

These examples illustrate what the Year 5 children should be able to do by the end of the year.

- Multiply and divide any whole number up to 10 000 by 10 or 100.
- Know what the digits in a decimal number stand for, e.g. the 6 in 2.63 stands for 6 tenths and the 3 for 3 hundredths.
- Round numbers with 1 decimal place to the nearest whole number, e.g. 9.7 rounds up to 10, 147.2 rounds down to 147.
- Use division to find a fraction of a number, e.g. find one fifth by dividing by 5.
- Work out in their head the difference between two numbers such as 3994 and 9007.
- Use pencil and paper to add and subtract big numbers, e.g. $5792 + 8436$, $13\,912 - 5829$.
- Know by heart all multiplication tables up to 10×10 .
- Double numbers up to 100 in their heads.
- Use pencil and paper to multiply and divide, e.g. 328×4 , 72×56 , $329 \div 6$.
- Draw and measure lines to the nearest millimetre.
- Work out the perimeter and area of a rectangle, e.g. the perimeter and area of a book cover measuring 25cm by 20cm.
- Solve word problems and explain their method.

About the statements:

These targets show some of the things your child should be able to do by the end of Year 5.

A target may be harder than it seems, e.g. a child may subtract



**St Peter's
Primary School**

**A BOOKLET FOR
PARENTS**



**Guide to Mathematics
at home**

Year 5

Mathematics Booklet

The information in this booklet is to help you to help your child with maths. Children need to experience maths as part of their everyday environment. You can support your child by trying some of these games and activities at home.

Please feel free to come and talk to us if you have any questions about this booklet or any aspect of your child's learning in maths.

Finding areas and perimeters

Perimeter = distance around the edge of shape

Area of a rectangle = length x breadth (width)

Collect 5 or 6 used envelopes of different sizes.
Ask your child to estimate the perimeter of each one to the nearest centimetre. Write the estimate on the back.
Now measure. Write the estimate next to the measurement.
How close did your child get?
Now choose 5 or 6 adverts from newspapers or magazines.

You could do something similar using an old newspaper, e.g.
Ask your child to estimate the area of each advert to the nearest centimetre squared – write these down.
Now measure and calculate - How close did your child get?



Target 1000

- ϕ Roll a dice 6 times.
- ϕ Use the six digits to make two three-digit numbers.
- ϕ Add the two numbers together.
- ϕ How close to 1000 can you get?

Telephone challenges

- ϕ Challenge your child to find numbers in the telephone directory where the digits add up to 42.
- ϕ Find as many as possible in 10 minutes.
- ϕ On another day, see if they can beat their previous total.

Telephone: 01264 738 281

Decimal number plates

- Choose 2 digits from a car registration plate.
- ♦ Make the smallest and largest numbers you can, each with 1 decimal place, e.g. 5.6 and 6.5.
 - ♦ Now find the difference between the two decimal numbers,
 - ♦ Whoever makes the biggest difference scores 10 points.
 - ♦ The person with the most points wins.

FD56 UPN

e.g. $6.5 - 5.6 = 0.9$.

Play the game again, but this time score 10 points for the smallest difference, or 10 points for the biggest total.
(If you add the numbers)

Dicey subtraction



Take turns to roll a dice twice.

ϕ Fill in the missing boxes.

400□ - 399□

e.g. 4002 - 3994

ϕ Count on from the smaller to the larger number, e.g. 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002.

ϕ You counted on 8, so you score 8 points.

ϕ Keep a running total of your score.

ϕ The first to get 50 or more points wins.

Guess my number

Choose a number between 0 and 1 with one decimal place, e.g. 0.6.

Challenge your child to ask you questions to guess your number. You may only answer 'Yes' or 'No'. For example, he could ask questions like 'Is it less than a half?'

See if he can guess your number in fewer than 5 questions.

Now let your child choose a mystery number for you to guess.

Extend the game by choosing a number with one decimal place between 1 and 10, e.g. 3.6. You may need more questions

Line it up

You need a ruler marked in centimetres and millimetres.

Use the ruler to draw 10 different straight lines on a piece of paper.

Ask your child to estimate the length of each line and write the estimate on the line.

Now give them the ruler and ask them to measure each line to the nearest millimetre.

Ask them to write the measurement next to the estimate, and work out the difference.

A difference of 5 millimetres or less scores 10 points. A difference of 1 centimetre or less scores 5 points.

How close to 100 points can she get?



Dicey division

For this game you need a 1–100 board (a snakes and ladders board will do), a dice and 20 coins or counters. Take turns.

Choose a two-digit number. Roll a dice. If you roll 1, roll again.

If your two-digit number divides exactly by the dice number, put a coin on your chosen two-digit number. Otherwise, miss that turn.

The first to get 10 counters on the board wins.

Tables

Use a times-table grid like this.

ϕ Shade in all the tables facts that your child knows, probably the 1s, 2s, 3s, 4s, 5s and 10s.

ϕ Some facts appear twice, e.g. 7 x 3 and 3 x 7, so cross out one of each.

ϕ Are you surprised how few facts are left?

ϕ There might only be 10 facts to learn. So take one fact a day and make up a silly rhyme together to help your child to learn it,

e.g. *nine sevens are*

have lots of chips for

sixty-three, let's tea!

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Say together the six times table forwards, then backwards. Ask your child questions, such as:

Nine sixes? How many sixes in 42?

Six times four? Forty-eight divided by six?