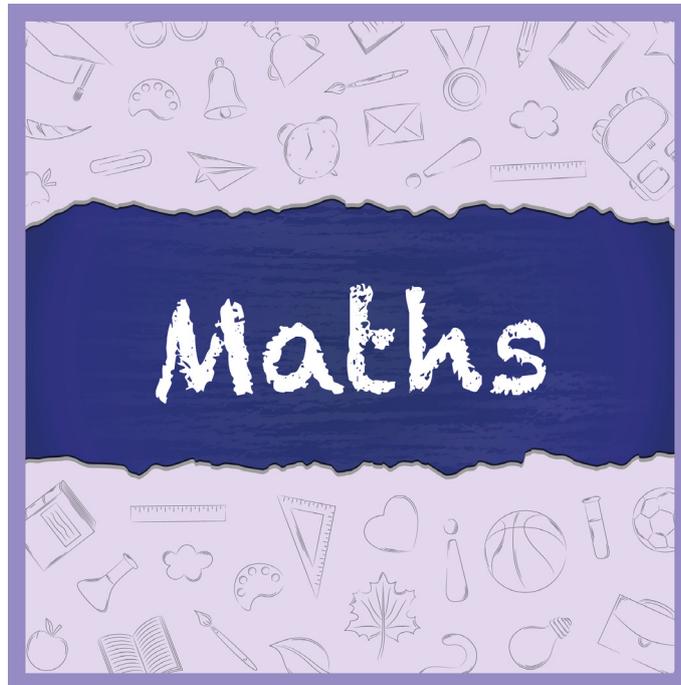




PLANNING TOGETHER. LEARNING TOGETHER.

YEAR 5

Maths at home for Parents and Carers
Place value and addition and subtraction



This short leaflet covers the **Core Concepts** and ideas that your child will need to know this year.

You will find suggestions for games to play, activities to do and websites to access to support you, as your support your child.

'Catch-up Funding'
offer for schools



Websites and Links

Key learning

- <https://whiterosemaths.com/parent-workbooks/#year2>
- <https://mathsbot.com>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/maths>

Equipment

Many of the activities included in this helpful leaflet will not require any special equipment. If you have access to online resources this will be useful but not essential when supporting your child.



Maths Words and Phrases

- A **digit** - 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are the ten **digits** we use in everyday numerals. Example: The numeral 153 is made up of 3 **digits** ("1", "5" and "3").
- The position (place) of a digit in a number determines its value, hence the term place value. The first digit after the decimal point is a **tenth** and the second digit is a **hundredth**.
- When reading decimals, we say each digit after the decimal place, e.g. 12.75 is **twelve point seven five**
- Addition and multiplication can be completed either way so we say they are **commutative**:
e.g. $26 + 34 = 60$ $34 + 26 = 60$ $60 = 34 + 26$ $60 = 26 + 34$ $6 \times 8 = 48$ $8 \times 6 = 48$
 $48 = 6 \times 8$ $48 = 8 \times 6$
- Addition subtraction are **inverse operations**: $60 - 36 = 24$ $60 - 24 = 36$
- When we multiply 2 numbers together, the answer is the **product**, e.g. the product of 6×8 is 48

Key Learning 1

- Recognise the place value of each digit in numbers with at least 4 digits and in numbers with up to 2 decimal places.

GAMES & IDEAS



- **Place my number:** Each player draws a 1 x 4 grid and draws a decimal point in the middle. Using playing cards (Ace to 9). Take turns to take a card, choose a cell to put the card in. Repeat until each player has created a decimal number. Each player reads their number, the player with highest number wins.



- **Ladders** Each player draws a ladder and takes turns to roll a 0-9 dice 3 times; the first roll is the number of ones, the second roll is the number of tenths and the third roll is the number of hundredths. They make a number and write it on the ladder e.g. 1.74. Repeat and place the next number above if it's greater than 1.74 and below if it's smaller. If they only have one rung left and can't make a number to fit into that space, they miss a turn.



Decimal Hunt

- The Olympic record for the men's 100 sprint is 9.63 seconds and the women's is 10.62, which time is the fastest? How do you know? Re-search other Olympic results and practise reading and talking about decimal numbers.

GAMES & IDEAS



- Decimal duel Divide a pack of playing cards into 2 piles and put them face down on the table (remove 10s, Jacks, Kings and Queens) Take turns to turn over the top card from each pile, the first card is the number of ones and the second card is the number of tenths, e.g. 2.4
- Player with the smallest number scores a point.



- If you would like to watch a teaching video about place value and decimals, here is a link:
- www.ncetm.org.uk/classroom-resources/lv-a-year-4-lesson-on-place-value-with-decimal-numbers/



- Guess my number. E.g. 'I'm thinking of a number. It has 2 tens, 3 ones and 5 hundredths, what is my number? Score a point for a correct answer.



- If you are reading this document online simply click on the image.

Brain Teaser



What do you notice about how the fruit has been grouped together?

Key Learning 2

- Secure fluency in multiplication table facts, and corresponding division facts.

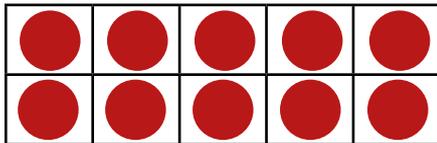
GAMES & IDEAS



- Step Counting Practice counting forwards and backwards in different steps, e.g. 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48
- Put objects into equal groups and use step counting to find the total.



- This is a ten frame:



- If each counter is worth 6, what is the total on the ten frame? If I removed a counter, what would the total be now?



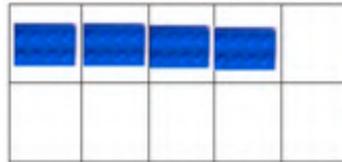
- Place playing cards (Ace is 1, Jack is 11, Queen is 12, remove Kings) or 0 - 12) numeral cards in a pile, roll a dice and turn the cards over one at a time and multiply the numbers together:
- '7 multiplied by 4 is 28' or 'the product of 7 and 4 is 28'
- Score a point for the correct answer and a bonus point for giving the division fact, e.g. $28 \div 4 = 7$.



GAMES & IDEAS



- Make a drawing of a ten frame (a grid with 2 rows of 5) Choose Lego pieces of the same size, e.g. 8, and put some in the spaces.
- What is the total? How do you know? If I add another Lego piece, what would the total be now?



- The product is.. Player 1 says a product and Player 2 suggests a multiplication fact and gets a point for every correct possibility, e.g. 'The product is 12':
'1 x 12, 12 x 1, 2 x 6, 6 x 2, 3 x 4, 4 x 3.'



- List the numbers 1 to 36 in a vertical line, have a coloured pencil each.
- Roll two 1-6 dice, use these numbers with any of the following 4 operations.
- + - x ÷ in order to produce one of the numbers on the ladder. Cross out your number, if it's already been crossed out, you can't have it. Keep rolling the dice and making numbers to cross out until there are no numbers left. When this happens, add up the total of all the numbers crossed out in your colour for your score.

1
2
3
4
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.
↓
36