

# Master Nearest to / Furthest from with Tenths

## Rationale

In this step, pupils will build upon their understanding of integers that are nearer to or further from a given number and apply it to tenths.

Pupils will begin by deciding if a number is nearer to or further from 0 or 1. Then, they will decide which multiple of 1 or 0.1 a number is nearer to or further from.

Learning will be developed further by deciding which number, in a pair or group, is nearest to or furthest from a given multiple of 1 or 0.1 and which numbers are an equal distance from a multiple of 1 or 0.1



## Key Stem Sentences

- \_\_\_ is nearer to / further from \_\_\_ than \_\_\_
- \_\_\_ is nearest to / furthest from \_\_\_
- \_\_\_ is \_\_\_ away from \_\_\_
- \_\_\_ and \_\_\_ are an equal distance from \_\_\_



## Key Vocabulary

- nearest / nearer to
- furthest / further from
- equal distance from



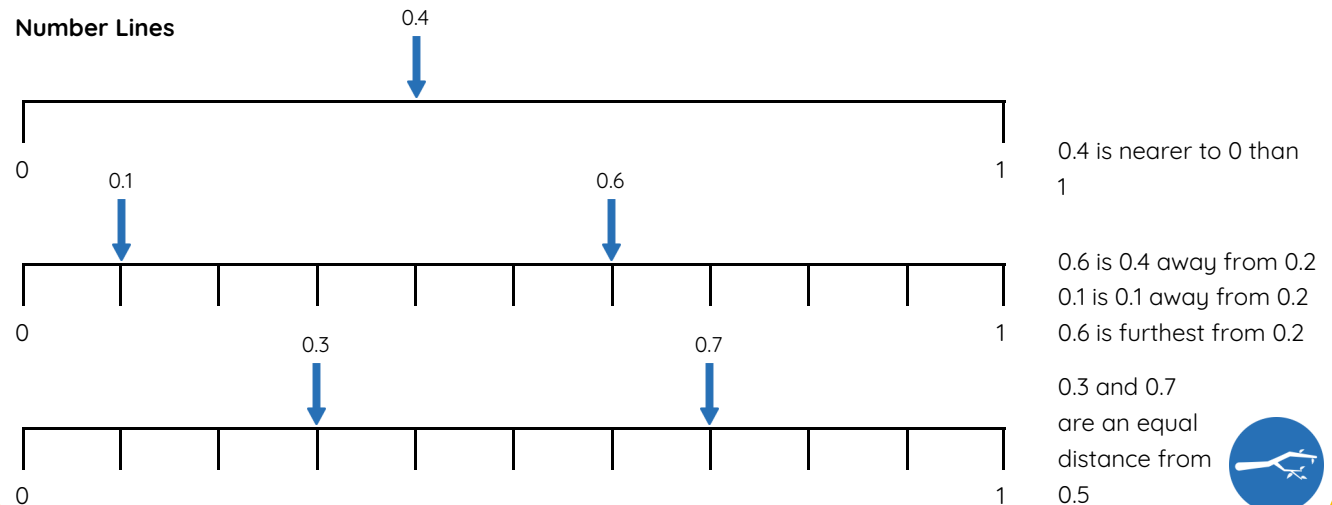
## Common Errors or Misconceptions

- Pupils may not have a secure understanding of the comparative size of decimal numbers. For example, they may think that 0.2 is nearer to 0.5 than 0



## Key Representations

### Number Lines



## Pupils will FLOURISH if they can...

- accurately identify whether a decimal number with tenths is nearer to 0 or 1
- accurately identify the multiple of 1 or 0.1 a decimal number with tenths is nearer to / further from.
- accurately identify whether decimal numbers with tenths are nearest to / furthest from / an equal distance from a given multiple of 1 or 0.1
- begin to explain their understanding using 'Decide, Assess, Back up', given stems and representations.

