

Year 5 – Spring Block 3 – Decimals And Percentages– Thousandths as Decimals

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Reasoning and Problem Solving resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Mathematics Year 5: (5F6b) [Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents](#)

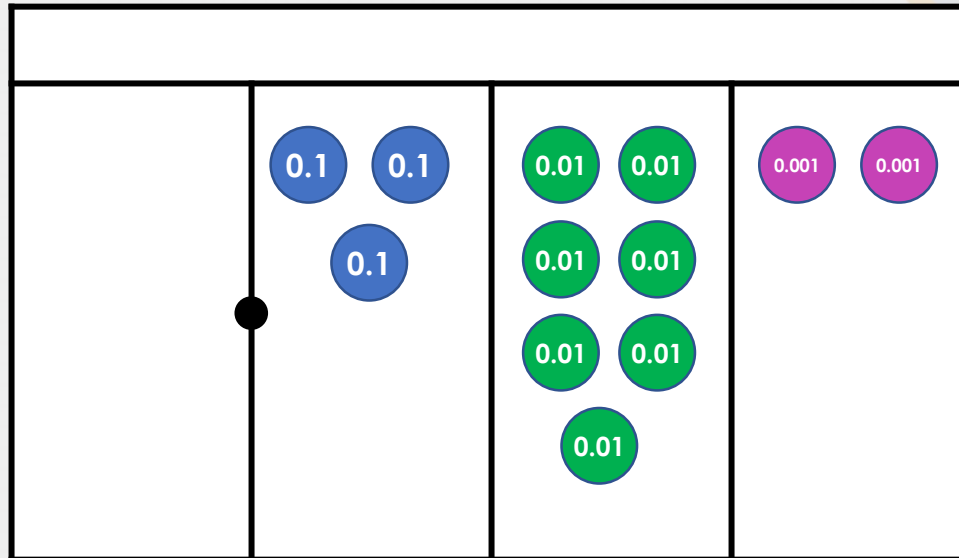
More [Year 5 Decimals and Percentages](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Step 5: Thousandths as Decimals

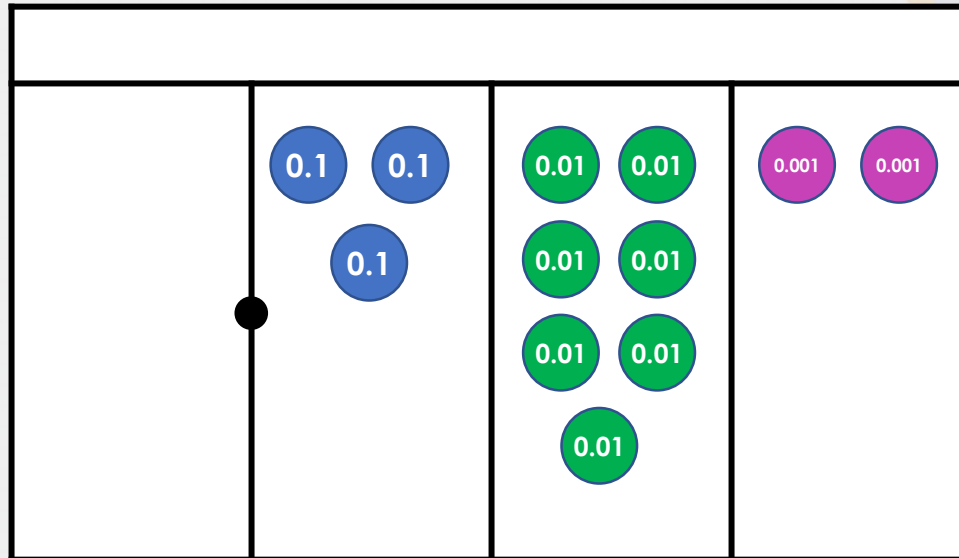
Introduction

Write the following as a decimal number.



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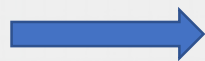


0.372

Varied Fluency 1

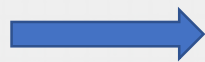
Convert the decimals to thousandths.

0.602



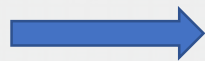
1000

0.098



1000

0.007

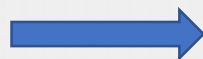


1000

Varied Fluency 1

Convert the decimals to thousandths.

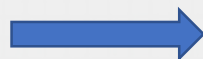
0.602



602

1000

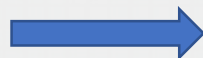
0.098



98

1000

0.007



7

1000

Varied Fluency 2

True or false?

1.073 has one one, seven tenths and three hundredths.

Varied Fluency 2

True or false?

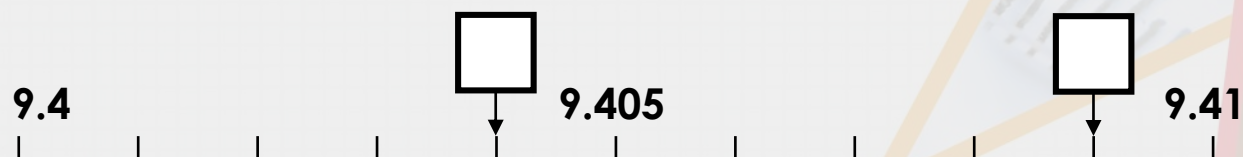
1.073 has one one, seven tenths and three hundredths.

False.

1.073 has 1 one, 7 hundredths and 3 thousandths.

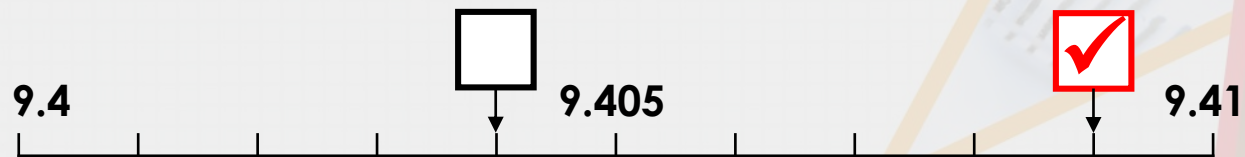
Varied Fluency 3

Tick the box that shows the correct position of 9.409



Varied Fluency 3

Tick the box that shows the correct position of 9.409



Varied Fluency 4

Find the missing digits using the equivalent fractions.

$$0. \quad 0 \quad 8 \quad \boxed{} \quad \frac{85}{1000}$$

$$0. \quad 1 \quad \boxed{} \quad 9 \quad \frac{109}{1000}$$

$$0. \quad \boxed{} \quad 5 \quad 7 \quad \frac{57}{1000}$$

Varied Fluency 4

Find the missing digits using the equivalent fractions.

$$0. \quad 0 \quad 8 \quad \boxed{5} \quad \frac{85}{1000}$$

$$0. \quad 1 \quad \boxed{0} \quad 9 \quad \frac{109}{1000}$$

$$0. \quad \boxed{0} \quad 5 \quad 7 \quad \frac{57}{1000}$$

Reasoning 1

Zeke and Zahida are expanding 3.926.

Zeke says:



**3.926 expanded is 3, 0.9,
0.02 and 0.006**

Zahida says:

**3.926 expanded is 3, 0.9,
0.2 and 0.6**



Who is correct? Explain your answer.

Reasoning 1

Zeke and Zahida are expanding 3.926.

Zeke says:



**3.926 expanded is 3, 0.9,
0.02 and 0.006**

Zahida says:

**3.926 expanded is 3, 0.9,
0.2 and 0.6**



Who is correct? Explain your answer.

Zeke is correct because...

Reasoning 1

Zeke and Zahida are expanding 3.926.

Zeke says:



3.926 expanded is 3, 0.9,
0.02 and 0.006

Zahida says:

3.926 expanded is 3, 0.9,
0.2 and 0.6



Who is correct? Explain your answer.

Zeke is correct because he has expanded 3.926 into ones, tenths, hundredths and thousandths.

Problem Solving 1

Jaxon is thinking of a number.

It has 9 ones.

It has 4 tenths and 7 hundredths.

It has an unknown amount of thousandths.

Write down 5 possibilities that Jaxon's number could be.

Problem Solving 1

Jaxon is thinking of a number.

It has 9 ones.

It has 4 tenths and 7 hundredths.

It has an unknown amount of thousandths.

Write down 5 possibilities that Jaxon's number could be.

Any 5 of the following:

9.471, 9.472, 9.473, 9.474, 9.475, 9.476, 9.477, 9.478, 9.479

Reasoning 2

Hannah is converting a fraction to a decimal.

She writes:

$$\frac{98}{1000} = 0.98$$

Is Hannah correct? Explain your answer.

Reasoning 2

Hannah is converting a fraction to a decimal.

She writes:

$$\frac{98}{1000} = 0.98$$

Is Hannah correct? Explain your answer.

No, Hannah is not correct because...

Reasoning 2

Hannah is converting a fraction to a decimal.

She writes:

$$\frac{98}{1000} = 0.98$$

Is Hannah correct? Explain your answer.

No, Hannah is not correct because she has written 98 hundredths instead of 98 thousandths. The decimal should be 0.098