## Parent Information - Maths Facts Booklet

## Year Five

## Multiplication Tables $\quad$ Further explanation / Ideas of how to practise

Speed grid multiplication tables. Trying to beat time. Grid size increases with once 2 mins is reached.

| Place Value | Further explanation / Ideas of how to practise |
| :---: | :---: |
| Read and write numbers to at least 1000000 and say the value of each digit. | Identify ones, tens, hundreds, thousands, tens of thousands etc. 13,123 has 3 thousands |
| Order and compare numbers to at least 1000000 | Write a set of numbers up to 1 million - order the nmbers |
| Count forwards and backwards in steps of 10 for any given number up to 1000000. | ```345, 355, 365, 375... 12345, 12355, 12365, 12375... 99999, 99989, 99979, 99969...``` |
| Read and write Roman numerals up to 1000. | $\begin{array}{\|llll} I=1 & V=5=5=10 \quad L=50 & C=100 \quad D=500 \quad M=1000 \\ & \text { so } 47=X X X X V I I & 89=L X X X I X \quad 90=X C \end{array}$ |
| Read and write dates using Roman numerals | $\begin{aligned} & \text { e.g. } 1995=1000+900+90+5 \\ & 1000=M \\ & 900=C M \\ & 90=X C \\ & 5=V \end{aligned}$ |


| Multiplication \& Division | Further explanation / Ideas of how to practise |
| :---: | :--- |
| Multiply and divide numbers by <br> 10,100 or 1000. | e.g. $24 \times 1000=24,000 \quad 1.3 \times 100=130$ <br> $53 \div 1000=0.053 \quad 3.4 \div 100=0.034$ |
| Know by heart all the squares of <br> numbers between 1 and 12. | e.g. $1 \times 1=1,4 \times 4=16,6 \times 6=36$ |
| Recognise and use cube <br> numbers and notation. | e.g. $3 \times 3 \times 3=27$ or $3^{3}=27,5 \times 5 \times 5=125$ or $5^{3}=125$ |
| Recall prime numbers up to 19. | 2, 3, 5, 7, 11, 13, 17, 19 <br> Numbers that only have $1 \times$ themselves as factors. |
| Find all factor pairs. | This means pairs of numbers that when multiplied make the same <br> total. <br> e.g. to make $20: 1 \times 20,2 \times 10,5 \times 4$ |


| Fractions and Decimals | Further explanation / Ideas of how to practise |
| :--- | :--- |
| Know that 10 tenths are <br> equivalent to $1 /$ Know that 1 is <br> 10 times the size of 0.1 | "10 tenths is equal to 1 one." <br> " 10 times the size of one-tenth." <br> "One-tenth is 10 times the size of one-hundredth." |
| Know that 100 hundredths are <br> equivalent to 1 one / Know that <br> 1 is 100 times the size of 0.01 | " 1 is 100 times the size of one-hundredth." <br> " 100 hundredths is equal to 1 one." |
| Know that 10 hundredths are <br> equivalent to 1 tenth/ Know <br> that 0.1 it 10 times the size of <br> 0.01 | "10 hundredths is equal to 1 tenth." |


| Fractions and Decimals | Further explanation / Ideas of how to practise |
| :--- | :--- |
| Count using simple fractions <br> and decimals forwards and <br> backwards bridging zero. | $3,21 / 2,2,11 / 2,1,1 / 2,0$ |
| Compare numbers with the <br> same numbers of decimal <br> places (up to two decimal <br> places). | $0.5,0.4,0.3,0.2,0.1,0,-0.1,-0.2-0.3$ |
| Know the decimals for $1 / 4,1 / 2,3 / 4$, <br> $1 / 5$ and $1 / 10(1 / 4=0.25 ; 1 / 2=0.5 ;$ <br> $3 / 4=0.75,1 / 5=0.2,1 / 10=0.1)$ | $1 / 4=0.25 \quad 12.13$ <br> $1 / 5=0.2$ <br> $1 / 10=0.1$ |


|  | Geometry | Further explanation / Ideas of how to practise |
| :---: | :---: | :---: |
|  | Identify pairs of parallel lines. | Lines that will never meet and are always the same distance apart. |
|  | Identify pairs of perpendicular lines. | Lines that meet at a right angle $\left(90^{\circ}\right)$ |
|  | Identify right, acute and obtuse angles | Right angles are $90^{\circ}$ <br> Acute angles less than $90^{\circ}$ <br> Obtuse angles between $90^{\circ}$ and $180^{\circ}$ |
|  | Recognise regular polygons |  |
|  | Name types of triangles (isosceles, equilateral and scalene) |  |
|  | Name types of quadrilaterals (parallelogram, rhombus and trapezium) |  |


| Geometry | Further explanation / Ideas of how to practise |
| :--- | :--- |
| Know $180^{\circ}$ in a triangle. |  |
| Know $360^{\circ}$ is a turn. |  |
| Know $180^{\circ}$ is $1 / 2$ a turn |  |


|  |  | Measure | Further explanation / Ideas of how to practise |
| :---: | :---: | :---: | :---: |
|  | $\mathrm{mm} \leftrightarrow \mathrm{cm}$ | $10 \mathrm{~mm}=1 \mathrm{~cm}$ | These facts need to recalled quickly so they can be applied to problem solving |
|  | $\mathrm{cm} \leftrightarrow \mathrm{m}$ | $100 \mathrm{~cm}=1 \mathrm{~m}$ |  |
|  |  | $50 \mathrm{~cm}=1 / 2 \mathrm{~m}$ |  |
|  |  | $25 \mathrm{~cm}=1 / 4 \mathrm{~m}$ |  |
|  | $\mathrm{m} \leftrightarrow \mathrm{km}$ | $1000 \mathrm{~m}=1 \mathrm{~km}$ |  |
|  |  | 500m $=1 / 2 \mathrm{~km}$ |  |
|  |  | $250 \mathrm{~m}=1 / 4 \mathrm{~km}$ |  |
|  | $\mathrm{ml} \leftrightarrow \mathrm{l}$ | $1000 \mathrm{ml}=1 \mathrm{l}$. |  |
|  |  | $500 \mathrm{ml}=1 / 2 \mathrm{l}$ |  |
|  |  | 250ml $=1 / 4 \mathrm{l}$ |  |
|  | $\mathrm{g} \leftrightarrow \mathrm{kg}$ | $1000 \mathrm{~g}=1 \mathrm{~kg}$ |  |
|  |  | $500 \mathrm{~g}=1 / 2 \mathrm{~kg}$ |  |
|  |  | $250 \mathrm{~g}=1 / 4 \mathrm{~kg}$ |  |
|  | 1 inch is approximately 2.5 centimetres 1 inch $\approx 2.5 \mathrm{~cm}$ |  |  |
|  | 1 kilogram | oximately 2 pounds $\approx 2 \mathrm{lbs}$ |  |
|  | $1 \text { pint }$ | ximately 560 ml 560 ml |  |

