Year 5 Number Knowledge – Autumn 2

Each term, your child will focus on two areas to help them with their understanding of number. We would like you to choose one of the following activities to complete at home each week.

Counting: Understanding 10s and mental addition and subtraction

Target 1000

Get a family member or friend to choose a 3-digit number. Your task is to work out what you need to add their number to make 1000.

E.g.
Family member or friend chooses 273
I would say 727
because 273 + 727 = 1000

SUPPORT/CHALLENGE: choose a different target number.

Get a family member or friend to write down a four-digit number. Roll a die (or choose a number yourself) and multiply this number by 10 then subtract it to the four-digit number.

E.g.



4528 - 50 = 4478

CHALLENGE: multiply the number you rolled by 100 and subtract that from the four-digit number.

Can you make your way from the top of the grid to the trophy by adding 100 each time?

736	288	1076	688	367	803
764	388	488	588	467	903
756	766	676	667	567	1003
1267	1167	1067	767	1203	1103
	1077	967	867	1303	777
1209	589	483	976	1403	603

Now create your own one for someone else to try.

Answer the following questions:

1. What number is 1000 more than 3683?
2. How many less is 5693 than 5703?
3. What number is 10 000 less than 1 234 508?
4. If I add 100 to a number I get 3467. What number did I start with?
5. 23 890 is how many more than 13 890?
6. What number is 100 more than 45 901?
7. Add 10 000 to 271 801.
8. If I subtract 1000 from a number I get 19 230. What number did I start with?
9. What number is 100 000 more than 671 023?
10. Subtract 1 000 000 from 30 782 901.

Now create a quiz of your own.

Multiplication tables and related division facts: Speed recall and problem solving

Play on TTRockstars.
https://ttrockstars.com/

If you are having problems logging in, please speak to us and we can help.

Number investigations

Choose a statement to investigate. Decide whether they are *always*, *sometimes* or *never* true. Remember to PEE (make your **point**, prove it with **evidence** then **explain** your point).

Numbers in the 5 times table end in 5.
All numbers in the 8 times table are in the 4 times table.
All numbers in the 3 times table are odd.

CHALLENGE: think of your own mathematical statement to investigate.

Try this multiplication square jigsaw which you can complete using the interactive tool
https://nrich.maths.org/5573

If you can't access it from home, ask your teacher to print you copy for you to complete.

Create your own game to help a child in year 4 to learn their times tables. Make sure it is fun to play and try to include different levels of challenge within your game.