

# Master Nearest to and Furthest from with Hundredths

## Rationale

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

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, 0.1 or 0.01 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, 0.1 or 0.01 and which numbers are an equal distance from a multiple of 1, 0.1 or 0.01



## 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 / to



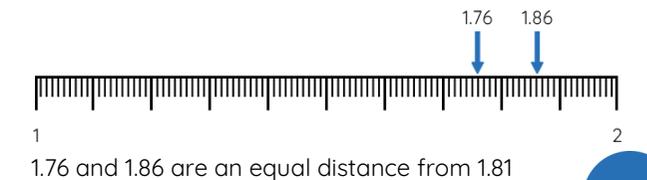
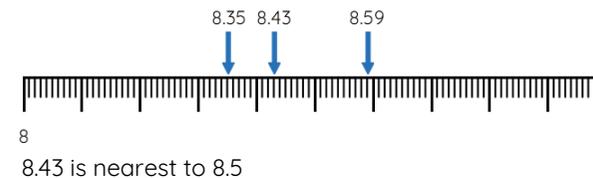
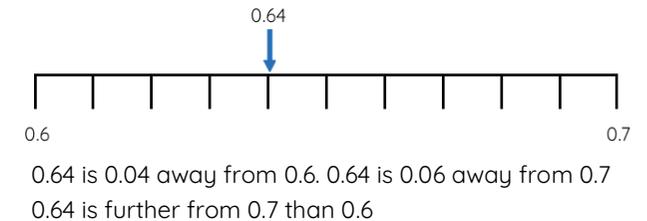
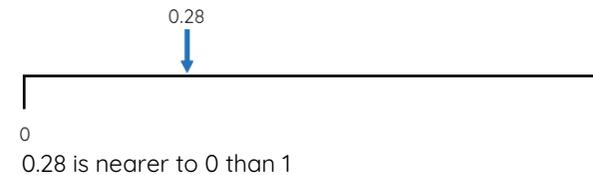
## Common Errors or Misconceptions

- Pupils may not have a secure understanding of the comparative size of decimal numbers. For example, they may think that 0.59 is nearer to 0.5 than 0.6



## Key Representations

### Number Lines



## Pupils will FLOURISH if they can...

- accurately identify whether a decimal number with hundredths is nearer to 0 or 1
- accurately identify the multiple of 1, 0.1 or 0.01 a decimal number with hundredths is nearer to / further from.
- accurately identify whether decimal numbers with hundredths are nearest to / furthest from / an equal distance from a given multiple of 1, 0.1 or 0.01
- explain their understanding using 'Decide, Assess, Back up' with representations.

