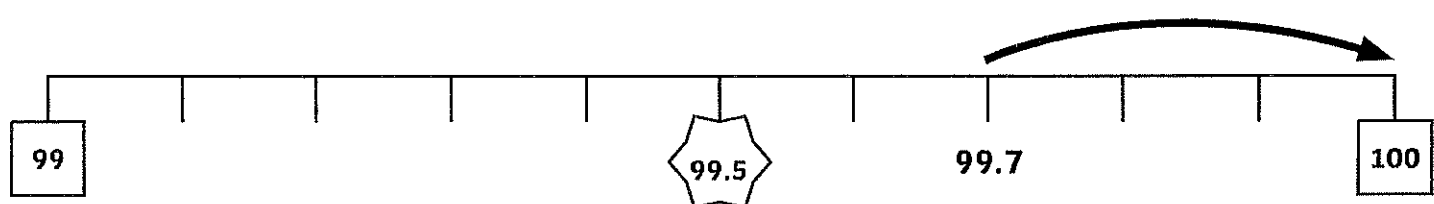
6. 55.5 rounded to the nearest whole number is **56**



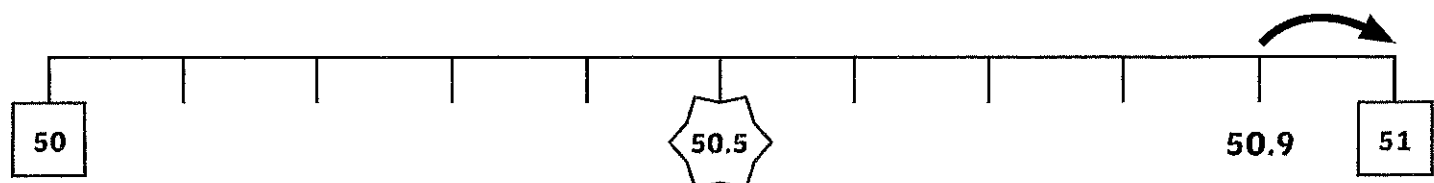
7. 16.3 rounded to the nearest whole number is **16**



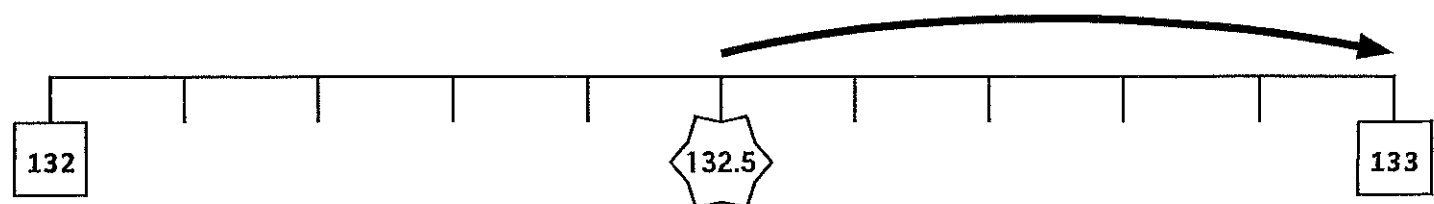
8. 99.7 rounded to the nearest whole number is **100**



9. 50.9 rounded to the nearest whole number is **51**



10. 132.5 rounded to the nearest whole number is **133**





Rounding Decimals

Round each number to the nearest whole number.

1. 0.8 rounded to the nearest whole number is
2. 13.6 rounded to the nearest whole number is
3. 57.2 rounded to the nearest whole number is
4. 84.4 rounded to the nearest whole number is
5. 28.1 rounded to the nearest whole number is
6. 55.5 rounded to the nearest whole number is
7. 16.3 rounded to the nearest whole number is
8. 99.7 rounded to the nearest whole number is
9. 50.9 rounded to the nearest whole number is
10. 132.5 rounded to the nearest whole number is

Use your answers above to complete the next section. Can you give 2 other numbers which would round to the same whole number for each question?

- | | |
|-------------------------|--------------------------|
| 1. <input type="text"/> | 6. <input type="text"/> |
| 2. <input type="text"/> | 7. <input type="text"/> |
| 3. <input type="text"/> | 8. <input type="text"/> |
| 4. <input type="text"/> | 9. <input type="text"/> |
| 5. <input type="text"/> | 10. <input type="text"/> |

4×10	1000×7	34×100
28×10	505×10	73×100
100×28	1000×34	73×10
$4 \div 10$	$34 \div 10$	$505 \div 100$
$505 \div 1000$	$7 \div 100$	$2800 \div 100$
$730 \div 100$	$34 \div 1000$	$400 \div 100$

40	7000	3400
280	5050	7300
2800	34000	730
0.4	3.4	5.05
0.505	0.07	28
7.3	0.034	4

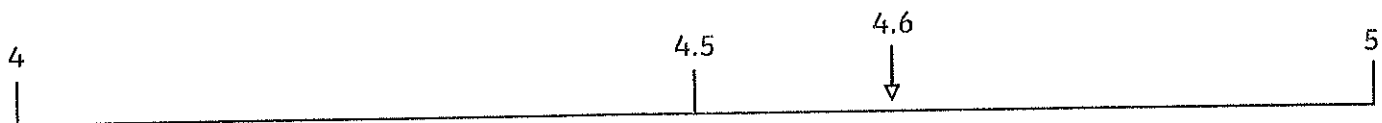
Rounding Decimal Numbers to the Nearest Whole Number

Learning Objective: I can round a decimal number to the nearest whole number.

Mark each decimal number on the number line, and use this to round the decimal number to the nearest whole number:

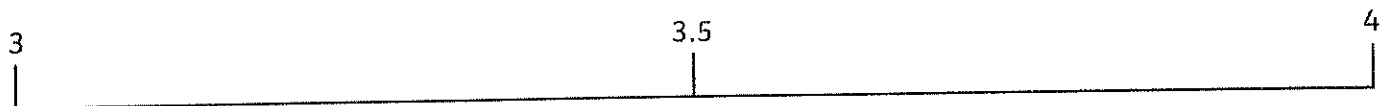
Example:

Mark 4.6 on the number line, then round it to the nearest whole number.



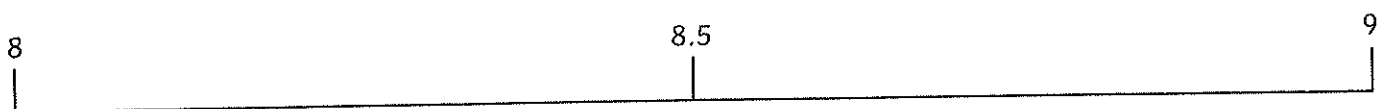
4.6 rounded to the nearest whole number is 5.

1. Mark 3.1 on the number line, then round it to the nearest whole number.



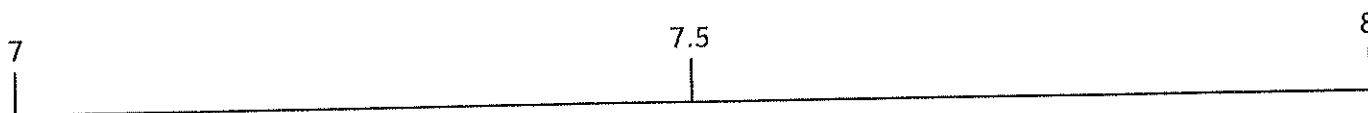
3.1 rounded to the nearest whole number is _____

2. Mark 8.2 on the number line, then round it to the nearest whole number.



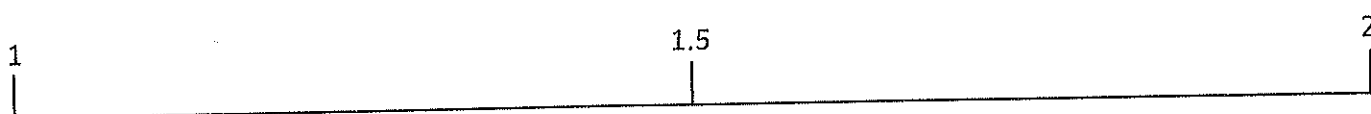
8.2 rounded to the nearest whole number is _____

3. Mark 7.9 on the number line, then round it to the nearest whole number.



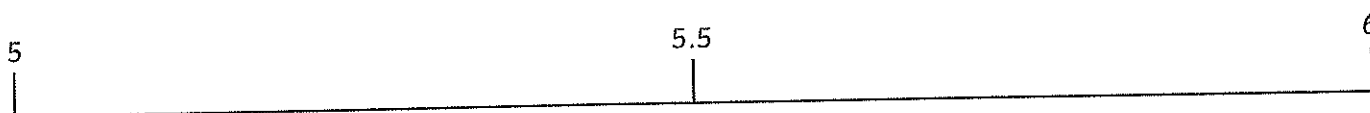
7.9 rounded to the nearest whole number is _____

4. Mark 1.8 on the number line, then round it to the nearest whole number.



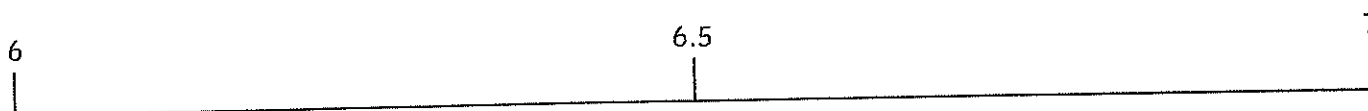
1.8 rounded to the nearest whole number is _____

5. Mark 5.4 on the number line, then round it to the nearest whole number.



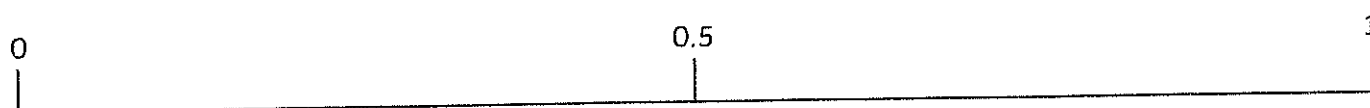
5.4 rounded to the nearest whole number is _____

6. Mark 6.5 on the number line, then round it to the nearest whole number.



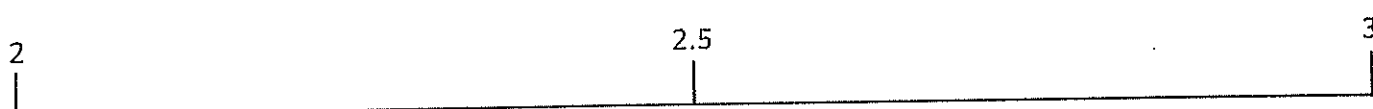
6.5 rounded to the nearest whole number is _____

7. Mark 0.6 on the number line, then round it to the nearest whole number.



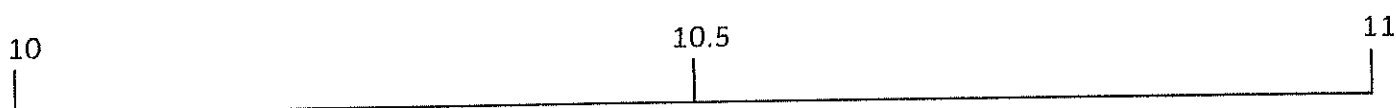
0.6 rounded to the nearest whole number is _____

8. Mark 2.7 on the number line, then round it to the nearest whole number.



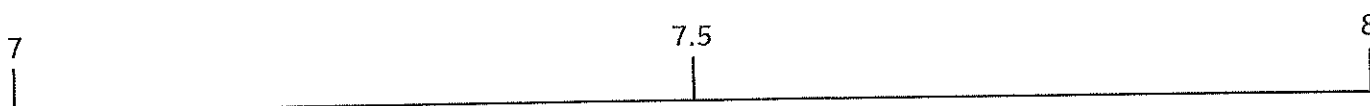
2.7 rounded to the nearest whole number is _____

9. Mark 10.1 on the number line, then round it to the nearest whole number.



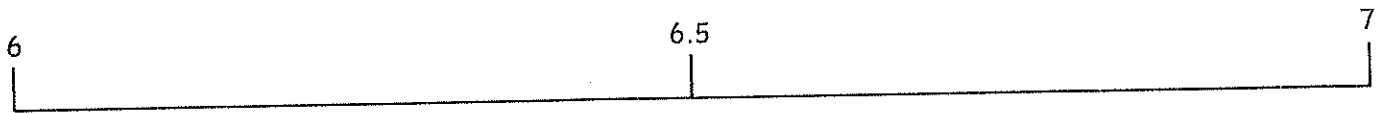
10.1 rounded to the nearest whole number is _____

10. Mark 7.3 on the number line, then round it to the nearest whole number.



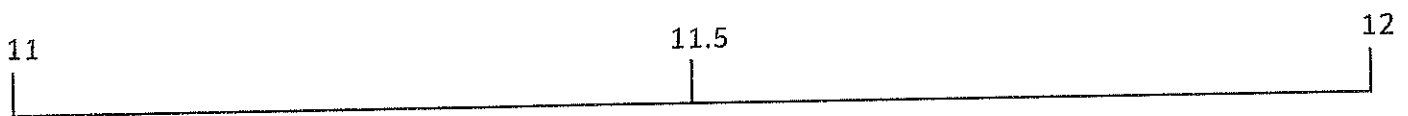
7.3 rounded to the nearest whole number is _____

11. Mark 6.78 on the number line, then round it to the nearest whole number.



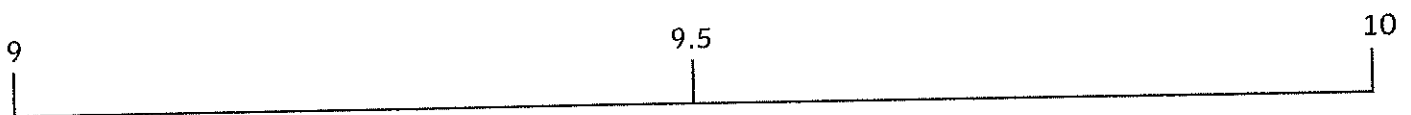
6.78 rounded to the nearest whole number is _____

12. Mark 11.27 on the number line, then round it to the nearest whole number.



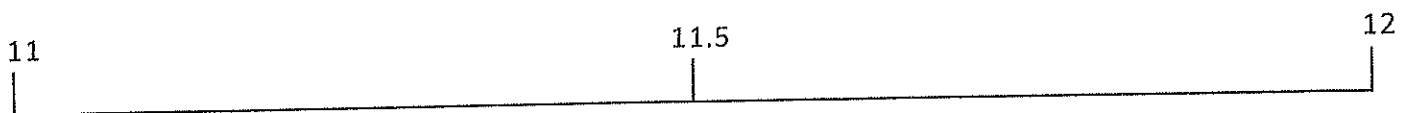
11.27 rounded to the nearest whole number is _____

13. Mark 9.93 on the number line, then round it to the nearest whole number.



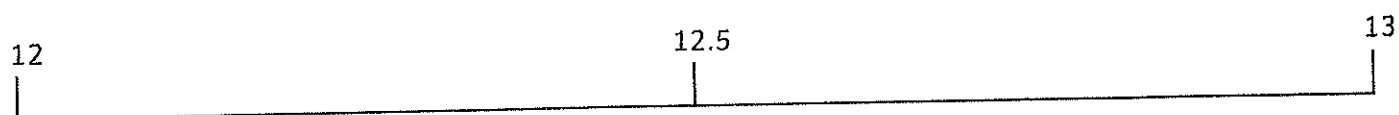
9.93 rounded to the nearest whole number is _____

14. Mark 11.07 on the number line, then round it to the nearest whole number.



11.07 rounded to the nearest whole number is _____

15. Mark 12.55 on the number line, then round it to the nearest whole number.



12.55 rounded to the nearest whole number is _____

Rounding Decimal Numbers to the Nearest Whole Number Answers

1. 3
2. 8
3. 8
4. 2
5. 5
6. 7
7. 1
8. 3
9. 10
10. 7
11. 7
12. 11
13. 10
14. 11
15. 13

Rounding Decimal Numbers to the Nearest Whole Number

1. Round the following decimals to the nearest whole number.

- | | | |
|---------|---------|---------|
| a) 3.4 | g) 36.5 | m) 76.4 |
| b) 5.6 | h) 13.2 | n) 57.3 |
| c) 8.3 | i) 56.5 | o) 89.9 |
| d) 9.5 | j) 38.8 | p) 67.2 |
| e) 24.9 | k) 20.3 | |
| f) 45.1 | l) 49.5 | |

2. For each of the following numbers, write 4 decimals that would round to this number when rounded to the nearest whole number.

- | | | |
|-------|-------|-------|
| a) 14 | d) 50 | g) 88 |
| b) 28 | e) 67 | h) 95 |
| c) 32 | f) 71 | |

3. Draw a ring around the numbers that round to the number in the box, when rounded to the nearest whole number.

3	3.4	2.8	3.7	2.3	2.9	9	9.3	9.7	8.9	8.1	8.5
6	6.5	6.2	5.5	6.7	5.2	34	34.2	33.1	35.1	33.7	34.5
13	13.1	13.4	12.7	12.3	13.8	11	11.12	11.09	10.52	10.39	10.03
25	24.4	25.1	23.4	25.7	24.8	4	4.57	4.21	3.76	3.21	4.51
14	14.1	13.3	14.5	13.6	14.3	15	15.23	14.87	14.08	15.52	15.09
18	18.9	17.6	17.2	18.3	17.5	17	17.14	16.78	16.39	17.92	17.44

Rounding Decimal Numbers to the Nearest Whole Number Answers

Question 1.

- | | | |
|-------|-------|-------|
| a) 3 | g) 37 | m) 76 |
| b) 6 | h) 13 | n) 57 |
| c) 8 | i) 57 | o) 90 |
| d) 10 | j) 39 | p) 67 |
| e) 25 | k) 20 | |
| f) 45 | l) 50 | |

Question 2. (Answers may vary)

Question 3.

3	3.4	2.8	3.7	2.3	2.9	9	9.3	9.7	8.9	8.1	8.5
6	6.5	6.2	5.5	6.7	5.2	34	34.2	33.1	35.1	33.7	34.5
13	13.1	13.4	12.7	12.3	13.8	11	11.12	11.09	10.52	10.39	10.03
25	24.4	25.1	23.4	25.7	24.8	4	4.57	4.21	3.76	3.21	4.51
14	14.1	13.3	14.5	13.6	14.3	15	15.23	14.87	14.08	15.52	15.09
18	18.9	17.6	17.2	18.3	17.5	17	17.14	16.78	16.39	17.92	17.44

Rounding Decimal Numbers to the Nearest Whole Number

Learning Objective: I can apply my knowledge of rounding decimals to the nearest whole number.

1. Create a poster explaining how to round decimals to the nearest whole number.
2. Write a scenario where it would be useful to round a decimal number to the nearest whole number.

3. Write a question involving rounding a decimal number to a whole number. Show an incorrect answer and explain the mistake.

4. Write a word question that involves rounding a decimal number to the nearest whole number. Give it to a partner to solve. Make any necessary improvements to the question and try another partner.

Answer the following questions.

You can use your place value grid to help you.

1. (a) $4 \times 100 =$

(b) $75 \times 10 =$

(c) $21 \times 1000 =$

(d) $100 \times 33 =$

(e) $60 \times 10 =$

2. (a) $2400 \div 100 =$

(b) $68 \div 10 =$

(c) $350 \div 1000 =$

(d) $9 \div 10 =$

(e) $9 \div 1000 =$

3. Work out

(a) $15 \times 10 \div 100$

(b) $6 \div 100 \times 1000$

3. Fill in the missing numbers in these calculations.

(a) $6 \div \underline{\hspace{2cm}} = 0.6$

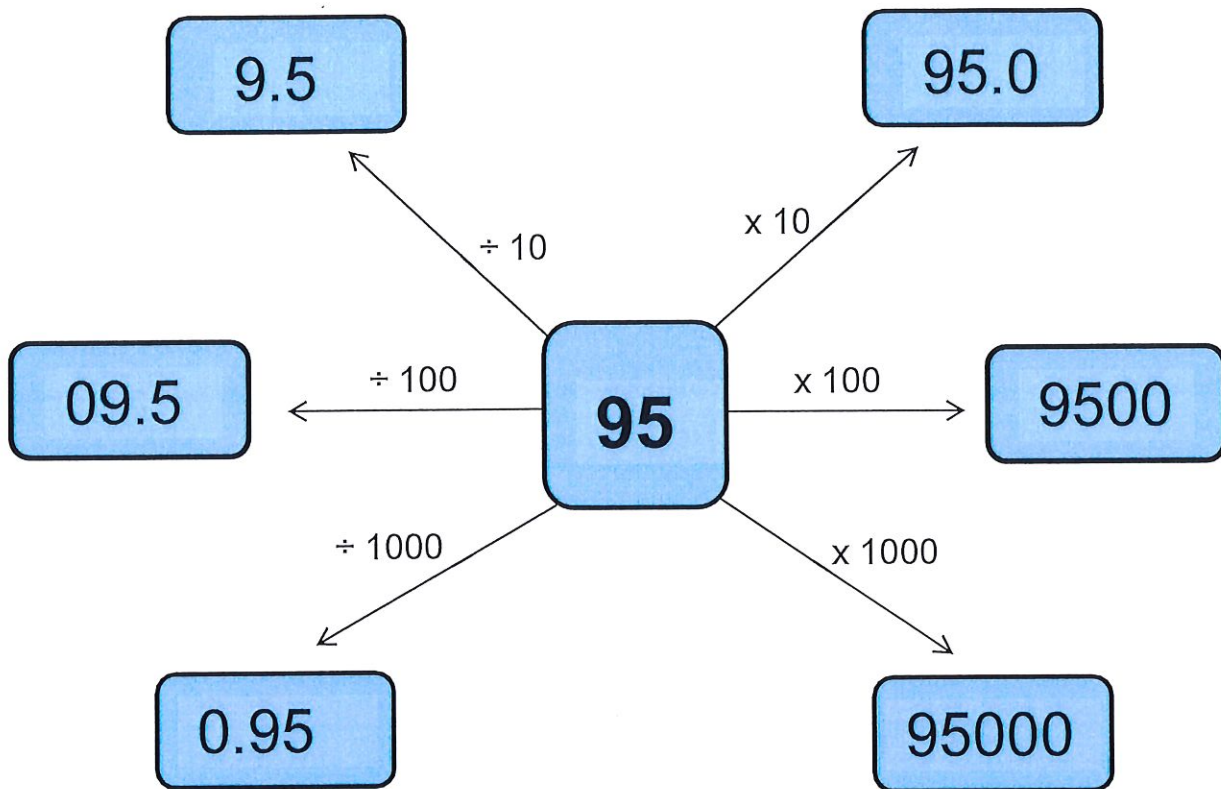
(b) $\underline{\hspace{2cm}} \times 100 = 4500$

(c) $0.74 = 74 \div \underline{\hspace{2cm}}$

(d) $1000 \times \underline{\hspace{2cm}} = 65800$

4. Each week Tom gets £5 spending money.
He spends 75p on a pick and mix each week.
He then saves the rest of the money.
How much money has Tom saved after 10 weeks?

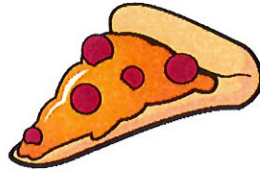
5. Look at the diagram below.



Tick the boxes that are correct and put a cross next to the boxes that are incorrect.

In the space below **explain** what the correct answers should be.

6. Amy and nine of her friends go out for pizza for her birthday.
They buy three pizzas costing £12 each.



- (a) How much did it cost per person if they shared the cost equally?
- (b) If her friends decided to pay for Amy, how much would they pay each?

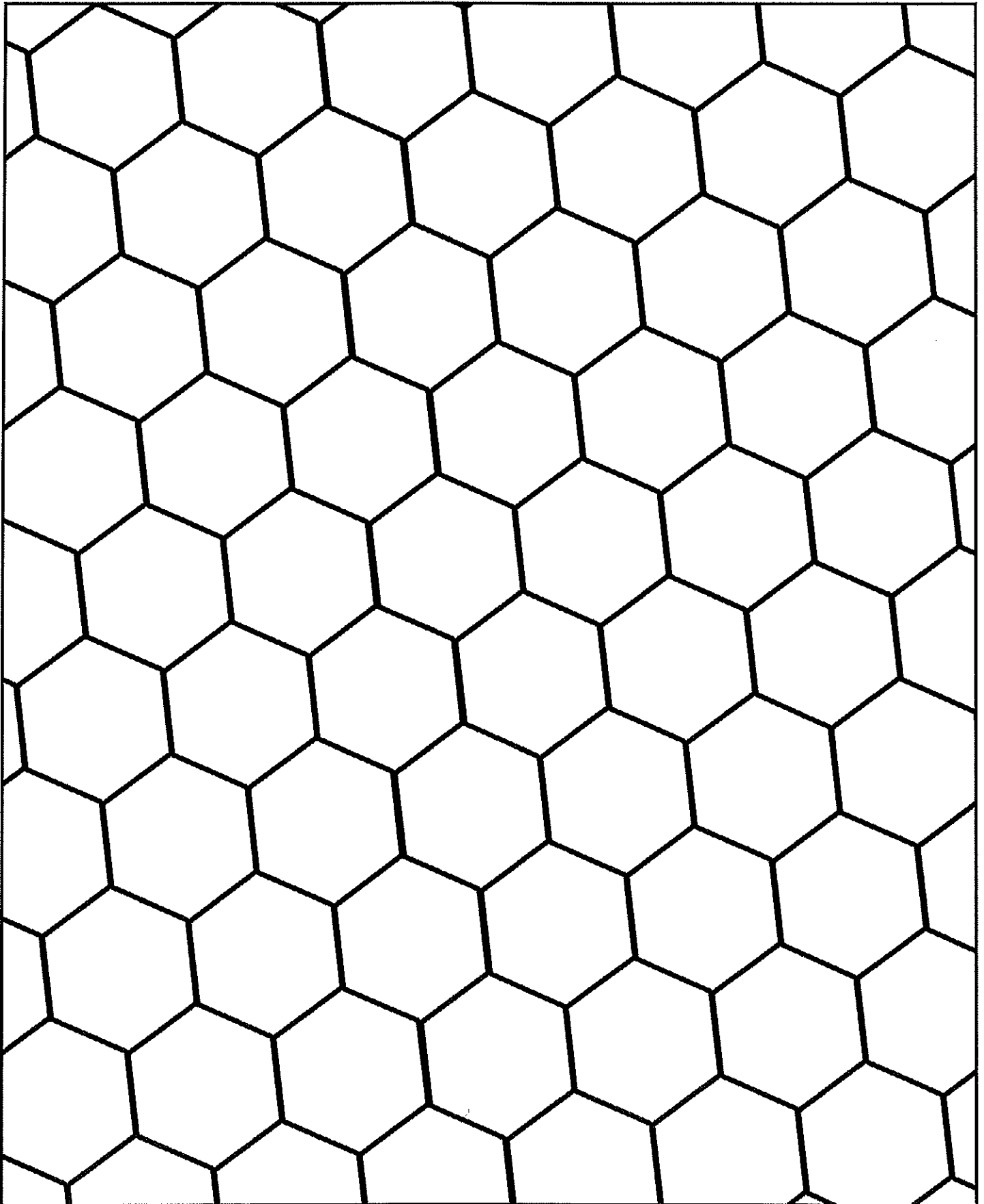
Experiment with mark making.

Can you demonstrate the different types of lines described below?

<u>Dashes</u>	<u>Dots/stippling</u>	<u>Hatching</u>
<u>Loops</u>	<u>Diagonal</u>	<u>Scribbled</u>
<u>Spirals</u>	<u>Cross hatching</u>	<u>Lines and dots</u>
<u>Contour lines</u>	<u>Wavy</u>	<u>Zigzag</u>

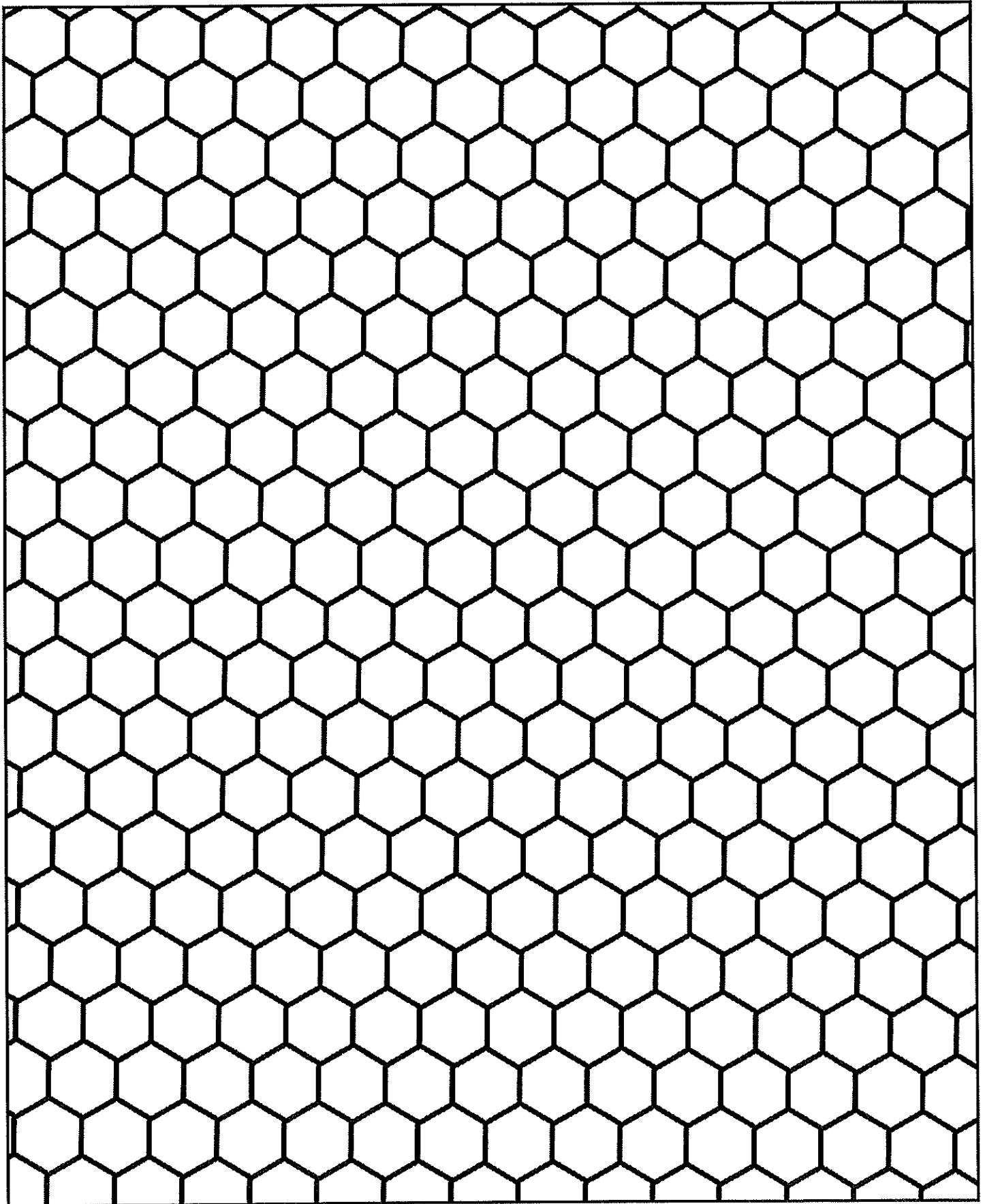
Roman Mosaic Colouring Sheet

Colour in the tiles to create a pattern or a picture.



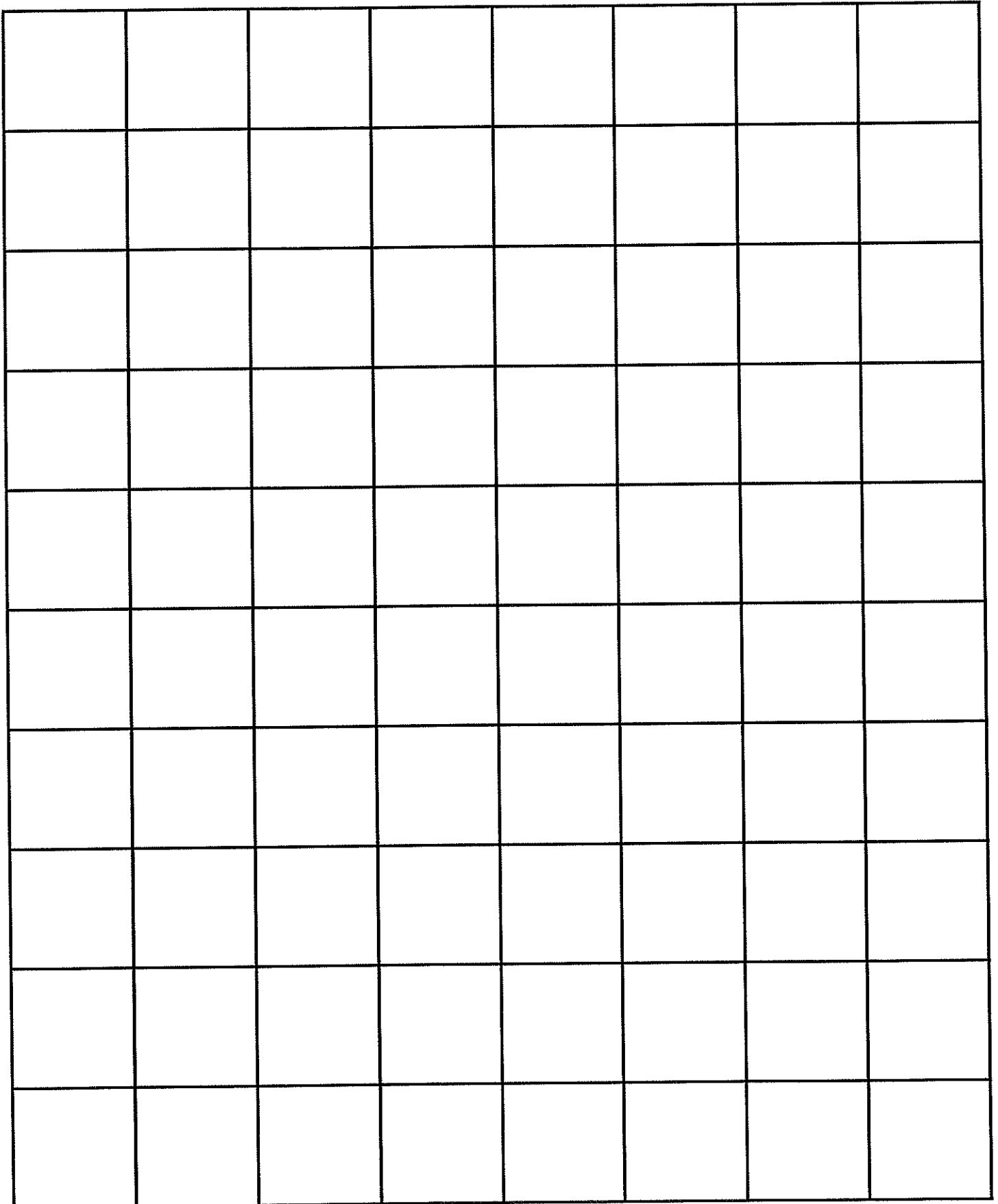
Roman Mosaic Colouring Sheet

Colour in the tiles to create a pattern or a picture.



Roman Mosaic Colouring Sheet

Colour in the tiles to create a pattern or a picture.



Roman Mosaic Colouring Sheet

Colour in the tiles to create a pattern or a picture.

