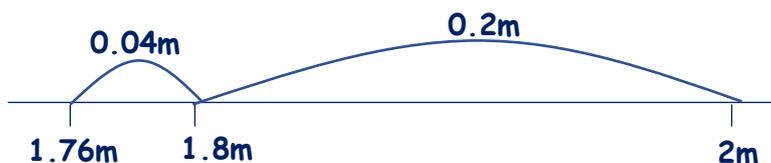


Jump to success

Focus of activity: Counting up (using Frog) from numbers with two decimal places to the next whole number.

Working together: conceptual understanding

- Write 1.76m and explain that a child is trying to jump a distance of 2 metres, and this is their best long jump so far. *We're going to use Frog to work out how much further they need to jump to reach 2 metres.* Show 1.76m on a DIY tape measure, reminding chn that this is 1 metre and 76 centimetres. *How many more centimetres is it to two metres? How can we write that in metres?*
- Now draw a number line jotting to show this with all numbers written as metres:



- Talk through how Frog jumps to the next tenth of a metre, then to the next metre.
- Repeat for another child's best jump of 1.57m, finding the number of centimetres to the next metre, and then recording the steps in metres only on a number line jotting.
- Repeat for another child's best jump of 1.83m, but this time just using the number line jotting to find how much further the child needs to jump in metres.
- Ask chn to draw their own number line jotting for a child's best jump of 1.68m. Ask them to compare their answers and jottings.

Up for a challenge?

Which child has the most improvement to make?

Now it's the children's turn:

- Chn practise finding how much more is needed to make the next whole metre.
- Go round the group and mark their additions as they do them, e.g. initially after three examples. Watch out for chn whose answers are 0.1m too big, because they think that 67 and 43 make 100 for example, so work out the answer to $2.67\text{m} + \square = 3\text{m}$ as 0.43m. If necessary ask them to jump from 67 to the next 10, and then to 100 or show them 67 on a bead string and the remaining 33 beads to make 100.

S-t-r-e-t-c-h:

If chn cope well, ask them to use pairs to 100 to write decimal additions of the type $4.\square\square + 0.\square\square = 5$.

Things to remember

Ask a child to choose one of their calculations and talk through how they used Frog to get to the answer (e.g. first I drew a line from 2.67m to 3m. Then I hopped to 2.7m, marked that on the line and wrote how big the hop was...) *Remember that Frog hops to the next tenth, and then to the next whole number.*

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
<ul style="list-style-type: none">• DIY tape measure• Mini whiteboards and pens	<ol style="list-style-type: none">1. Chn can use counting up (Frog) to find how much is needed to make the next whole metre.2. Chn begin to use pairs to 100 to find how much is needed to make the next whole.

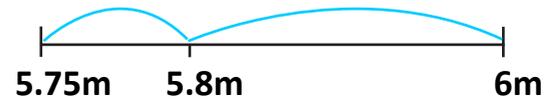
Jump to success

Work in pairs, but write on your own sheet

What to do:

Use Frog to find how much more is needed to make the next whole metre.

1. $5.75\text{m} + \square = 6\text{m}$



2. $4.56\text{m} + \square = 5\text{m}$



3. $2.67\text{m} + \square = 3\text{m}$



Things you will need:

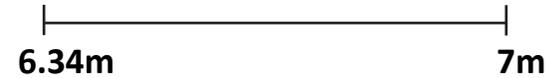
- A pencil



4. $3.89\text{m} + \square = 4\text{m}$



5. $6.34\text{m} + \square = 7\text{m}$



6. $7.48\text{m} + \square = 8\text{m}$



S-t-r-e-t-c-h:

Use pairs to 100 to write decimal additions like this:

4. $\square\square + 0.\square\square = 5.$

Learning outcomes:

- I can use counting up (Frog) to find how much is needed to make the next whole metre.
- I am beginning to use pairs to 100 to find how much is needed to make the next whole.