Count in Tenths
Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:

These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

These sheets might not necessarily be used in a linear way. Some children might begin at the ‘Deeper’ section and in fact, others may ‘dive straight in’ to the ‘Deepest’ section if they have already mastered the skill and are applying this to show their depth of understanding.
Aim

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
The counting stick is worth 1 whole.

Complete the missing sections.

\[
\begin{array}{cccc}
\hline
& & \frac{4}{10} & \frac{8}{10} \\
\hline
\frac{6}{10} & \frac{10}{10} & \frac{11}{10} & \frac{2}{10} \\
\hline
\end{array}
\]
Start at $\frac{8}{10}$ and count back four-tenths.

What number do you land on?
Start at $\frac{2}{10}$ and count forwards four-tenths.

What number do you land on?
Start at $\frac{5}{10}$ and count forwards four-tenths, back three-tenths and forwards two-tenths.

What number do you land on?

8

10
Step 4: Count in Tenths

What fraction of the tens frame is shaded? \( \frac{3}{10} \)

If I were to colour in three more pieces, what fraction would be shaded? \( \frac{6}{10} \)
Two children are discussing fractions.

**Which child is correct? Using reasoning to explain.**

One-tenth fewer than $\frac{11}{10}$ is $\frac{10}{10}$.

$\frac{10}{10}$ is a whole. You cannot have greater than $\frac{10}{10}$.

The first child is correct because $\frac{10}{10}$ is the same as 1 whole and you can have numbers bigger than 1.
I start on a tenth with an odd numerator.
I count backwards four-tenths.
I count forwards six-tenths.
I am now on \( \frac{9}{10} \).
What fraction did I start with?

\( \frac{7}{10} \)
Javid has 2 chocolate bars. Each bar has 10 pieces. He eats 7 pieces.

If I give 4 pieces to my friend, I'll still have a bar to myself.

Is Javid correct? Use reasoning to explain.

If 7 pieces of chocolate were eaten and 4 were given away, 11 pieces have been removed in total. 9 pieces would remain, which is \( \frac{1}{10} \) fewer than a whole chocolate bar.
Step 4: Count in Tenths

Dive in by completing your own activity!
Need Planning to Complement this Resource?

National Curriculum Aim

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

For more planning resources to support this aim, click here.

Twinkl PlanIt is our award-winning scheme of work with over 4000 resources.