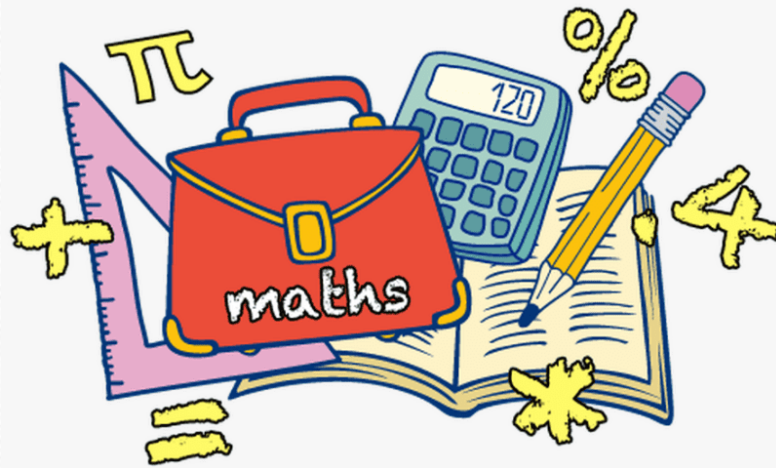


Year 5 Maths Workshop



Thursday 14th November

If 72 is the answer, what is the question?

How many can you think of?

72

You can use all four operations + - x ÷

Our Aims

- To outline the teaching methods, resources and philosophies we use at Five Ways for mathematics.
- To give an overview of the Year 5 maths curriculum.
- To share ideas and resources to enable you to support your child for the year ahead.



Our Maths Philosophy



- CPA model



- Power of the brain – revisit, revisit, revisit...



Five Ways Primary School



Maths Calculation Policy



Y5 Curriculum coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW								
Spring term	Number Multiplication and division B VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW							
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative num... VIEW	Measurement Converting units VIEW	Measurement Volume VIEW						

- **Fluency**
- **Reasoning**
- **Problem Solving**



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Block 1 Place value	Autumn Block 2a Four operations (a)	Autumn Block 2b Four operations (b)	Autumn Block 3a Fractions (a)	Autumn Block 3a Fractions (a)	Autumn Block 3b Fractions (b)



Place value - Match up game

Five hundred and
twelve thousand,
four hundred and
ninety-seven

512, 497

512, 497

Number Match up Game

Place Value knowledge:

- What digit is in the ten thousands column?
- What digit is in the ones column?
- What digit is in the tens column?
- What digit is in the hundred thousands column.

What would the number be rounded to the nearest:

- 10?
- 100?
- 100?
- 10 000?
- 100 000?

Read the number out loud in words.

- Find two cards to make this work:

? > ?

- Find 3 cards to make this work:

? < ? > ?

- Order all the cards in descending order.
- Order all the cards in ascending order.

- What would the number be if I added 5000? etc
- What would the number be if I subtracted 5000? etc
- What would double/halve the number be?
- What do I need to add to my number to total 1million?
- Is the number divisible by 2,3,4,5,10? How do you know?

Place Value Chart

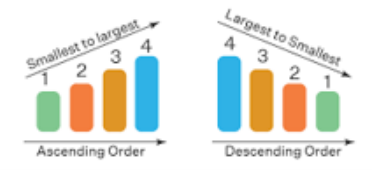
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

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Rounding Rhyme:

Underline the digit
Look next door
If it's 5 or higher
add one more
If it's 4 or lower
just ignore.

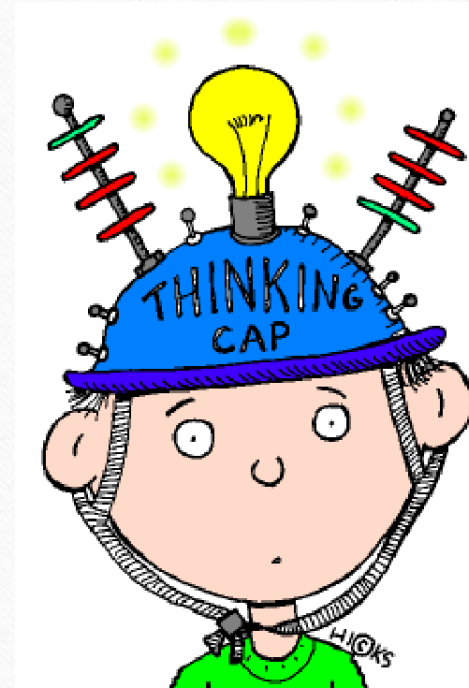
Ascending and Descending Order





What do reasoners do?

- Think before doing.
- Notice things.
- Make decisions based on what they notice, know and understand.



Maths Talk

This reasoning mat is to help you explain your ideas to others.
Select the sentence starter that best fits what you want to say.

I realised
this couldn't
be right
because...

The connection I
think is important
is...

The thing that
helped me see the
connection was...

The thing I
noticed
was...

When I got stuck I
decided to try...

I know this is
true
because...

I already knew...so
this helped me work
out...

The strategy I used
was...I choose this
strategy because...

The way I would
describe the
pattern is...

I wondered
what would
happen if...

I thought the
answer looked
right because...

When I saw this
it made me
think about...

Problem Solving Challenges

1 Ron and Eva each make a 3-digit number from these digit cards.

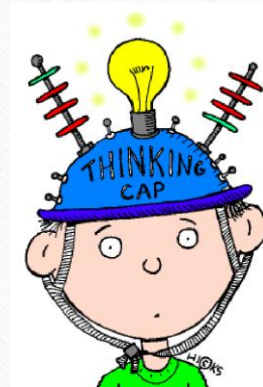


- Ron makes the largest even number possible.
- Eva makes the smallest odd number possible.

What is the difference between their numbers?

Strategies:

- Circle key information.
- Make extra jottings or drawings.
- Is your answer reasonable?



1 Workers in a factory make toys.

- On Monday they make 2,350 toys.
- On Tuesday they make 235 more toys than they did on Monday.

By Wednesday they have to make 7,500 toys in total.

How many toys do they need to make on Wednesday to make 7,500 in total?

Given that

$$\triangle + \triangle + \star + \star = 100$$

$$\heartsuit + \heartsuit + \triangle + \star = 78$$

Work out the value of the 

3 What are the missing numbers?

$$\square \times 10 = 42$$

$$\square \div 10 = 42$$

1 The cost of a pineapple is half the cost of a melon.



How much does the pineapple and melon cost altogether?

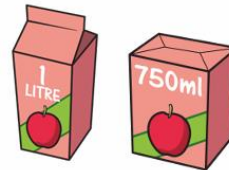
2 Tommy thinks of a number.

5 is a factor of my number



Does Tommy's number have to be odd? Explain your answer.

2 Amir has two cartons of apple juice.



He shares all the juice equally between these glasses.



How much apple juice does he pour into each glass?

1 Use $<$, $>$ or $=$ to make these number sentences correct.

$$9 \times 7 \bigcirc 8 \times 7$$

$$48 \div 2 \bigcirc 48 \div 4$$

$$300 \times 2 \bigcirc 20 \times 30$$

2 There are 1,500 children in a school. 565 of the children are girls. How many more boys than girls are in the school?

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THANK
YOU

Number of the Day Maths Fluency

write it:

Multiple of:

2 × 3 × 4 × 5 × 6 × 7 ×

8 × 9 × 10 × 11 × 12 ×

× 10 = _____

× 100 = _____

× 1000 = _____

$\frac{1}{2}$ = _____

$\frac{3}{4}$ = _____

$\frac{7}{10}$ = _____

Round to:

the nearest 10: _____

the nearest 100: _____

the nearest 1000: _____

Today's Number Is...



÷ 10 = _____

÷ 100 = _____

÷ 1000 = _____

Label the number line and show today's number.

<, > or =

$12^2 \times 14 \times 10$ today's number



Subtract 1784:

Add 6719:

Nearest prime number:
