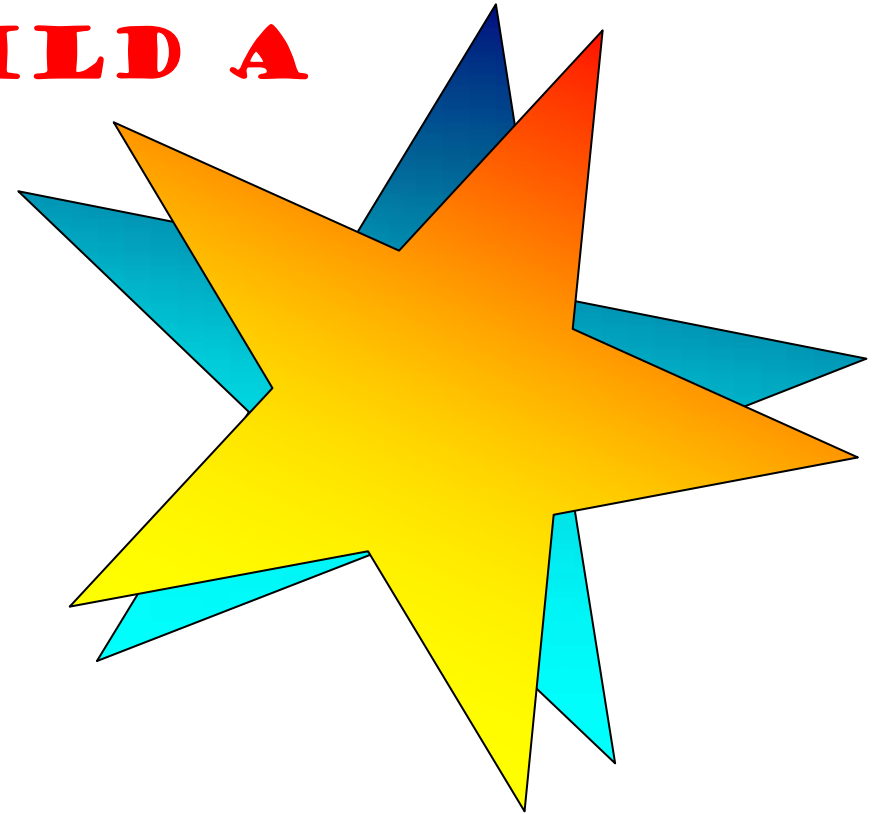
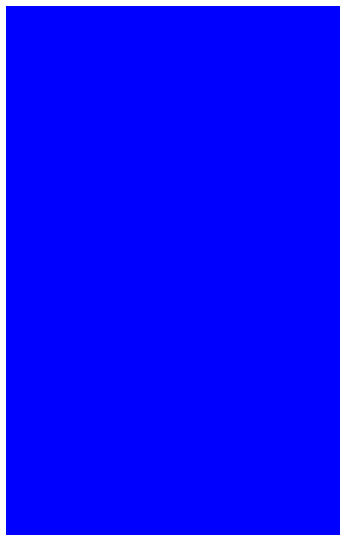


MAKE YOUR CHILD A MATHS STAR!

**A PARENTS' GUIDE TO
HELPING YOUR CHILDREN
WITH MATHS**



Booklet 3 of 3:

**Key Stage 2
Year 5 to Year 6**

“IT WASN’T LIKE THIS WHEN I WAS AT SCHOOL!”

Have you ever wished that you understood current Maths methods better? Many parents find that their children are using methods or strategies, which are very different from those used in the past. This can often cause confusion when trying to support your child at home. This booklet has been prepared by First and Middle School teachers of the Dorchester Area Schools Partnership (DASP) to give you a record of the strategies your child will be using in school.

The main methods used in each year group by the majority of pupils for addition, subtraction, multiplication and division are shown. These methods are introduced throughout the teaching year so most pupils should be familiar with all methods by the end of the year. Each sheet also shows typical maths vocabulary that children will be acquiring and using at this stage.

This is a guide only, children will always progress at different speeds. However, support from you will undoubtedly be of great benefit to them at all times. If you have any questions, your child’s teacher will be pleased to discuss the strategies with you.

This booklet is part of a series of 3, covering Year 1 to Year 6. This booklet will be supplemented with extra resources available on the DASP website.

www.dasp.org.uk/maths.htm

N.B. If you have downloaded this booklet to print it, you may need to expand your print margins slightly to make it fit.

Turn your child into a Mathemagician!

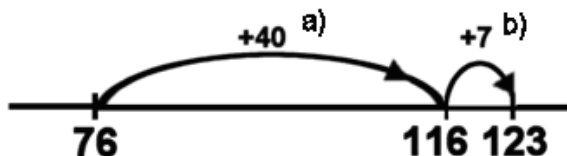


Year 5 & 6 Addition

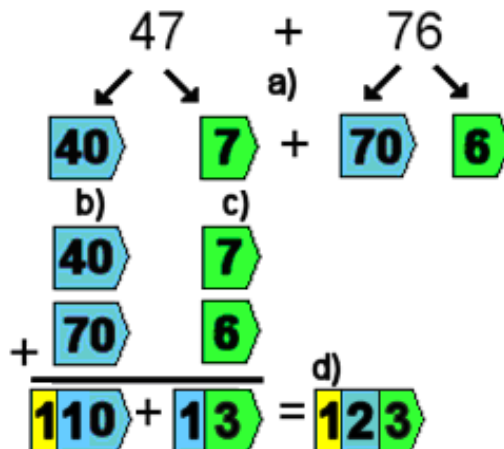
Visual

$$47 + 76$$

(change order to start with larger number)



Jottings



Formal

$$47 + 76$$

$$\begin{array}{r} \text{c) } 47 \\ + 76 \\ \hline 123 \\ \text{b) } \end{array}$$

- a) Add 4 groups of tens
- b) Then add 7 units

- a) Partition numbers into tens and units
- b) Add groups of ten
- c) Add units
- d) Add together tens and units

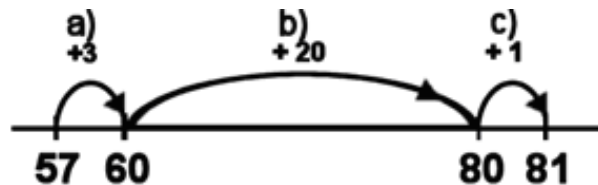
- a) Add units first
- b) Carry the tens
- c) Now add all the tens

Key Vocabulary: Addition+Sum+Add+Total+Plus+Increase+More Than+Altogether

Year 5 & 6 Subtraction

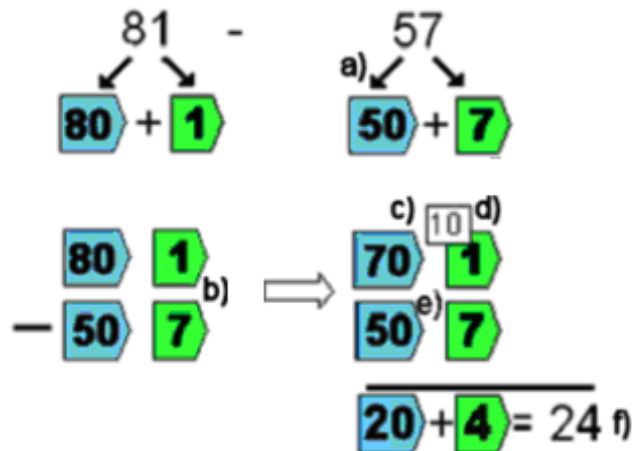
Visual

$$81 - 57$$



Add the jumps = $3 + 20 + 1 = 24$

Jottings



Formal

$$81 - 57$$

$$\begin{array}{r} \text{b) } 7 \text{ } \text{c) } \\ 81 \\ - 57 \\ \hline 24 \end{array}$$

81 - 57 could mean find the difference between the two numbers so we add on from the smallest number.

- Add on to next multiple of 10
- Add on groups of ten
- Add on any extra units needed

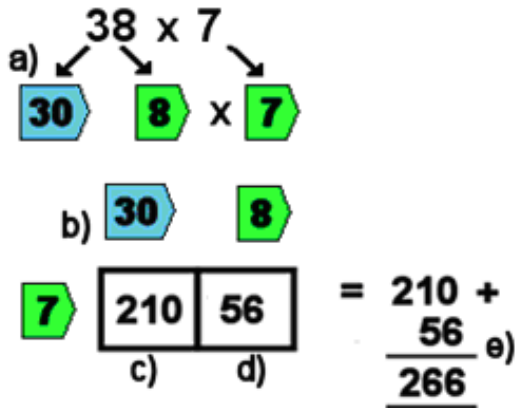
- Partition numbers into tens and units
- Start with units, 1 take 7
- To help us do this, we take 1 group of ten from 80 ...
- ... to give us 11 take 7 which gives 4
- Now we do 70 take 50 which gives 20
- Answer is 24

- Start with the units 1 take 7
- Take one group of ten from 80, leaving 7 tens
- This now gives us 11 take 7 which is 4
- 7 tens take 5 tens gives 2 tens

Key Vocabulary: Subtract-Take Away-Reduce-Decrease-Minus-Difference-Less Than

Year 5 & 6 Multiplication

Visual



Jottings

$$38 \times 7$$

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

(7 x 8) a)

(7 x 30) b)

Formal

$$38 \times 7$$

c) 38 a)

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 266 \\ \hline \end{array}$$

d) 266 b)

- a) Partition number into tens and units
- b) Arrange into a grid
- c) Multiply 7 by 30
- d) Multiply 7 by 8
- e) Add together results from multiplying

Can you see how points a and b above relate to the answers c and d on the grid in the previous method.

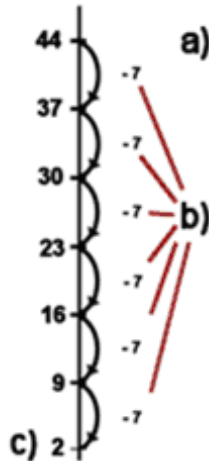
- a) Multiply 7 by 8 which gives 56
- b) We carry the 5 tens
- c) Multiply 7 by 3 tens, which gives 21 tens ...
- d) ...plus the 5 tens equals 26 tens.

For an example of a more challenging long multiplication see www.dasp.org.uk

Key Vocabulary: Multiply x Times x Product x Multiplication

Visual

$44 \div 7$



Answer is: 6 jumps with 2 left over

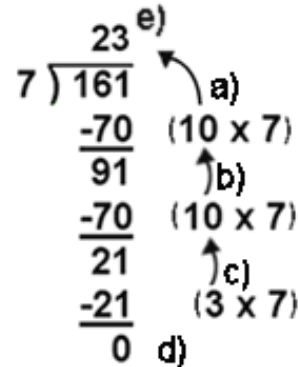
Repeated Subtraction

How many 7s can you remove from 44?

- a) Keep removing chunks of 7
- b) How many chunks of 7 can you remove?
- c) Is there a remainder?

Jottings

$161 \div 7$



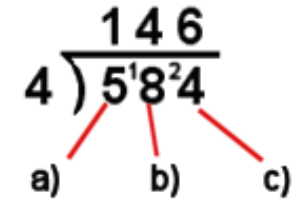
$10 + 10 + 3 = 23$

How many chunks of 7 in 161?

- a) Remove 10 lots of 7 as our chunksize
- b) Keep removing chunks of (10 x 7) until you cannot.
- c) Use your times table knowledge to remove the last chunk
- d) Is there a remainder?
- e) How many chunks of 7 have you removed in total?

Formal

$584 \div 4$



a) How many 4s in 5?

1 remainder 1

b) Carry the remainder in front of the next digit, then how many 4s in 18?

4 remainder 2

c) Carry the remainder in front of the next digit, then how many 4s in 24?

6

d) How many 4s in 584?

Key Vocabulary: Division ÷ Sharing ÷ Grouping

The following are some suggested websites that can help with supporting your child's maths.

BBC Maths

<http://www.bbc.co.uk/learning/subjects/maths.shtml>

Woodlands Junior School Maths Zone

<http://www.woodlands-junior.kent.sch.uk/maths/index.html>

Ambleside Primary School

<http://www.amblesideprimary.com/ambleweb/numeracy.htm>

TopMarks Education Resources

[http://www.topmarks.co.uk/](http://www.topmarks.co.uk)

Loders primary Schools – Maths Problem Solving

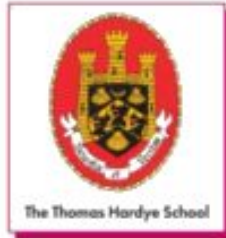
<http://www.loders.dorset.sch.uk/HomeSchool/witches/problemsolv.htm>

CoolMath4kids (US Site)

<http://www.coolmath4kids.com/>

Rain Forest Maths

<http://www.rainforestmaths.com/>



The Dorchester Area Schools Partnership (DASP) came into being in 1992. Its mission is simple: to provide the best education for all the students who are educated in the Dorchester area.

