Measurement (time)

HERE'S THE MATHS

Your child is learning to calculate speed. Speed is a measure of how fast something is moving. It is the distance travelled per unit of time and measured using compound units, e.g. miles per hour or metres per minute.

ACTIVITY

Dice roll	1	2	3	4	5	6
Speed	25 mph	50 mph	75 mph	100 mph	125 mph	Broken down!
Opeed	20 mpn	oo mpri	70 mpn	100 mpn	120 1101	Stationary

What to do

- Play with a partner.
- Take turns to roll the dice to determine a speed and toss the coin to see how long you travel at that speed, e.g. 2 and tails means travelling at 50 mph for 2 hours, so a distance of 100 miles.

• 1–6 dice

Heads = 1 hour

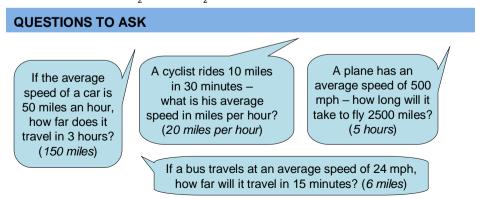
Tails = 2 hours

Coin

- Keep a note of the distance each person has travelled.
- The winner is the first person to travel 400 miles or more.

Variation

Use 20 km/hour, 40 km/hour, 60 km/hour, 80 km/hour and 100 km/hour as the distance and times of ¹/₂ hour and 2¹/₂ hours.





Year 6 Maths Newsletter 4



Date:

Name:

MATH\$ TOPIC\$

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

- Multiplication and division
- Fractions (including decimals and percentages)
- Measurement (time)

KEY MATHEMATICAL IDEA\$

During these three weeks your child will be learning to:

- identify common factors, common multiples and prime numbers
- solve problems involving the calculation of percentages and the use of percentages for comparison
- calculate speed using compound units, for example, miles per hour.

TIPS FOR GOOD HOMEWORK HABITS

Show your child how you use maths in daily life and involve them in everyday tasks, e.g. following speed limits using the speedometer and calculating times to plan journeys based on likely average speeds.

Multiplication and division

HERE'S THE MATHS

Your child is practising identifying common factors, common multiples and prime numbers. For example, the common factors of 12 and 28 are 1, 2 and 4. A common multiple of 8, 5 and 20 is 40. he first ten prime numbers are 2, 3, 5, 7, 11, 13, 17, 19, 23 and 29. The factors of 20 can be arranged in pairs each making 20: 1×20 , 2×10 and 4×5 . The prime factors are prime numbers that make the number when multiplied together: $2 \times 2 \times 5$.

ACTIVITY

27	32	44	54	62	77	82	90
24	34	46	55	63	75	88	93
21	33	42	51	66	78	84	95
25	36	48	56	64	72	85	98
28	35	45	52	60	70	80	96
22	38	49	58	65	76	86	99

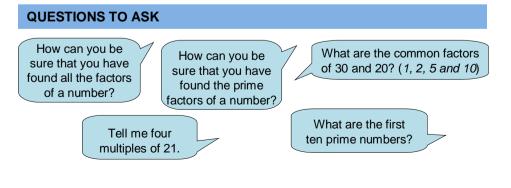
You will need: • pencil and paper

What to do

- Take turns to choose two numbers from different columns and write down all the factors.
- · Circle the common factors.
- Score one point for each common factor.
- Continue for 10 minutes.
- The winner has the higher score.

Variation

• Find the prime factors of the numbers. Circle any common factors.

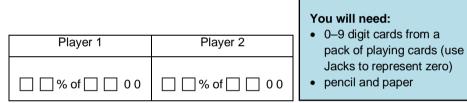


Fractions (including decimals and percentages)

HERE'S THE MATHS

Your child is learning to solve problems involving the calculation of percentages and the use of percentages for comparison. They should know that 1% is $\frac{1}{100}$, 10% is $\frac{1}{10}$, 25% is $\frac{1}{4}$, 50% is $\frac{1}{2}$, and 75% is $\frac{3}{4}$. To calculate 35% of an amount they can calculate 10%, multiply that by 3 and add half of 10%. Another way would be to find the value of 1% and multiply that by 35.

ACTIVITY



What to do

- Player 1 shuffles the cards and turns over four cards to fill the spaces.
- Calculate the percentage, using an appropriate method.
- Player 2 has a turn.
- The player with the larger number scores a point.
- Repeat with new cards.
- The winner is the first person to reach 5 points.

Variation

To make it easier, find 1-digit percentages of a 3-digit number using:
% of □ □ 0

