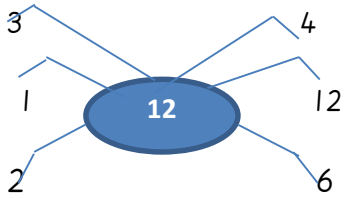
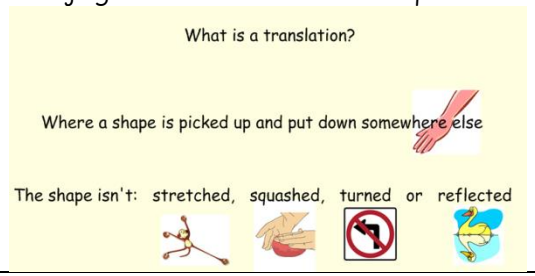
Help at Home- Year 5

Target	Example Questions	Ideas to try:
Add and subtract mentally using increasingly large numbers.	• 28632 + 10000 • 38473 - 80000 • £1 + 76p	It is important for children to practise their mental maths skills regularly. When you are shopping, ask your child to calculate the total cost of the items as they are placed in the basket. Then, they can calculate how much change.
Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	• Write the following in numerals: Nine million, ninety four thousand, two hundred and twenty. • What does the 9 represent in 8.895?	Explore 1 million: ■ Write 1 million in digits. ■ Write down the number that is 1 more than 1 million. ■ Write down the number that is 10 more than 1 million. ■ Write down the number that is 100 more than 1 million. Exploring and writing cheques.
Solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.	• Adam buys a magazine for £2.75 and a DVD for £5.30. How much change does he get from a ten pound note? • Class A have 59 pencils, Class B have 84 pencils and Class C have 36 pencils. The year group should have 300 pencils. How many pencils are missing?	2.75 +5.30 8.05 1 Try adding up items on the shopping list and then calculating the change.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	• List 3 factors of 12. • What factors do 12 and 24 have in common? • What is the next multiple of 4 in this sequence: 4, 8, 12, …. , 20, 24	Factor bugs! 

Multiply numbers up to 4 digits by a one or two-digit number using a written method.	• 3825 x 7 = • 493 x 28 =	3000 + 800 + 20 + 5 x 7 21,000 (3000 x 7) 5,600 (800 x 7) 140 (20 x 7) 35 (5 x 7) 26,775
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	• Gary has 16 marbles. John says "I have ten times more than you!" How many marbles has John got? • 12 x 1000 = • 20 ÷ 100 = • 3.15 ÷ 10 =	Please don't tell children to 'add a zero,' as this causes complications in other areas of maths when working with decimals. The numbers move left or right around the decimal point: 756.2 x 10 = Th H T O . t 7 5 6 . 2 7 5 6 2
Identify, describe and represent the position of a shape following a reflection or translation.	• Translate the shape 3 squares left and two squares down (on a co-ordinate grid). • Draw the shape after it has been reflected in the mirror line.	(At the dinner table) "Who would have my fork be if you translated it 2 spaces to the right?" 
Draw given angles, and measure them in degrees	• Measure the angle using a protractor. • Measure the angle and say whether it is acute (0-89°) obtuse (91-179°) or a right angle.	Invest in a pocket protractor. Ask the children to help with small DIY projects (if you're brave!) (On a long car journey) "How many acute / obtuse / right angles can you see?" "How many angles bigger/smaller than 90° can you see?"

In addition to this, please support your child in recalling all times tables up to 12 x 12 and their corresponding division facts.