

Learning in Maths in Year 5



A sample of Year 5 Maths statements that your child will be working on in school:

- Count, read and write numbers up to 1 million, and with 3 decimal places.
- Compare, order and represent numbers up to 1 million.
- Read, write and interpret negative numbers in context.
- Add and subtract whole and decimal numbers in different ways.
- Recall and use multiplication and division facts for up to 12×12 .
- Multiply two-digit and three-digit numbers by a two-digit number.
- Divide three and four-digit numbers by a single digit.
- Recognise and write decimals in tenths and hundredths, thousandths.
- Add and subtract fractions.
- Write percentages as decimals or fractions with denominator 100.
- Convert between different units of metric measures and time.
- Solve simple measure and money problems involving fractions and decimals.
- Measure and calculate perimeter and area of rectangles.

What you can do at home to help your child make progress:

- Encourage children to make up their own games and how to score points.
- Find examples of fractions, decimals and percentages in newspapers, adverts, on containers, on TV, in shops and discuss what they mean.
- Choose a number between 0 and 1 with one or two decimal places, e.g. 0.6. Challenge your child to ask questions to guess your number. You can only answer yes or no, e.g. Is it less than half? More than 7 tenths?
- Talk about time. Work out how much time it takes to do different activities during the day and convert between minutes and hours.
- Measure different objects around the home with a tape measure. Look at how many centimetres it is and then convert to metres.

Understanding progress in Maths: A guide for parents

Maths Mastery at Rushen Primary School

We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete, pictorial, abstract* approach is used to help children deepen their understanding and make links to what they already know.

Concrete means using physical objects such as counters, toys, beads to physically do maths.

Pictorial is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.

Abstract is using the digits only to do maths.

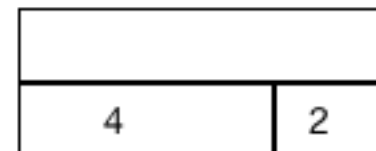
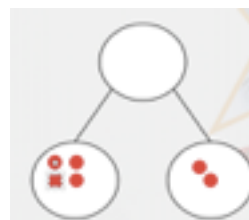
At Rushen we use language of *concept, fluency, reasoning, problem solving*.

If we look at the **Concept**: adding 2 single digit numbers, $4+2$

It can be completed with 4 beads plus 2 more beads (concrete),



Fluency: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.



Reasoning: Explaining my answer and why I think its correct. I know $4 + 2 = 6$ because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

Problem solving: Applying skills to complex or real-life problems. Tom has 4 cards, Alice has 2 cards, how many do they have altogether?

