



## Long jump – Wendy and James

### Objectives

The relevant framework objectives are:

- use decimal notation for tenths and hundredths (key objective)
- order a set of numbers or measurements with the same number of decimal places.

### Activity description

The teacher gave the pupils a set of cards showing distances in metres. They were told that the distances were the results of a long jump and that they had to identify the winner and loser.

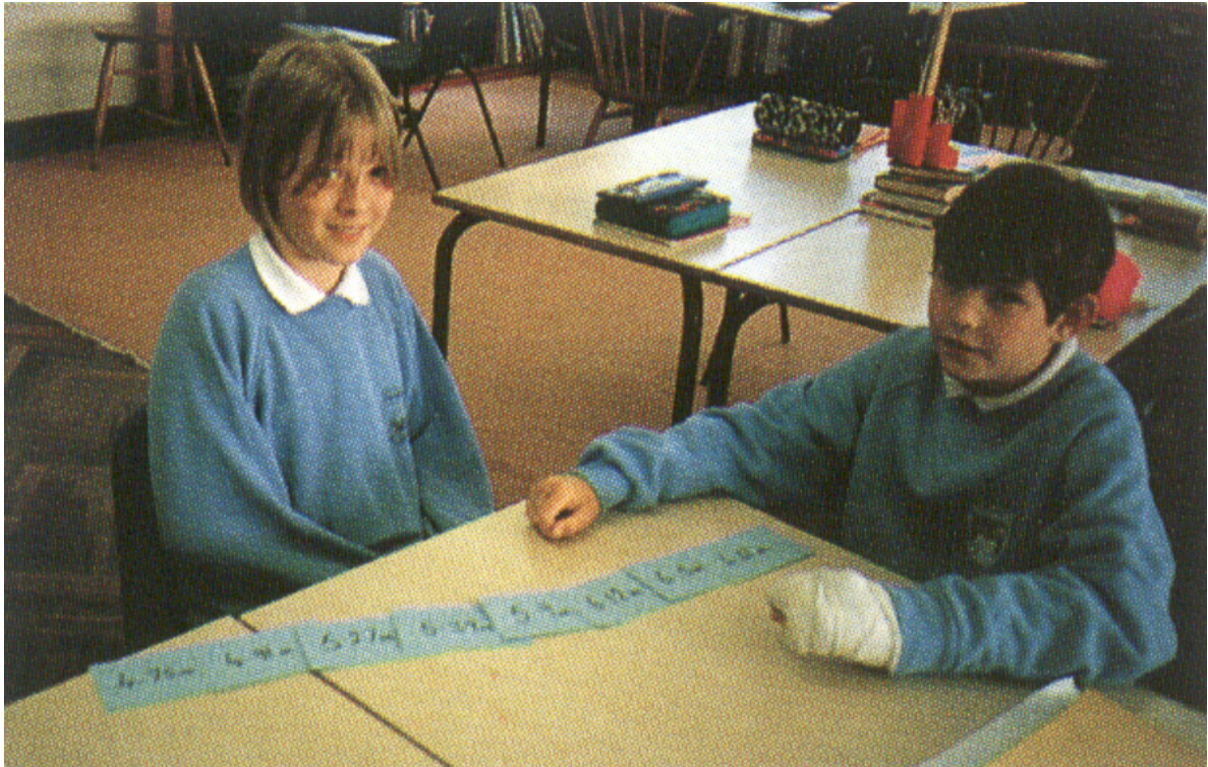
### Commentary

Both Wendy and James have explained verbally how they ordered the numbers, demonstrating their understanding of ordering decimals with both one and two decimal places in the context of measurements.

Although their work does not show that they are able to order numbers with three decimal places, they are performing within level 4 in Ma2.

## Items of work

Wendy and James are asked to order a set of cards showing distances in metres





Wendy and James put the long jump distances in order

4.75m 4.91m 5.27m 5.39m 5.9m

6.12m 6.5m 6.61m



The teacher, Wendy and James discussed the results of the winning and losing long jumps

Teacher: These are the results of a long jump.  
Which was the winning jump and the loser's jump?

Wendy: 6.61 metres and 4.75 metres, the biggest and smallest numbers.

Teacher: How do you know?

Wendy: You look at the first figure.

James: Then the other numbers in turn.

When asked to put the numbers in order, the '6.5' caused some difficulty at first. Eventually it was agreed it had to be in the middle of the sixes, because, '0.5 is bigger than 0.12 and smaller than 0.61.'



## About this entry

Subject: mathematics

Year: 5

Key stage: 2

NC programme of study: Ma2p2i

Attainment target: Ma2

Evidence for: level 4

Framework for teaching mathematics – objectives:

- Use decimal notation for tenths and hundredths.