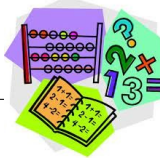




Maths Masterclass



Year 5: Summer 1

We hope you are enjoying our Maths Newsletters and find them useful. This is an opportunity for you to see the strategies we use to teach Maths in the classroom, alongside some online resources and activities for your child to try at home. We hope this helps with supporting your child and celebrating their successes.

Number and place value

At the beginning of this half term, we will be focusing on number and place value. We will first look at Roman numerals. We will aim to read Roman numerals to 1000 and recognise years written in Roman numerals. We will then use all of our place value knowledge from year 5 to solve number and practical problems. Below are some examples of how we will learn Roman numerals:

I V X L C D M
1 5 10 50 100 500 1000

In your small groups, can you work out these numbers?

VIII	$5 + 3 = 8$	XIV	$10 + (5 - 1) = 14$	XCII	$(100 - 10) + 1 + 1 = 92$
XCV		XL		CDXV	
XXXIX		XXIV		CM	
DXL		DCC		MM	

Can we match these together?
How do we write the missing ones?

147	CCCXCIX
380	CXLVII
501	CCCLVI
356	
725	CDL
603	
450	CCCLXXX
399	DCII

Addition and subtraction

In addition and subtraction, we will recap mental methods with increasingly large numbers. We will then revisit our learning of inverse calculations, with missing numbers in the questions. Finally, we will consolidate solving multi-step problems, unpicking which methods to use and why, focusing on efficiency. Here are some examples of multi-step questions we will practise.

Let's look at this one together:

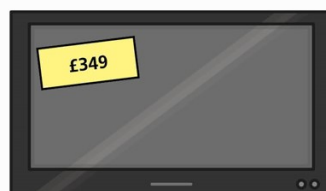
Sophie's nan drives a bus. Last week, she drove:

- 574 miles on Monday
- 368 miles on Tuesday
- 189 miles less on Wednesday than on Tuesday.

This week, she drove 1,311 miles in total.

What is the difference in mileage between this week and last week?

Mo has £1,000 to spend. He buys a TV and a games console.



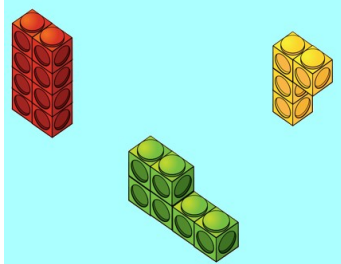
Does Mo have enough money left to buy the phone? _____

Show your workings.

Measure

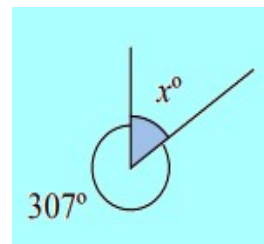
For measure, we will be estimating volume and capacity. We are going to explicitly link this to our learning of cube numbers. We will then use all four operations to solve problems involving measure.

What is the volume of each 3-D shape?



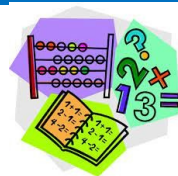
Geometry

For geometry, we will identify angles at a point and one whole turn, angles at a point on a straight line and half a turn and other multiples of 90 degrees.





Maths at Home



Maths website to support parents and maths problem solving at home

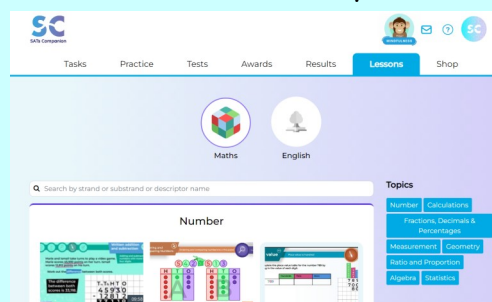
If the children are struggling with a concept that they are learning, a good place to check is the BBC Bitesize website. This is the link to find all the year 5 topics—<https://www.bbc.co.uk/bitesize/primary>

Nrich is another website that has a range of maths games, problems and articles on all areas of maths. Parents can select either 'Stage 1' or 'Stage 2' to support and consolidate mathematical concepts. These usually tie in with the Key Stage of your child.

<https://nrich.maths.org/frontpage>
Each problem has a difficulty rating with 3 stars being the hardest.

Homework

Please continue using SATs companion for homework and practise purposes. Remember there are videos that the children can watch if they are unsure.



Homework is set every Tuesday for the following Tuesday and will always be on something that we are currently covering unless you get an email from the school.



Please try to spend 10-15 minutes practising times tables as often as possible to support fluency. Fast recall of times tables really helps children when they solve problems and do more complex maths! Check your heatmaps to see if you are struggling with any specific timetables.

Family Challenge

This will be one of our maths meetings next half term. Try and answer it together as a family using the key!

Small Difference Questions

1 less than XLIII is

1 more than XLIII is

10 more than XLIII is

10 less than XLIII is

1 less than XXX is

10 more than XXX is

50 more than XXX is

XLIII is 43

XXX is 30

I = 1

V = 5

X = 10

L = 50