

Guidance for Parents/Carers

This week's pack supports the [Week 7 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Decimals as Fractions (page 2)

Place value is the value of a digit in a number. For example, the '8' digit in 842, has a value of 800, whereas the '8' digit in 384, has a value of 80.

Question 1 – This question asks your child to colour in the **100 squares** to represent the decimal given and then write this as a fraction. A **100 square** is a 10 x 10 grid (100 squares) that can be used in different ways to help with counting or representing numbers. When used with decimals, it represents the number 1 to help demonstrate the place value of a decimal number. To do this, they will need to use their **place value** knowledge of tenths and hundredths know how many squares in the **100 square** to colour in. Once they have done this, they will then need to use the **100 square** to write the decimal as a fraction.

Colour in the 100 squares to help you write the decimal as a fraction. The correct answers are:

A. 25 squares coloured, $\frac{25}{100}$ or $\frac{1}{4}$; B. 70 squares coloured, $\frac{70}{100}$ or $\frac{7}{10}$.

Question 2 – This question asks your child to match the visual representation to the decimal and then to the corresponding fraction.

Use the images to help you find the decimal and fraction that it shows. The correct answers are:

A. 0.5, $\frac{1}{2}$; B. 0.2, $\frac{1}{5}$; C. 0.3, $\frac{30}{100}$

Question 3 – This question asks your child explain whether the statement is true or false. To do this, they will need identify the number of squares shaded in the **100 square**, then convert this to a decimal and a fraction.

Use the 100 square to help you find the decimal and fraction that it shows. The correct answer is:

False. Various answers, for example: The place value of the digits in the decimal is incorrect. It should say 0.25, which is equivalent to $\frac{25}{100}$ or $\frac{1}{4}$.

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Tuesday

Maths – Thousandths as Decimals (page 4)

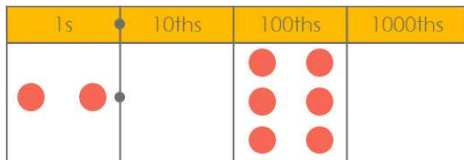
Question 1 – This question asks your child to put an 'X' next to the numbers that are **equivalent** (have the same value) to the fraction given. To do this, they need to think carefully about the **place value** of each digit. Please refer to page 2 for a definition of this term.

Put an 'X' next to the numbers which are equivalent to the fraction given. The correct answers are: **A. 0.130 and 0.13**; **B. 0.032**; **C. 3.007**

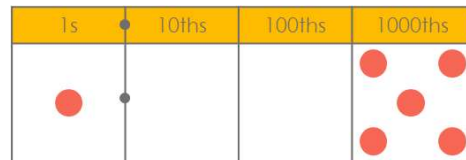
Question 2 – This question asks your child to show the **mixed numbers** (a whole number and a fraction) given in the **place value chart** and then to write the decimal in the box provided. A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on. They will need to use their knowledge of **place value** to help them draw counters in the correct place value column to find their decimal. They also need to remember to use a **place holder** (0) between any other digits if there is a place value between them.

Show the mixed number in the place value chart and write it as a decimal. The correct answers are:

A. 2.06



B. 1.005



Question 3 – This question asks your child to correct and explain the error(s) in Hanna's work. To do this they will need to check each fraction and decimal pair using their knowledge of **place value**. They can use **place value** language to help them explain the mistakes that Hanna has made.

Find and correct the error(s) in Hanna's work using your knowledge of place value and explain her mistakes. The correct answer is: **Hanna has converted B and C incorrectly. B should be 3.052; she has written 5 tenths and 2 hundredths instead of 5 hundredths and 2 thousandths. C should be 1.004; she has written 4 tenths instead of 4 thousandths.**

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Wednesday

Maths – Rounding Decimals (page 6)

Rounding means to change a number slightly by making it larger or smaller, depending on the original number, to give a more approximate value.

A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on.

Decimal places refer to the number of digits after the decimal point. For example, a decimal which has two decimal places (2dp) will have two digits after the decimal points, e.g. 1.25.

A **number line** is a horizontal, straight line which has numbers placed at equal points. Number lines can be used to show either positive or negative numbers. Most number lines begin at 0, however this is not always the case.

Question 1 – This question asks your child to circle the answer. To find the answer they need to identify the number in the **place value chart** and round it to the nearest **whole number** (a number that is not a decimal).

Round the number to the nearest whole number and circle the answer, thinking about whether is closer to the same whole, or the next whole. The correct answer is: **B**

Question 2 – This question asks your child to identify if the statement is true or false. They have been provided with a **number line** to support them. For the **number line** to support them, they should mark the number on the number and look to see which side it is closest to.

Read the statement carefully and use the number line to identify if the statement is true or false. The correct answer is: **True**

Question 3 – This question has two parts to it. Your child needs to **round** the first number to the nearest tenth, and the second number to the nearest whole. A **number line** has been provided to them, so they can mark the number on the **number line** to visualise which number it is closest to.

Round the numbers given, using the number line to help you. The correct answers are: **7.8 and 8.**

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Wednesday

Maths – Rounding Decimals – continued (page 6)

Question 4 – This question asks your child to **round** the decimals to the nearest tenth and match it to the correct answers. To do this, your child will need to use their knowledge of **place value** (please refer back to page 7) to understand which number it is closest to. They may wish to draw a number line to help them.

Round the decimals to the nearest tenth using your place value knowledge and match them to the correct answers. The correct answers are: **8.07 – 8.1; 8.67 – 8.7; 8.76 – 8.8**

Question 5 – This question asks your child to find their way through the maze by circling the numbers that when **rounded** to the nearest tenth, it will have 4 tenths, for example: 1.4, 2.4, 3.4. To do this, they will need to look at each number in the maze and use their **place value** knowledge to round each number to the nearest tenth.

Use your place value knowledge to find the way through maze by circling the numbers where the tenth is rounded to 4 tenths. The correct answer is:

3.36	2.56	4.29	1.09
5.42	6.39	7.49	8.65
8.48	7.38	9.44	6.33
9.62	5.04	3.37	6.41

Question 6 – This question asks your child to use the clues to find the number that has 2 **decimal places** (please refer back to page 7). They need to use their place value knowledge of rounding and the terms **even** (divisible by 2 to get a whole number) and **odd** (not divisible by 2) to find what the number could be.

Use the clues and your place value knowledge to find what the number could be. For this question there are two possible answer, these are: **7.56 or 7.58**

Question 7 – This question asks your child to find out if the statement is correct and prove their answer. To do this, your child need to complete the **rounding** themselves. They will first need to **round** the number to the nearest tenth, and then to the nearest whole number, using their **place value** knowledge. If their answers match the statement, 'Bruce' is correct.

Round each number to prove whether or not Bruce is correct. The correct answer is: **Bruce is correct. The 5 hundredths means that the 9 tenths is rounded to the next whole number.**

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Thursday

Maths – Order and Compare Decimals (page 8)

Question 1 – This question asks your child to circle the number that has been placed incorrectly on each of the **number lines** (refer to page 6). To do this, they will need to look work out what each interval on the **number line** represents and use their **place value** knowledge (refer to page 6).

Use your place value knowledge to circle the number which has been placed incorrectly on each of the number lines. The correct answers are:

A. 1 and 518 thousandths; B. $2\frac{435}{1000}$

Question 2 – This question asks your child to find a way through the maze. They can only move vertically or horizontally, but each number they go through must be larger than the number before it on the pathway. To do this, they will need to convert the fractions and whole numbers into decimals.

Move from smaller decimals to a larger decimal each time to find your way through the maze, using your place value knowledge to help you. The correct answer is:

1.607km	$1\frac{610}{1000}$ km	2,098m	2.097km	$1\frac{9}{10}$ km
$1\frac{99}{1000}$ km	1,601m	2.112km	$2\frac{3}{10}$ km	2.299km
2,980m	1.399km	$2\frac{1}{10}$ km	2,450m	$2\frac{501}{1000}$ km

Question 3 – This question asks your child if the statement is correct and to prove their answer. To do this, they will need to complete the question themselves by drawing or placing **counters** in the **place value chart** (refer to page 7).

Identify if Polly is correct and prove it, by showing your working for the question. The correct answer is: **Polly is correct because she can make 2.402 and 2.411 with the 8 counters she has.**

