<u>Reasoning and Problem Solving</u> <u>Step 4: Adding – Crossing the Whole</u>

National Curriculum Objectives:

Mathematics Year 5: (5F10) <u>Solve problems involving number up to 3dp</u> Mathematics Year 5: (5M9a) <u>Use all four operations to solve problems involving measure</u> [for example, length, mass, volume, money] using decimal notation, including scaling

Differentiation:

Questions 1, 4, 7 (Reasoning)

Developing Explain if a statement about a missing weight or volume in a calculation adding decimals, crossing the whole, is correct. Includes hundredths and tenths. Expected Explain if a statement about a missing weight or volume in a calculation adding decimals, crossing the whole, is correct. Includes thousandths, hundredths and tenths. Greater Depth Explain if a statement about a missing weight or volume in a calculation adding decimals, crossing the whole, is correct. Includes thousandths, hundredths and tenths. Greater Depth Explain if a statement about a missing weight or volume in a calculation adding decimals, crossing the whole, is correct. Includes thousandths, hundredths and tenths (with unconventional partitioning).

Questions 2, 5, 8 (Problem Solving)

Developing Calculate the missing length by adding decimals, crossing the whole, using hundredths and tenths.

Expected Calculate the missing length by adding decimals, crossing the whole, using thousandths, hundredths and tenths.

Greater Depth Calculate the missing length by adding decimals, crossing the whole, using thousandths, hundredths and tenths (with unconventional partitioning).

Questions 3, 6, 9 (Problem Solving)

Developing Compare equations using the appropriate symbol from a choice of 2. Equations involve adding decimals, crossing the whole, using hundredths and tenths. Expected Compare equations using the appropriate symbol from a choice of 3. Equations involve adding decimals, crossing the whole, using thousandths, hundredths and tenths. Greater Depth Compare equations using the appropriate symbol from a choice of 3. Equations involve adding decimals, crossing the whole, using thousandths, hundredths and tenths. and tenths (with unconventional partitioning).

More <u>Year 5 Decimals</u> resources.

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Reasoning and Problem Solving – Adding – Crossing the Whole – Teaching Information



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Reasoning and Problem Solving – Adding – Crossing the Whole – Year 5 Developing



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Reasoning and Problem Solving – Adding – Crossing the Whole – Year 5 Expected



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Reasoning and Problem Solving – Adding – Crossing the Whole – Year 5 Greater Depth

<u>Reasoning and Problem Solving</u> <u>Adding – Crossing the Whole</u>

Developing

1a. Dara is not correct because 0.74kg +
0.61kg = 1.35kg. The other tub weighs
0.51kg.
2a. 0.78m
3a. <, =, =

Expected

4a. Leyla is not correct because 0.879kg + 0.453kg = 1.332kg. The other jar weighs 0.463kg. 5a. 0.869m 6a. <, =, >, >

Greater Depth

7a. Kim is not correct because 0.976kg + 822g = 1.798kg. The other book weighs 823g or 0.823kg. 8a. 0.922m or 92.2cm 9a. <, =, >

<u>Reasoning and Problem Solving</u> <u>Adding – Crossing the Whole</u>

Developing

1b. Ben is not correct because 0.62L +
0.43L = 1.05L. The other bottle contains
0.53L.
2b. 0.79m
3b. =, =, >

Expected

4b. Ali is not correct because 0.728L + 0.939L = 1.667L. The other bottle contains 0.839L. 5b. 0.916m 6b. <, >, >, <

Greater Depth

7b. Jay is not correct because 0.958L + 866ml = 1.824L. The other bottle contains 876ml or 0.876L. 8b. 0.878km or 878m 9b. >, >, <



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Reasoning and Problem Solving – Adding – Crossing the Whole ANSWERS