

## Finding areas and perimeters

**Perimeter = distance around the edge of a shape**

**Area of a rectangle = length x width**

- Collect 5 or 6 used envelopes of different sizes.
- Ask your child to estimate the perimeter of each one to the nearest centimetre. Write the estimate on the back.
- Now measure. Write the measurement next to the estimate.
- How close did your child get?
- Now estimate, then work out, the area of each envelope.
- Were perimeters or areas easier to estimate? Why?

You could do something similar using an old newspaper, e.g.

- Work out which page has the biggest area used for photographs.
- Choose a page and work out the total area of news stories or adverts on that page.

## Target 1000

- Roll a dice 6 times.
- Use the six digits to make two three-digit numbers.
- Add the two numbers together.
- How close to 1000 can you get?

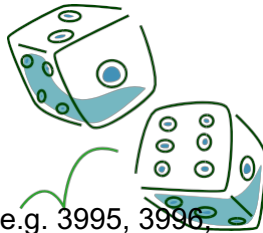
## Dice

- Take turns to roll a dice twice.
- Fill in the missing numbers

400? – 399?

e.g. 4002 – 3994

- Count on from the smaller to the larger number e.g. 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002.
- You counted on 8, so you score 8 points.
- Increase the size of the numbers eg 5 digit



**Encourage your child to play board games such as chess and Mastermind. Encourage your child to continue to practise their times tables regularly and play games on *Mymaths* to enhance their mental maths.**



**Year 5**

**Fun maths activities  
to do at home**

**A booklet for parents  
*Bisley & Oakridge*  
Schools**

Please take the time to encourage your child to do maths in the real world. Draw their attention to numbers and patterns around them in everyday life, indoors and outside. Discuss how you use maths at work and in daily life. Help them to develop a positive and confident attitude to maths.

### How much?

- While shopping, point out an item costing less than £1.
- Ask your child to work out in their head the cost of 3 items.
- Ask them to estimate first. See how close they are.
- If you see any items labelled, e.g. 2 for £3.50, ask them to work out the cost of 1 item and to explain how they got the answer.

### Guess my number

- Choose a number between 0 and 1 with one decimal place, eg 0.6.
- Challenge your child to ask you questions to guess your number. You may only answer Yes or No. For example, Is it less than a half?
- See if they can guess your number in fewer than 5 questions.
- Now let your child choose a mystery number for you to guess.

Extend the game by choosing a number with one decimal place between 1 and 10, eg 3.6. You may need to ask more questions!



### Dicey division

For this game you need a 1-100 board (eg a snakes and ladders board), a dice & 20 coins/counters (2 sets of 10).

- Take turns.
- Choose a 2-digit number. Roll a dice. If you roll 1, roll again.
- If your 2-digit number divides exactly by the dice number, put a coin on your chosen 2-digit number. Otherwise, miss that turn.
- The first to get to 10 counters on the board wins.

### Car numbers

- Choose a car number.
- You may add or subtract 10,20,30,40,50,60,70,80 or 90
- Try to get as close as possible to a chosen target number.
- Who can get the closest during a journey?

### How many numbers can we make?

- Give each player a piece of paper and a pencil.
- Using the cards from 1 to 9, deal four cards out with the numbers showing.
- Using all four cards and a choice of any combination of addition, subtraction, multiplication, and division, have each player see how many different numbers a person can get in 5 minutes.
- Players get one point for each answer. For example, suppose the cards drawn are 4, 8, 9, and 2.
- What numbers can be made?

### Board games

Help your child design their own maths board game.

- Make a numbered grid
- Design the rules to help practise their maths eg roll the dice and then times it by? Divide it by? Square it.
- Put other types of questions on cards eg division questions – roll the dice and divide by 7 – move the remainder.

### In the kitchen

Ask your child to look at the capacity of liquids in your fridge and cupboards. Can they convert them from litres to millilitres and vice versa?

Encourage children to ask questions about capacity – how many cans/small bottles would fit in a litre bottle? Is milk labelled in litres or pints – can they convert between the two?

Try to help your child have a practical idea of mass – how much does an apple weigh? Look at weights on packaging – can they convert between grams and kilograms.

If you make biscuits/cakes discuss with your child the amounts of ingredients needed for example 8 – What would you do if you wanted to make double or half? Can they double and halve the ingredients?

