Math and Numeracy Targets for students in Year 5
At Catherine McAuley School

**Times tables**
Say together the six times table forwards, then backwards. Ask your child questions, such as:
- Nine sixes?
- 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.

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

- Multiply and divide any whole number up to 10,000 by 10 or 100.
- Know what the digits in a decimal number stand for, e.g. the 6 in 2.63 stands for 6 tenths and the 3 for 3 hundredths.
- Round numbers with 1 decimal place to the nearest whole number, e.g. 9.7 rounds up to 10, 147.2 rounds down to 147.
- Use division to find a fraction of a number, e.g. find one fifth by dividing by 5.
- Work out in their head the difference between two numbers such as 3994 and 9007.
- Use pencil and paper to add and subtract big numbers, e.g. 5792 + 8436, 13 912 – 5529.
- Know by heart all multiplication tables up to 10 x 10.
- Double numbers up to 100 in their heads.
- Use pencil and paper to multiply and divide, e.g. 320 x 4, 72 x 50, 328 – 6.
- Draw and measure lines to the nearest millimetre.
- Work out the perimeter and area of a rectangle, e.g. the perimeter and area of a book cover measuring 25cm by 20cm.
- Solve word problems and explain their method.

**Fun activities to do at home**

**Car numbers**
- Try reading a car number as a measurement in centimetres, then converting it to metres, e.g. 456cm, which is 4.56m, or 4m and 56cm.
- Try this with car numbers that have zeros in them, e.g. 307cm, which is 3.07m or 3m and 7cm; 370cm, which is 3.7m, or 3m and 70cm. These are harder!

**Telephone challenge**
- Challenge your child to find numbers in the telephone directory where the digits add up to 42.
- Find as many as possible in 10 minutes.
- On another day, see if they can beat their previous total.

**Telephone:** 01264 738 281

**Target 1000**
- Roll a dice 6 times.
- Use the six digits to make two three-digit numbers.
- Add the two numbers together.
- How close to 1000 can you get?
Dicey subtractions
- Take turns to roll a dice twice.
- Fill in the missing boxes.
  - e.g. 4000 - 3994
- Count on from the smaller to the larger number, e.g. 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002.
- You counted on 8, so you score 8 points.
- Keep a running total of your score.
- The first to get 50 or more points wins.

Dicey division
For this game you need a 1–100 board (a snakes and ladders board will do), a dice and 20 coins or counters.
- Take turns.
  - Choose a two-digit number. Roll a dice. If you roll 1, roll again.
  - If your two-digit number divides exactly by the dice number, put a coin on your chosen two-digit number. Otherwise, miss that turn.
  - The first to get 10 counters on the board wins.

Fun activities to do at home

How much?
While shopping, point out an item costing less than $2

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 $4.50’, ask them to work out the cost of 1 item for you, and to explain how they got the answer.

This is an information sheet for parents
To help your child with mathematics and numeracy

Should you have any concerns or enquires please do not hesitate to contact either
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(Adapted from UK Dept. for Children, Schools and Families)