PEAK SCHOOL
Year 5/6: Helping your child with their understanding of number

Key skills and how to support them:

- **Quick and accurate recall of multiplication and division facts to 10 X 10 and beyond.** Frequent practice and quick fire questioning. Some of the Apps for iPods and iPads are very good for supporting this. Also have the times tables up on display where your child can see them. Give children random multiplication grids to complete.

X	4		6
	40		
9		63	54

X	6	3	8
5			
20			

- **Multiplying and dividing by multiples of 10.** Use cards to make 2 digit numbers and then quickly multiply and divide the number by 10/100. If I know 2 x 4 = 8 how can I use this to find the answer to 20 x 4?
- **Ordering decimal fractions.** 'Which is bigger – 0.19 or 0.2?' How do you know?' 'Can you think of a number that come between 2.3 and 2.4?' Use dice or cards to generate numbers and then order them or place them on a numberline. Discuss the value of the digits in these numbers. 'What is the value of the 6 in the number 1.26?'
- **Flexible use of calculation strategies.** Give your child an answer. Ask them to write as many number sentences as they can with this answer.
- **Use a variety of mental and written methods to support addition, subtraction, multiplication and division.** Ask you child to share the methods they are using at school. Can your child explain with understanding? Are there number facts they need to know to make the method more efficient?

Play 'Target Number'

Units	•	tenths
	•	
	•	
	•	

Decide on a target eg 10. Roll a dice and place digits in one of the 6 boxes. Keep rolling the dice until all boxes are full. Add the 3 numbers. The person closest to the target is the winner.

Useful Resources:
Dominoes, Dice, Playing cards, Games involving number tracks, 100 squares.

Decimal Point

Units — Tenths
Tens — Hundredths
— Thousandths

$$25.386$$

10x Bigger   10x Smaller
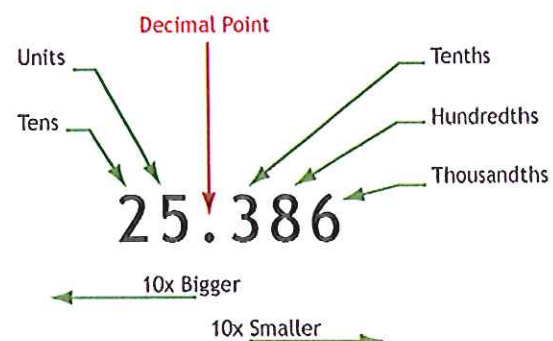
Multiplying using the 'Grid Method' to support the development of standard written methods.

When multiplying a three-digit number by a two-digit number, the different stages of the calculation need to be recorded in an organised way and a vertical arrangement is appropriate, although some children may still find a grid method easier to understand. Starting with 'long hand' notes explaining the method, children should be guided to more efficient ways of recording.

As before a grid method can help understanding

	20	4
10	200	40
6	120	24

$24 \times 16 = 200 + 120 + 40 + 24 = 384$

Children might use any of the stages that lead to the standard written method:

24			24			24
$\times$ 16			$\times$ 16			$\times$ 16
24	4×6		240	24×10		240
40	4×10		144	24×6		144
120	20×6		384			384
200	20×10					
384						

How many hours are there in 1 year?
Using a grid method:

	300	60	5
20	6000	1200	100
4	1200	240	20

$365 \times 24 = 6000 + 1200 + 100 + 1200 + 240 + 20 = 8760$

or

365			
$\times$ 24			
100	5	$\times$	20
1200	60	$\times$	20
6000	300	$\times$	20
20	5	$\times$	4
240	60	$\times$	4
1200	300	$\times$	4
8760			

or

	365
	$\times$ 24
365×20	7300
365×4	1460
	8760

or

365
$\times$ 24
7300
1460
8760

Remember - Do you show a positive attitude towards your child's maths? You are your child's most important role model and their attitude towards maths is likely to reflect your own.