

Decimal number plates

- ◆ Each choose a car number plate with three digits.



- ◆ Choose two of the digits, e.g. 4 and 6. Make the smallest and largest numbers you can, each with 1 decimal places, e.g. 4.6 and 6.4.
- ◆ Now find the difference between the two decimal numbers, e.g. $6.4 - 4.6 = 1.8$.
- ◆ Whoever makes the biggest difference scores 10 points.
- ◆ The person with the most points wins.

Play the game again, but this time score 10 points for the smallest difference, or 10 points for the biggest total.

Finding areas and perimeters

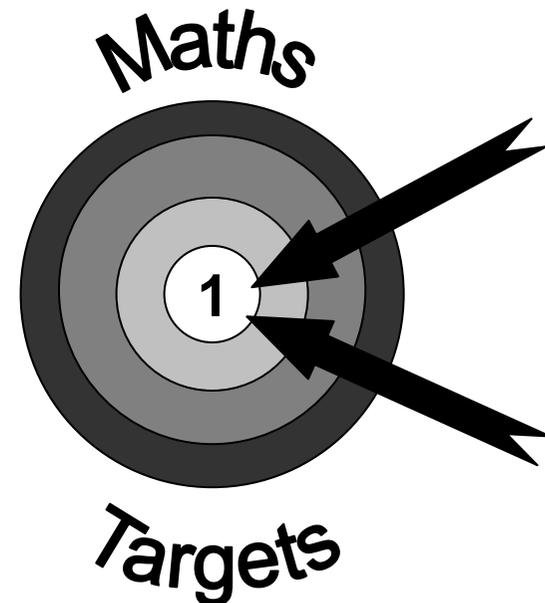
Perimeter = distance around the edge of a shape
Area of a rectangle = length x breadth (width)

- ◆ 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 estimate then work out the area of each envelope.
- ◆ Were perimeters or areas easier to estimate? Why?

You could do something similar using an old newspaper, e.g.

- ◆ Work out which page has the biggest area used for photographs.
- ◆ Choose a page and work out the total area of news stories or adverts on that page.

Targets for pupils in Year 5



A booklet for parents

Help your child with mathematics

Targets – Year 5 ₁

By the end of Year 5, most children should be able to...

- Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers

I can say what any digit represents in a number with up to seven digits

Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7 , half of 5.6, double 0.34)

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I can work out sums and differences of decimals with two digits

Use efficient written methods to add and subtract whole numbers and decimals with up to two places

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I can explain each step when I write addition and subtraction calculations in columns

Read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides

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I can read and plot coordinates to make shapes

Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area

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I can draw and measure lines to the nearest millimetre. I can measure the sides of polygons and add them to find the perimeter

Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time

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I can explain why I chose to represent data using a particular table, graph or chart

_____ is working on the targets that are ticked.

About the targets

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 3994 from 9007 by writing it in columns, without realising it is quicker to count on from 3994 up to 9007 in his / her head.

Fun activities to do at home

How much?

- ◆ While shopping, point out an item costing less than £1.
- ◆ Ask your child to work out in their head the cost of 3 items.
- ◆ Ask them to guess first. See how close they come.
- ◆ If you see any items labelled, for example, '2 for £3.50', ask them to work out the cost of 1 item for you, and to explain how they got the answer.



Times tables

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?

Three multiplied by six?

Six times what equals sixty?

Repeat with the seven, eight and nine times tables.