Measurement (mass)

HERE'S THE MATHS

Your child is learning to use all four operations (addition, subtraction, multiplication and division) to solve problems involving mass. Addition or multiplication is usually used to find the mass of items. Division or multiplication is used to convert between units of mass.

ACTIVITY

1  *Dining chair type 1* 4·5 kg	2  *Folding chair* 4100 g	3  *Dining chair type 2* 5·25 kg
4  *Bar stool* 3900 kg	5  *Dining chair type 3* 4600 g	6  *Garden chair* 3·75 kg

What to do

- Roll the dice to decide which chair to buy.
- Roll the dice a second time to decide how many to buy.
- Find the total mass of the chairs in kilograms.
- Continue until you have both bought at least 20 chairs.

Variation

- Design a new grid for other items.

You will need:

- 1–6 dice

QUESTIONS TO ASK

What is 3·75 kg in grams?

Change 2350 g into kilograms.

How many pounds in 1 kg?

What is 5 kg in pounds?

What is the imperial unit of mass?

Year 5 Maths Newsletter 3

Date: _____ **Name:** _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:

- Addition and subtraction
- Decimals
- Measurement (mass)

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- add whole numbers using the formal written method
- round decimals with 2 decimal places to 1 decimal place
- use all four operations to solve problems involving mass.

TIPS FOR GOOD HOMEWORK HABITS

Turn off the TV and computer. Choose a quiet place, preferably sitting at a table, where your child can work comfortably without disturbance.

Addition and subtraction

HERE'S THE MATHS

This week your child will be practising addition of large numbers with more than four digits, using both mental methods, number lines, jottings and the use of the formal written method of columnar addition. They will be encouraged to look for mental methods, supported by jottings, and to use rounding to check answers to calculations.

ACTIVITY

Number to add is _____				
21 976	32 953	19 978	28 053	17 632
Number to add is _____				
30 965	15 709	16 078	23 455	25 716

What to do

- Roll the dice five times to give a 5-digit number.
- One person adds this number to each of the five numbers in the row, using the most appropriate method.
- The other person roughly checks the answers by rounding and adding mentally and then uses the calculator to find the exact answer.
- Roll the dice five more times to give a new number.
- Change roles.
- Discuss which role you preferred.

You will need:

- pencil and paper
- calculator
- 1–6 dice

Variation

- Roll the dice four times to give a 4-digit number. One person subtracts this from each of the numbers in turn. Continue as before.

QUESTIONS TO ASK

What is the 7 worth in 75 621?

Suggest two numbers with no zero place markers that have a total of 50 000.

Partition 34 187.

What is the 7 worth in 27 106?

Which digits stay the same when you add 400 to 24 867?

Decimals

HERE'S THE MATHS

This week your child will be extending their knowledge of decimal numbers with 1 and 2 decimal places. They learn that 0·2, $\frac{2}{10}$, is the same as 0·20, $\frac{20}{100}$. They learn to round decimals with 2 decimal places to 1 decimal place and to the nearest whole number.

They recognise, describe and continue number sequences involving decimals.

ACTIVITY

What to do

- Turn over a card.
- One person writes two numbers that would round up to that whole number, one with 1 decimal place and one with 2 decimal places.
- The other person writes two numbers that would round down to that whole number, one with 1 decimal place and one with 2 decimal places.
- Check each other's numbers.
- Change roles and repeat.
- Continue until all the numbers have been used.

You will need:

- set of 1–9 cards (from a pack of cards)

Variation

- Turn the game around so that you turn over 3 cards to make a 2-place decimal number, e.g. 3, 5 and 6 become 3 56, which rounds to 3 6 (to 1 decimal place) or 4 (nearest whole number).

QUESTIONS TO ASK

What is $\frac{6}{100}$ as a decimal?

Continue the sequence 0·25, 0·50, 0·75 . . . up to 2.

Continue the sequence 0·2, 0·5, 0·8 . . . up to 2.

What is 0·03 as a fraction?

Which is bigger: 0·4 or 0·40? Or are they the same?