

Recommended Websites

www.lgfl.net/lgfl/leas/enfield/schools/southbury/web/mw/to%20100.swf

www.channel4.com/learning/microsites/P/puzzlemaths/shop_game.shtml

www.crick.northants.sch.uk/Flash%20Studio/cfsmaths/Toolkit/Toolkit.htm

www.bbc.co.uk/skillswise/numbers/fractiondecimalpercentage/fractions/introduction/flash3.shtml

www.amblesideprimary.com/ambleweb/mentalmaths/fracto.html

www.innovationslearning.co.uk/subjects/maths/information/shape_facts/shape_facts.htm

www.lgfl.net/lgfl/leas/enfield/schools/southbury/web/mw/measures/Understand%20&%20Convert.swf

www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/timetables/index.htm

www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/index.html

www.woodlands-junior.kent.sch.uk/maths/

www.ictgames.com/countonconvict.html

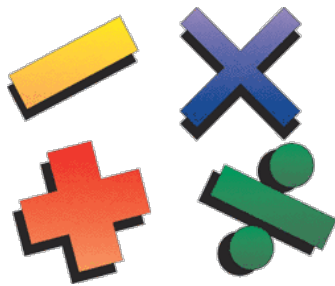
MyMaths

Year 5 ACE Guide to Helping with Maths at Home



Ideas for you at home

- It is very noticeable that lots of pupils have a lack of 'real life' experience of weights and measures. Spend time with your children talking and demonstrating (using the metric system) metres, km, cm, kg, grams, litres and millilitres.
- When returning from the supermarket, take 3 (or more) items and ask your child to add the prices together.
- Take a pack of playing cards, shuffle. Deal out one at a time, allowing your child to add on the new number to the old total. How high can they get in a minute?
- Make number cards 0-9. Pick 3 cards out, and lay them down as a 3 digit. Your child then takes 2 further cards and subtracts that number from the top one.
- 'Quick-fire Multiplication'. Both put your hands behind your back. On the count of 3, reveal your hands, showing a certain number of fingers each. Race to multiply the two numbers shown together
- Multiplication Dice' is a great, simple game. Simply roll two dice, asking your child to multiply the numbers together. This can be played as a game, whereby two children see who answers quickest (for a point)
- Shopping List' is a game which can be used for any of the number operations. All you need is a recent till receipt. Ask your child questions such as; 'how much would 27 oranges cost?', 'how many Mars Bars could I buy with £5?', 'what's the difference between roast lamb and a can of beans?



Year 5 Objectives

1	Interpret negative numbers in context
2	Read Roman numerals to 1000, including years
3	Recognise and use square and cube numbers, and know the notation
4	Use rounding to check answers and determine accuracy
5	Identify multiples and factors, including finding factor pairs and common factors
6	Use vocabulary: prime numbers, prime factors and composite numbers
7	Know prime numbers up to 19
8	Multiply and divide numbers by 10, 100 or 1000, including decimals
9	Use long multiplication for multiplying numbers of up to 4 digits by one or two digits
10	Divide numbers using standard written short division
11	Convert between mixed numbers and improper fractions
12	Compare and order fractions whose denominators are multiples of the same number
13	Identify, name and write equivalent fractions including tenths and hundredths
14	Add and subtract fractions with denominators that are multiples of the same number
15	Multiply proper fractions and mixed numbers by whole numbers with support
16	Read and write decimal numbers as fractions
17	Round decimals with 2 decimal places to whole number or to one decimal place
18	Read, write, order and compare numbers with up to 3 decimal places
19	Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)
20	Understand and use common approximate conversions between metric and imperial
21	Measure and calculate the perimeter of composite rectilinear shapes
22	Calculate the area of rectangles, and estimate the area of irregular shapes
23	Use the properties of rectangles to find missing lengths and angles
24	Distinguish between regular and irregular polygons
25	Identify 3-d shapes from 2-d representations
26	Know angles are measured in degrees and compare acute, obtuse and reflex angles
27	Draw and measure angles to the nearest degree

