

Canonbury Home Learning
Year 5 Maths
Steppingstone activity



Week 1 Lesson 4 – 23.04.20

LO: To recognise and understand thousandths

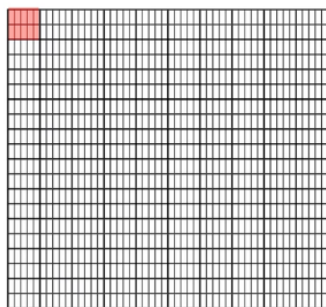
Success Criteria:

- | |
|--|
| 1. Look at the number given and say it out loud. |
| 2. Decide how many wholes you have. |
| 3. Now decide how many tenths you have. |
| 4. Next look at the hundredths. |
| 5. Finally decide how many thousandths you have. |

Model

Here is a thousand square.

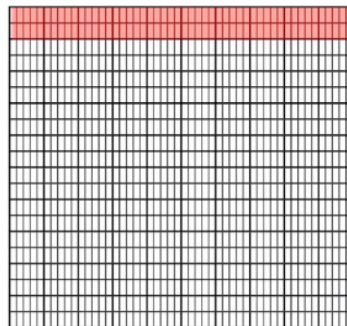
$$\frac{10}{1000} = \frac{1}{100}$$



0.01

Here is a thousand square.

$$\frac{100}{1000} = \frac{1}{10}$$



0.1

= 1 whole = $\frac{1}{10}$ or 0.1
 = $\frac{1}{100}$ or 0.01 = $\frac{1}{1000}$ or 0.001

2 . 3 2 5

Now you try these:

What decimals are represented?

a)

b)

c)

Now represent each of these numbers using base 10:

0.512

1.352

2.003

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You are going to practise working with thousandths!

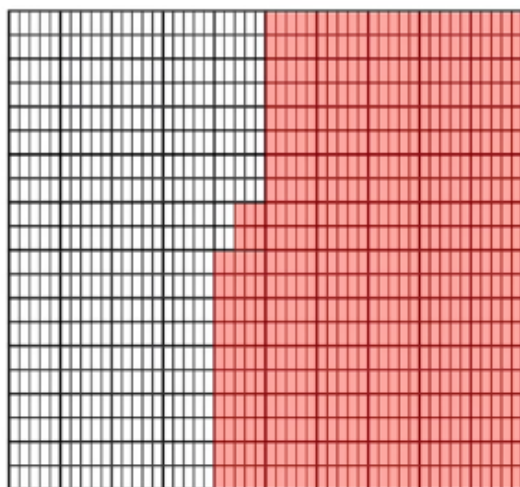
Model:



What fraction of the square has been shaded?

Write this fraction as a decimal.

$$\frac{556}{1000} = 0.556$$



The number is 1.448.

We can write this number as $1.448 = 1 + 0.4 + 0.04 + 0.008$

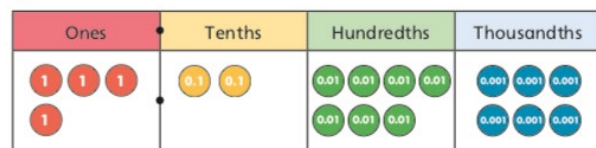


Mo wants to represent the number 4.013 on the place value grid.

Ones	Tenths	Hundredths	Thousandths
4	0	1	3

Write the numbers represented by the place value charts.

a)



b)



0.394

= 3 tenths, 9 hundredths and 4 thousandths

$$= \frac{3}{10} + \frac{9}{100} + \frac{4}{1000}$$

$$= 0.3 + 0.09 + 0.004$$

Write these numbers in three different ways:

0.472

0.529

0.307

Represent these numbers on a place value chart.

a) 1.372

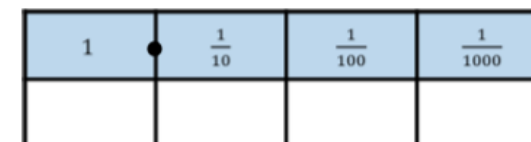
b) 0.091

c) 3.542

Ron has 8 counters. He makes numbers using the place value chart.

At least 3 columns have counters in.

What is the largest and the smallest number he can make with 8 counters?



Can you record the numbers in different ways?



In this problem symbols have been used to represent two different numbers. Write down the value of each, as a mixed number and as a decimal.

○ = 1 ☆ = $\frac{1}{10}$ △ = $\frac{1}{100}$ ⬠ = $\frac{1}{1000}$