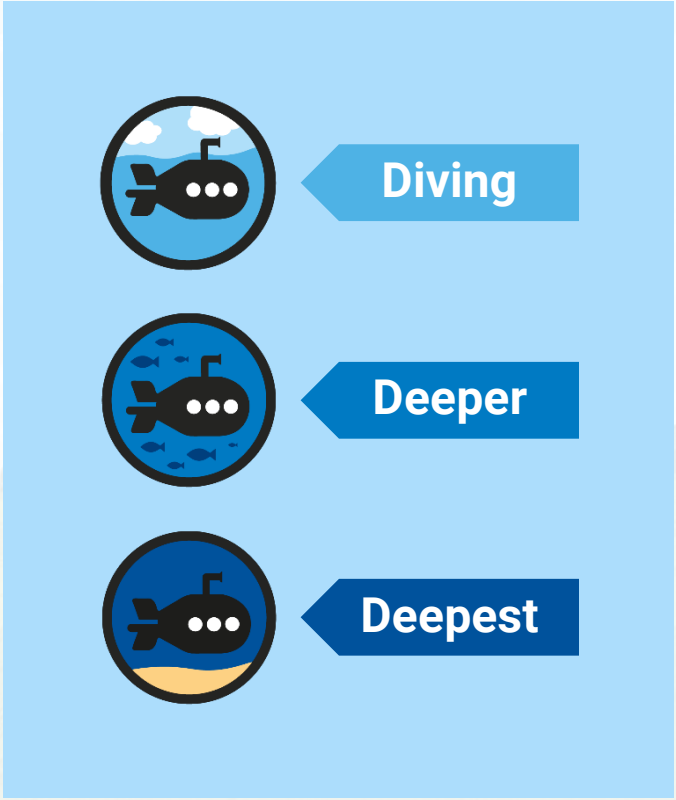
Diving into Mastery

Tenths

Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:



These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

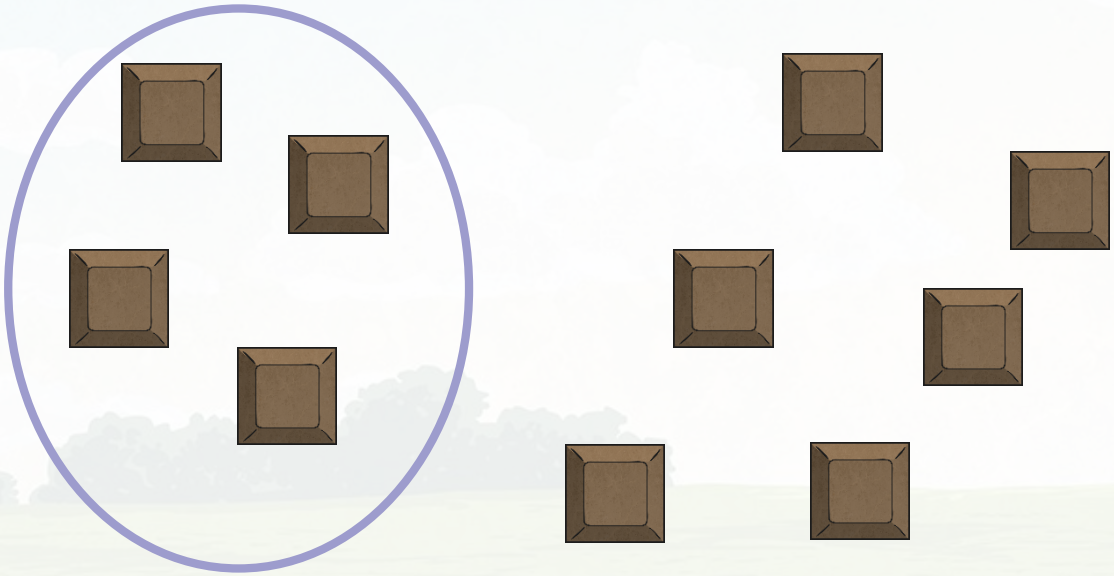
These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.

Aim

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Tenths **Diving**

Morgan's chocolate is broken into pieces.

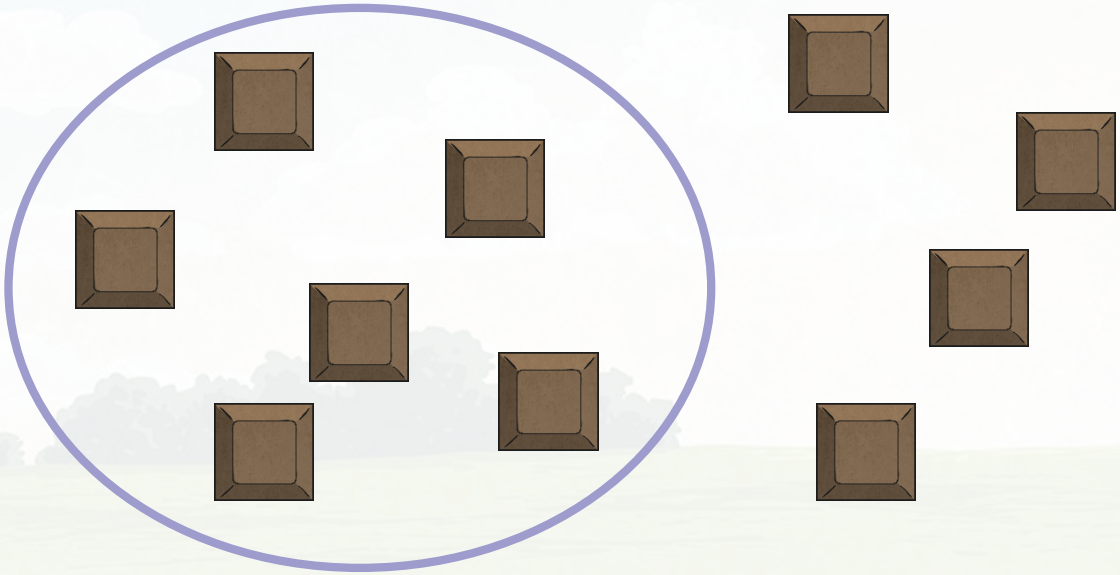


$\frac{4}{10}$

What fraction of Morgan's chocolate is circled?

Tenths **Diving**

Morgan's chocolate is broken into pieces.

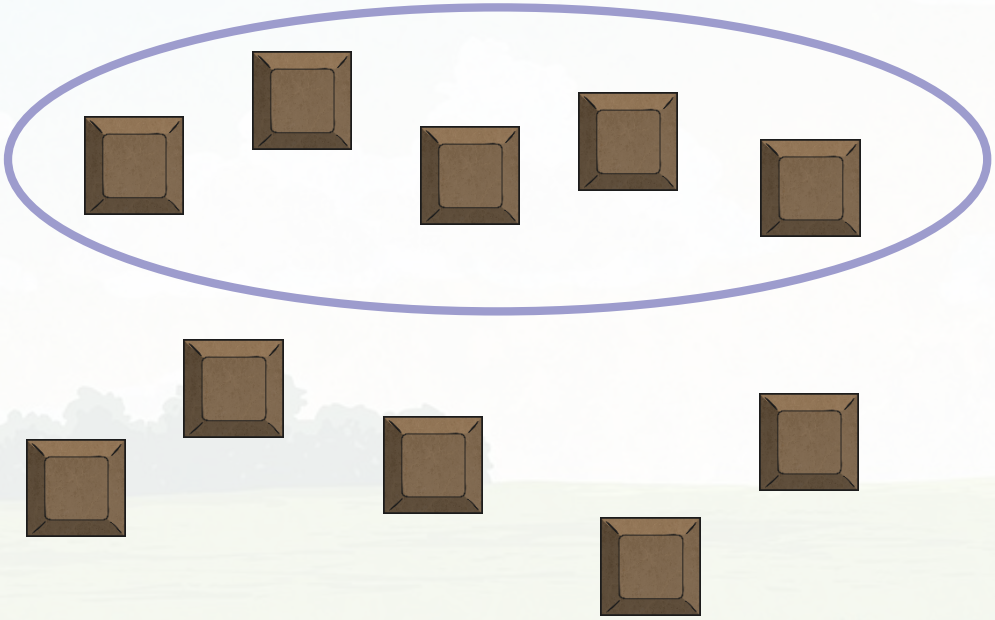


$\frac{6}{10}$

What fraction of Morgan's chocolate is circled?

Tenths **Diving**

Morgan's chocolate is broken into pieces.



$\frac{5}{10}$

What fraction of Morgan's chocolate **is not** circled?

Tenths **Deeper**

My denominator is 10. My numerator is under 7 but over 1.

What could Morgan's fraction be?
Explain with reasoning.

$\frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10}$ or $\frac{6}{10}$

These all have numerators greater than 1 and less than 7.

Tenths **Deeper**

My numerator is half of the denominator.

$\frac{2}{10}$

$\frac{5}{10}$

$\frac{7}{10}$

$\frac{6}{10}$

Tenths **Deeper**

My fraction is made up of 3 unit fractions.

$\frac{1}{10}$

$\frac{2}{10}$

$\frac{3}{10}$

$\frac{4}{10}$

Tenths **Deeper**

My fraction is $\frac{3}{10}$ less than a whole.

$\frac{3}{10}$

$\frac{5}{10}$

$\frac{7}{10}$

$\frac{9}{10}$

Tenths **Deepest**

There are 10 outfield footballers in a team.

$\frac{3}{10}$ of the team played in defence.

$\frac{4}{10}$ of the team played in central midfield.

$\frac{2}{10}$ of the team played attacking midfield.

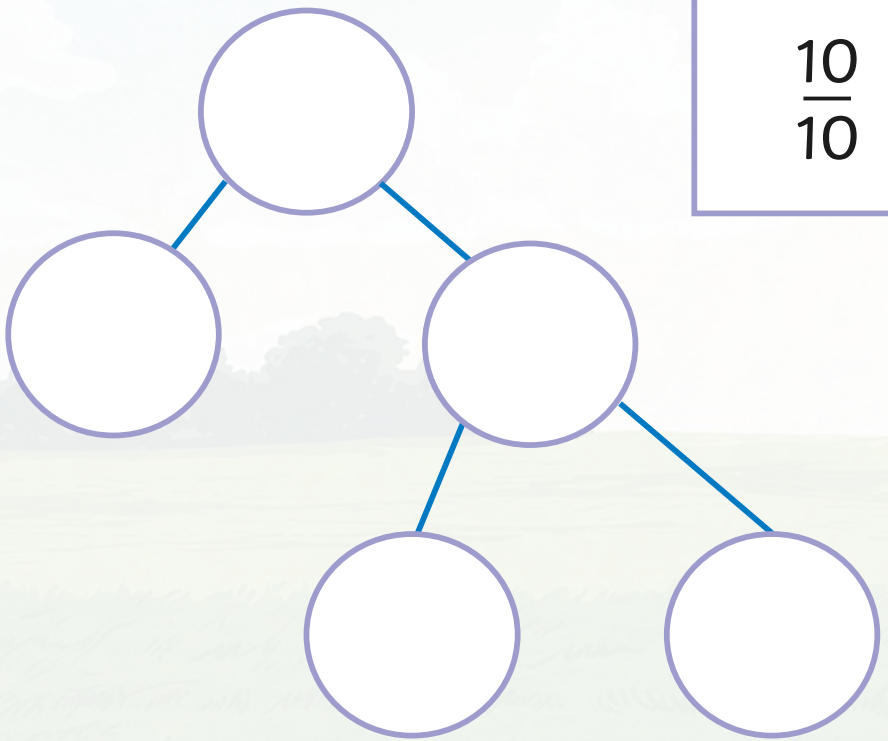
$\frac{1}{10}$ of the team played in the striker's position.

After the match, Gary interviewed half of the team but they were all players from the same two positions. Which players might have been interviewed.

defence and attacking midfield = $\frac{5}{10}$ central midfield and striker = $\frac{5}{10}$

Tenths **Deepest**

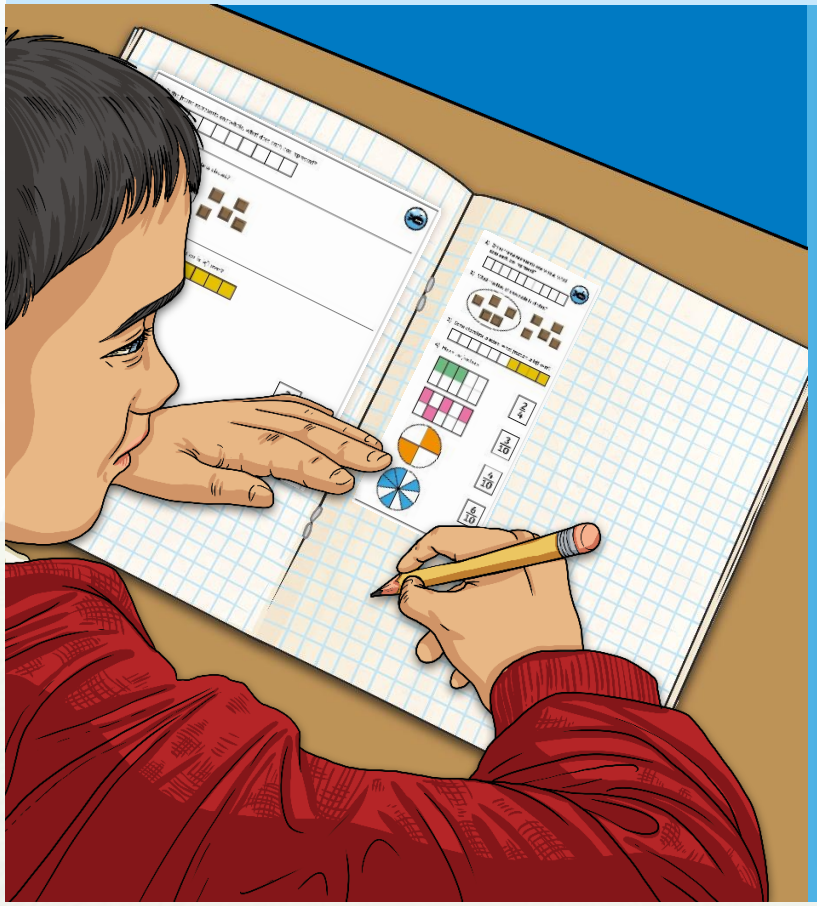
Put these fractions into the part-whole model.

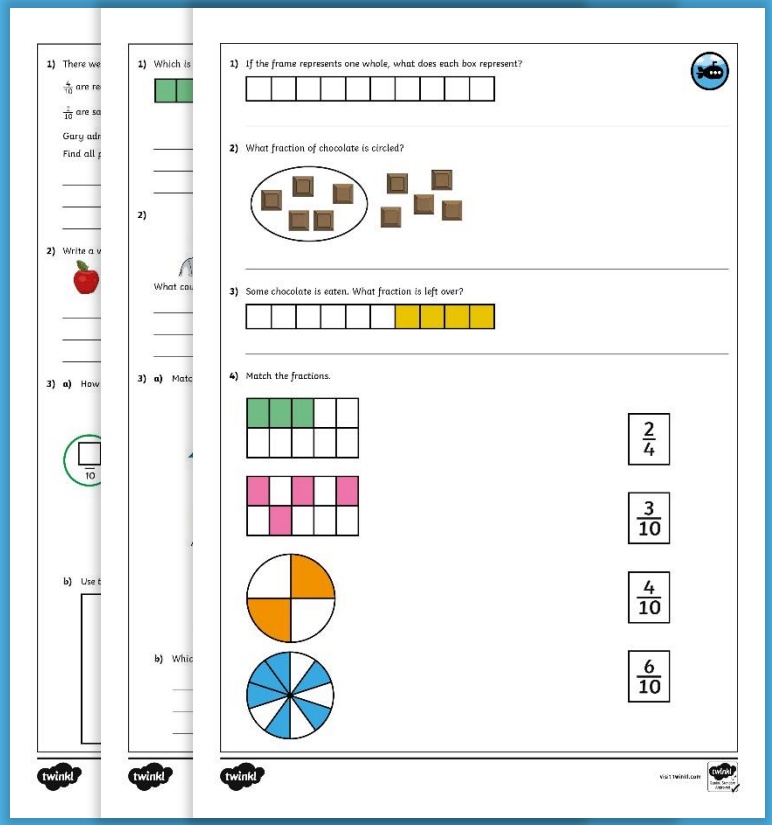


$\frac{10}{10}$ $\frac{3}{10}$ $\frac{1}{10}$ $\frac{7}{10}$ $\frac{6}{10}$

Tenths

Dive in by completing your own activity!



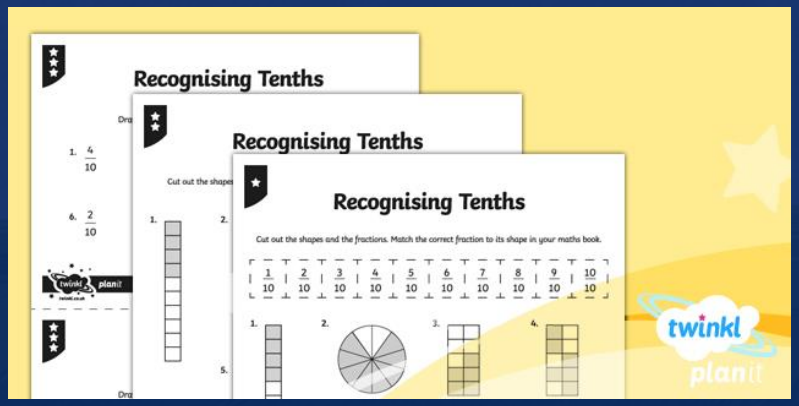


Need Planning to Complement this Resource?

National Curriculum Aim

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

For more planning resources to support this aim, click here.



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