



Mintlaw Cluster Schools

Supporting your child in Numeracy and Mental Agility

Stage 5

An awareness raising booklet – working in partnership

***SKILL – COUNTING (FORWARDS AND BACKWARDS)***

Children are working towards being able to:

\* Count forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s and 10s from 1 and 2 digit numbers

\* Count forwards and backwards in steps of 1 000, 500, 100, 50, 20, 10 and 1 from different starting points within 10 000

**Activities to Help:**

1. Repeat for counting in different numbers of steps.
2. Count on from a single or 2 digit number in 2s, 3s, etc. 14, 17, 20, 23, 26… 21, 27, 33, 39, 45, 51…
3. give your child a 1 000 number e.g 4 000 ask them to tell you the next 3

1 000 numbers or the 3 1 000 numbers that came before.

***SKILL – ADDITION AND SUBTRACTION***

Children are working towards being able to:

• Use written methods for addition and subtraction with whole numbers from 0-1 000.

• Add and subtract multiples of 10,100 and 1 000 to numbers up to 10 000.

• Use different strategies to add and subtract numbers mentally.

**Activities to Help:**

1. There are many useful addition and subtraction games at [www.topmarks.co.uk](http://www.topmarks.co.uk)
2. Give your child a number say 6 ask them what you would need to add to it to make 10. Repeat for tens numbers e.g 60.
3. When in the car give your child 2 and 3 digit addition/subtraction sums.
4. Give your child a 3 digit number e.g 241 ask them to tell you the number 10 or 100 more or less.
5. Write out some addition or subtraction sums and ask your child to complete them. Make it a challenge. Ask your child to write out some sums for you and see who completes their sums first.
6. Ask your child to add or subtract multiples of 10, 100 or 1 000 numbers and to explain how they got their answers e.g 3 000 + 5 000=, 450-30= etc.
7. Challenge your child to mentally add or subtract given numbers. Ask them to explain how they got their answer.

***SKILL - MONEY***

Children are working towards being able to:

\* Identify and name coins and notes to £20.

\* Explore different ways of making the same total up to £10.

\* Work out (mentally) change from £10.

**Activities to help:**

1. When using money ask your child to tell you which coins/notes you are using.
2. When shopping ask your child to count out the money needed to pay (up to £10). If you only have notes ask the child how much change you would get from £5 or £10.
3. Challenge your child to tell you different ways they could use coins and notes to make a specified amount e.g £4.50.

***SKILL – IDENTIFYING AND RECOGNISING NUMBERS***

Children are working towards being able to:

\* Read and write numbers to 10 000.

\* Identify numbers between 1 – 10 000

**Activities to Help:**

1. Look for 4 digit numbers and ask your child to tell you what they are.
2. Write 3 or 4 digit numbers down on a chalk/white board. Ask your child to say the number.
3. Write out digit cards for 0-9. Place face down. Ask your child to turn 3 or 4 over. Get them to make, say and write as many different numbers as they can in 2 or 3 minutes. Add in another set of digits if you want (5 digits).

***SKILL – ESTIMATION***

Children are working towards being able to:

\* Understand that rounded numbers can be used to estimate answers.

**Activities to Help:**

1. Ask your child to estimate what the answer to an addition like 241 + 327 could be e.g. 240 + 330 = 570.
2. When shopping ask your child to estimate to the nearest £ the cost of 5 items in your basket.

***SKILL – NUMBER STRUCTURE AND PLACE VALUE***

Children are working towards being able to:

\* partition whole numbers up to 10 000 into tens of thousands, thousands, hundreds, tens and ones. Partition numbers to one decimal place.

\* explain the link between a digit, its place and its value for numbers up to 10 000 and to 1 decimal place.

\* recognize that the place to the right of the decimal point represents tenths.

\* know that 10 tenths make a whole.

**Activities to Help:**

1. Give your child 4 different digits. Ask them to make and write different numbers. Ask them to then tell you the numbers in order.
2. **Number bond tennis**: Choose a century to work on (e.g. 1800) and take it turns to ‘serve’ 5 quick numbers to each other, with the second person responding with the corresponding number bond (e.g. person 1 serves 1300 and person 2 replies ‘500’).
3. Challenge your child to tell you the tens number or the hundreds or thousands number in a given number as quickly as they can.
4. Write a 3, 4, 5 or 6 digit number which is a decimal e.g. 456.7. Ask your child to explain what each digit is.
5. Divide a bar of chocolate into 10 equal sized pieces. Ask your child to explain what each piece is called and why. Ask them to show the number as a decimal. Ask them how many pieces of chocolate you would need to have a complete bar again.

***SKILL – THE CONCEPT OF MULTIPLICATION***

Children are working towards being able to:

\* Use mental strategies to multiply a single digit number by a multiple of 10 e.g 3 x 50

\* multiply a 2 digit number by a single digit number, both mentally and using the grid method.

\* multiply decimal fractions to 1 decimal place by 10 using concrete materials.

**Activities to Help:**

1. Give your child a multiplication fact e.g. 4x5=20 then give them a similar question but change one of the numbers to a tens number e.g. 4 x 50= ?. Repeat. “if 6 x 2 = 12 what would 60 x 2 =?”. See how many your child can get right in a minute.
2. Ask your child a mental maths question involving a 2 digit number and a single digit e.g. “What is 4 x 24?” Get your child to explain to you how they found the answer. Ask them to SHOW the sum in a grid e.g

|  |  |  |
| --- | --- | --- |
| x | 20 | 4 |
| 4 | 80 | 16 |

4 x 24 = 80 + 16 = 96

1. Make a grid as below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| H | T | 1s | **.** | t |
|  | 4 | 3 |  | 1 |
| 4 | 3 | 1 |  |  |
|  |  |  |  |  |

Put different numbers of counters in the Tens, Ones and tenths columns to show a particular number e.g 4 Tens, 3 Ones and 1 tenth. Ask your child to move the counters to show the sum 43.1 x 10. Repeat using different numbers. You can add more columns up to Tens of Thousands.

***SKILL – THE CONCEPT OF DIVISION***

Children are working towards being able to:

\* know that division is the inverse operation of multiplication and can use table facts to solve division problems within the tables.

\* Use mental strategies to divide a multiple of 10 by a single digit using table facts e.g 360÷3 (36÷3=12 so 360÷3=120).

\* Divide whole numbers by 10 using concrete materials where the answer has 1 decimal place e.g 23÷10 – 2.3

**Activities to Help:**

1. Ask your child questions like “What is 45÷9?”. Ask them to explain how their table facts helped them to know the answer e.g 45÷9 = 5 because 5x9=45.
2. Give your child a division fact e.g 32÷4=8 then ask your child what 320÷4 would be. Repeat.Give a point for each correct answer. How long does it take your child to reach 5 points? Can they beat their time?
3. Use your grid and counters you made for multiplying by ten game and use them for dividing by 10.
4. Make a grid as below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| H | T | 1s | **.** | t |
|  | 2 | 3 |  |  |
|  |  | 2 | . | 3 |
|  |  |  |  |  |

Put different numbers of counters in the Tens, Ones and tenths columns to show a particular number e.g 2 Tens, 3 Ones. Ask your child to move the counters to show the sum 23 ÷ 10. repeat using different numbers.

***SKILL – FRACTIONS, DECIMALS AND DECIMALS***

Children are working towards being able to:

\* Read and write fractions using fraction notation e.g one eighth is 1/8, two fifths is 2/5, three tenths is 3/10.

\* Place simple fractions, in order, on a number line.

\* Revise the role of the denominator and the numerator.

\* Compare the size of fractions.

\* Use fraction walls or concrete materials to find equivalent fractions.

\* Find fractions of an amount by using concrete materials.

\* Know that 50% = ½ and 25% = ¼

\* Mentally find 50% or 25% of whole numbers.

**Activities to Help:**

1. Write down different fractions on individual cards. Ask your child to place them in a line in order.
2. Ask your child to make a fraction strip for 5ths, then with the same length of paper make fraction strips for 10ths and 15ths.
3. Ask them to lay them down one below the other on a table. Then ask them to write down how many 10ths are the same as 1 fifth or how many 15ths are the same as 1 fifth. The children could write down the answers. Repeat for other types of fractions e.g quarters/eighths etc.
4. Put out a certain amount of counters e.g 20. Ask your child to sort the counters into fifths. How many counters are there in 1 group? Show this means 1/5 of 20 =4
5. When out shopping and seeing sales signs explain or ask your child what fraction 50% is or what fraction 25% is. Ask them how much you would be saving if you bought a sale item with either 50% or 25% off.