



Supporting Your Child with Maths

Year 5

Booklet 3: April

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun and practical**

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

Did you know?

Parents' maths knowledge has **no impact** on how successful their children will be
Parents' attitude towards maths has a **pro-found** impact on their children's success

Did you know?
Mathematical understanding has a **bigger impact** on success in adulthood than reading and writing



Learn-Its

Year 5 – Phase 3 (Feb-Apr)

I can recall metric conversions.

By the end of this phase, children should know the following facts. The aim is for them to recall these facts **instantly**.

1kg = 1000g	(1 kilogram = 1000 grams)
1km = 1000m	(1 kilometre = 1000 metres)
1m = 100cm	(1 metre = 100 centimetres)
1m = 1000mm	(1 metre = 1000 millimetres)
1cm = 10mm	(1 centimetre = 10 millimetres)
1L = 1000ml	(1 litre = 1000 millilitres)

Key Vocabulary

How many cm in 2m?

6kg = ? g

How many m in 1.5km?

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Look at the prefixes – Can your child work out the meanings of *kilo-*, *centi-* and *milli-*? What other words begin with these prefixes?

Be practical – Do some baking and convert the measurements in the recipe.

Get a feel – Children often have no concept of how heavy 1kg feels. Encourage your child to estimate lengths, weights and capacities. Can they visualise a metre stick? Roughly how many metre sticks would fit along the edge of the room? Being able to picture a 2L bottle of coke, helps with estimating capacity.

How far? – Calculate some distances using unusual measurements. How tall is your child in mm? How far away is London in metres?



Practise It

Year 5 – Phase 3 (Feb-Apr)

I can use a formal written division method. (Bus stop)

This division method reduces the chunking method into one line and is again based on repeated subtraction. The first example has no remainders the second has remainders throughout.

$$396 \div 3$$

- 1) How many times can I take 3 away from 3? **1**
- 2) How many times can I take 3 from 9? **3**
- 3) How many times can I take 3 away from 6? **2**

$$\begin{array}{r} 132 \\ 3 \overline{) 396} \end{array}$$

$$964 \div 7$$

- 1) How many times can I take 7 away from 9? **1 but I have 2 left over**
- 2) **The left over hundreds are turned into tens and added to the tens in the tens column (20 + 6 = 26)**
1)
- 3) How many times can I take 7 from 26? **3 with 5 left over (3x7=21+5= 26)**
- 4) **The left over tens are turned into units and added to the units in the units column (50 + 4 = 54)**
- 5) How many times can I take 7 from 54? **7 with 5 left over (7x7=49+5=54)**

$$\begin{array}{r} 137 \text{ r } 5 \\ 7 \overline{) 964} \end{array}$$

Top Tips

- Remember this method starts from the biggest column
- Know your times tables



Try It

Year 5 – Phase 3 (Feb-Apr)

Try These:

4 pineapples cost £3.40



Calculate the cost of 1 pineapple.

Write in the missing digit.

The answer **does not** have a **remainder**.

$$\begin{array}{r} 26 \\ 3 \overline{) \square 8} \end{array}$$

Problem Card 1 - Camping

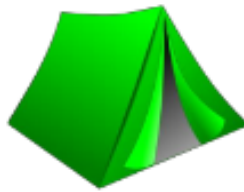
147 students go on a camping trip.

There are 84 boys.

Boy's tents sleep 6 people.

Girl's tents sleep 7 people.

How m any tents do they need in total?



$$8,628 \div 4 =$$

Fractions

Children use many multiplication and division skills when calculating fraction of large numbers.

$$\frac{7}{8} \text{ of } 5,000 =$$

$$5000 \div 8 = 625$$

$$\text{so } 1/8 = 625$$

$$625 \times 7 = 4,375$$

$$\text{so } 7/8 = 4375$$