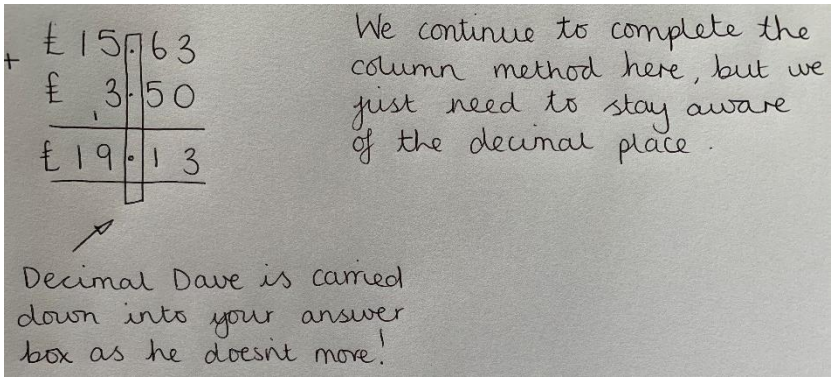
Maths- 1.6.20

Here are your maths tasks for this week- please use the book provided to complete the tasks ☺ We normally do maths Monday-Thursday, with Friday being our day for Mathletics and Times table rockstars to consolidate other areas of learning. Please see the Times table sheet for suggested activities. I've attached an arithmetic paper for Friday to complete this week too ☺

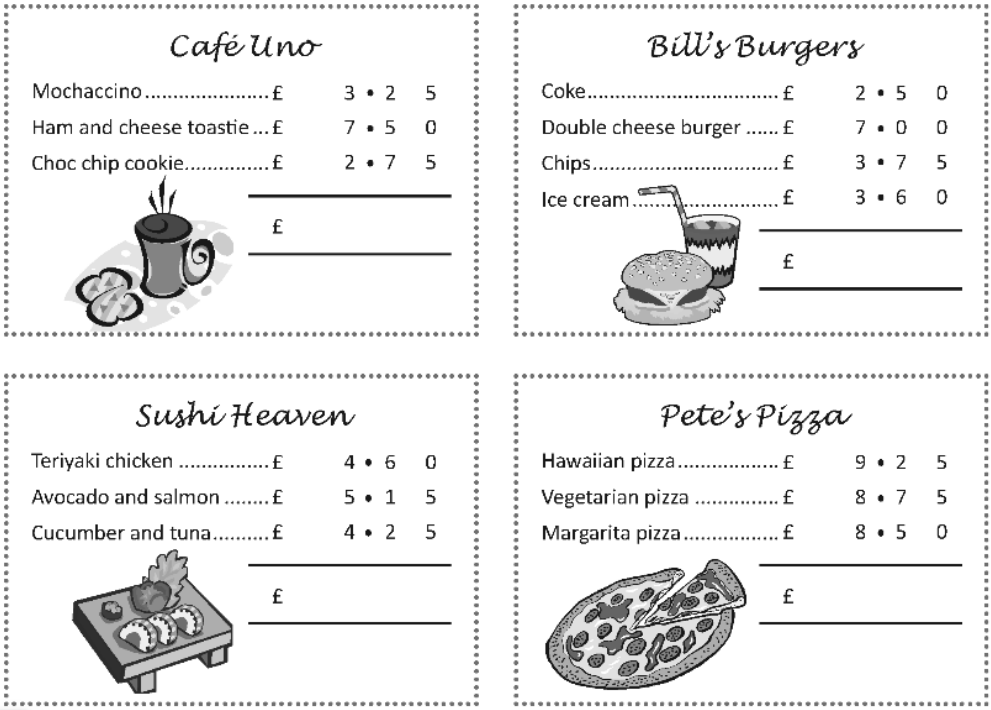
Monday

This week, we will be continuing to look at decimals (but with regards to money) and also starting to delve into our new topic of measurement (area and perimeter). Today, we will be looking at being able to solve simple money problems including decimals to two decimal places. When we are working out how to add/subtract amounts, we need to use the column method. What we need to remember is 'Decimal Dave' always stays in the same place, so we need to pop him underneath first. See below for an explanation:



Task

See if you can complete the sums below using the image above to help you.



Challenge

Can you work out how much change you would get from each menu if you paid with £30.00? Remember, take the total away from the answers you have above from £30.00.

Tuesday

Today, we will have a little look at estimating some amounts of money using rounding. As we have seen before, when we are rounding decimals, we need to look at the tenths column to see if we round up or stay at the same whole number. This is exactly the same when we have two decimal places. The same song apples:

1, 2, 3 and 4, we don't change this anymore,

5, 6, 7, 8 and 9, we round these up, all the time.

We need to see what the tenths digit (the first number after decimal Dave) is, then sing the song above. If it is above 5, then we round to the next whole number. If it is below 5, we keep the whole number (before the decimal) the same. For example:

£3.**1**4 rounded to the nearest whole number is £3 as the tenths number (underlined) is 1.

£15.**6**7 rounded to the nearest whole number is £16.00 as the tenths number (underlined) is 6.

We can then start estimating amounts by adding two rounded numbers together to get an 'estimate' which is a posh word for a guess. For example:

£3.14 + £15.67 =

Estimate- £3.00 + £16.00 = £19.00

Task

Using the information above, see if you can work out these questions below:

2 Complete the estimate by rounding each amount and adding the rounded amounts.

Item 1	Item 2	Approximate
 £5.63	 £1.76	
 £3.05	 £11.54	

3 Jenny has £15 to spend at the theme park. She rides on the roller coaster which costs £4.34 She rides on the big wheel which costs £3.85 How much change will she approximately have?

Three children buy toys. Can you work out who buys what?
Tommy buys a toy which rounds to £5 but gets change from £5
Amira buys two toys which total approximately £25
Eve's toy costs £0.05 more than what it rounds to.

Challenge:

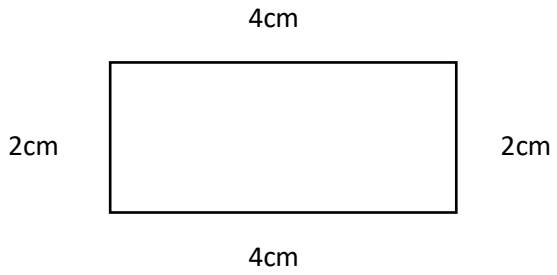
Tamzin buys a hat and gloves.
She estimates how much she'll spend.

£4 + £5 = £9

What could the actual price of the hat and gloves been?

Wednesday

Today, we will look at perimeter of shapes. **REMEMBER: Perimeter is 'around the outside, around the outside, around the outside'**. When we are talking about the perimeter of shapes, we are thinking about adding up all of the 'lengths' of the sides. For example (these are not exact measurements):

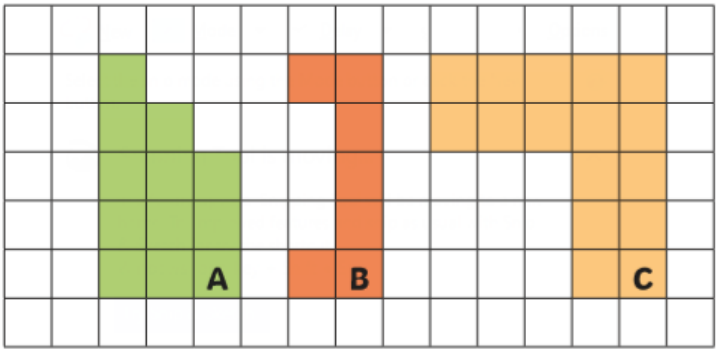


To find the perimeter, we would do 4 + 4 + 2 + 2 = 12cm.

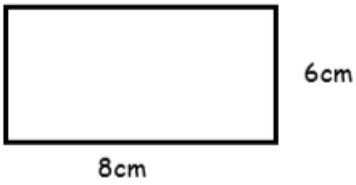
Task:

Using the information above to help you, see if you can work out these problems below. In the first two images, the squares each represent 1cm.

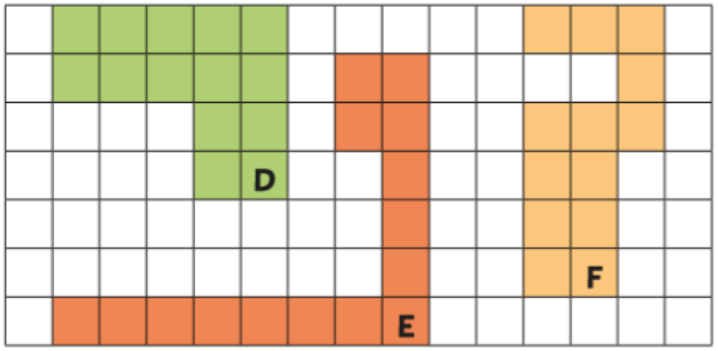
Find the perimeter of these shapes in centimetres. *not to scale



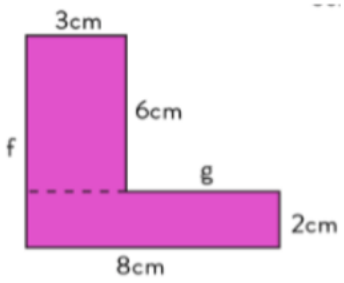
Joshua says that the perimeter of this shape is 32cm. Is he correct? If not, what is the correct perimeter?



Find the perimeter of these shapes in centimetres. *not to scale



What is the length of a and b?



How do you know?

Challenge:

Always, sometimes, never.

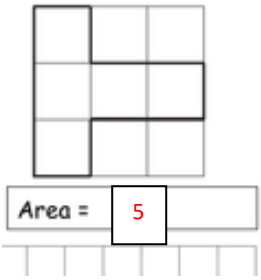
When all the sides of a rectangle are odd numbers, the perimeter is even.

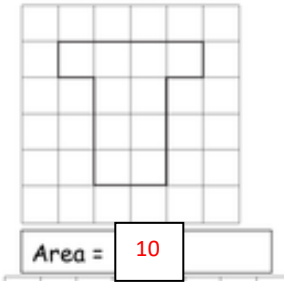
Prove it.

Thursday

Today, we will be having a look at the area of shapes. **REMEMBER: Area is 'on the inside, on the inside'**. When we are looking at the area of a shape, we are looking to see how much space it covers or how many squares it fills. We normally 'count' the squares to help us understand that this is the area of the shape. For example:

If we count the inside squares, we can see that we would get the answers in red for these shapes:

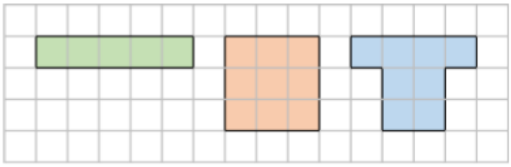




Task:

Using the information you have just read above, see if you can answer these questions about area.

2 Match each shape to its area.

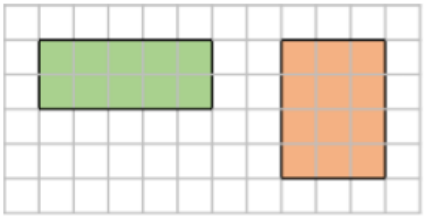


5 squares 8 squares 9 squares

3 What is the area of the rectangle?

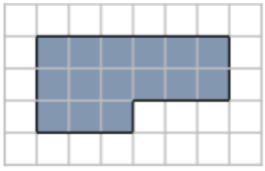
_____ squares

5 Which shape has the greatest area?

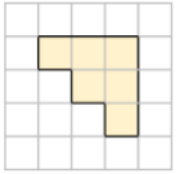


Explain your answer.

6 What is the area of each shape?



_____ squares

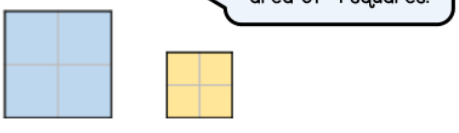


_____ squares

7 Draw a rectangle with an area of 15 squares.

Challenge:

8 Mo says that these two shapes have the same area.



Is Mo correct? Explain your answer.

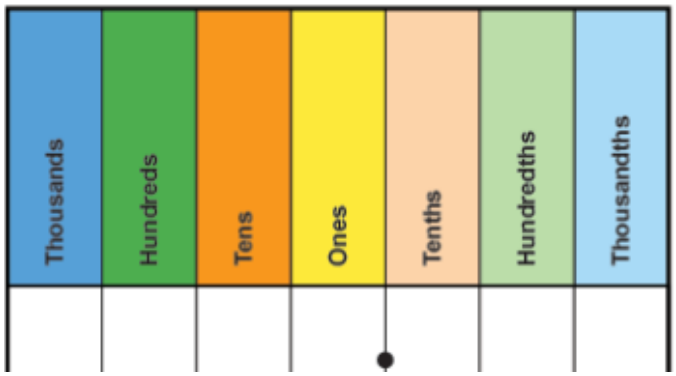
Friday

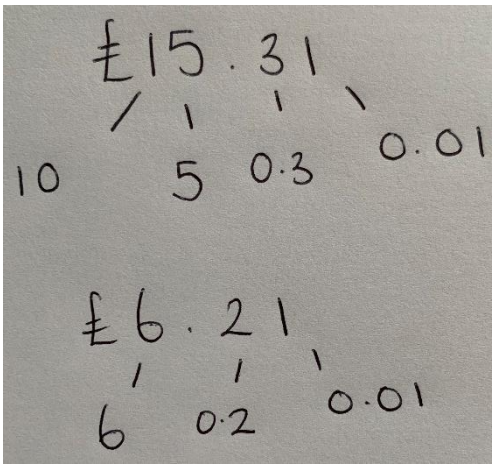
TT rockstars/Mathletics/Arithmetic test ☺ If you have completed all of the Mathletics activities which I have assigned, please choose on the homepage an activity which relates to the maths you have been doing this week.

Help for this week

Money

When we are dealing with money, it's always good to have a look at where we would put those amounts using the place value table. For example, if it is £3.05, we know that the 3 should go in the ones column and the 0 in the tenths and the 5 in the hundredths. It is important that the children understand the value of these digits by partitioning them into their values and representing this on the place value grid. You may want to do some work with your child prior to this by completing some activities like below so that the children understand what the numbers are worth. This will then aid them when setting out their addition and subtraction column methods.





Estimating/rounding

As always, rounding/estimating is a difficult concept to grasp and it is sometimes hard for children to know which numbers to look at and how they'd get to a whole number etc. Again, use the partitioning methods above so that your child truly understands which is the tenths number so that they can then apply this to their overall understanding. You could play games where you give them some numbers and they label them with ones, tenths etc. You could do some rounding/estimating sums which are wrong and get your child to explain why they are right/wrong.

Perimeter/Area

- You could make this a real life concept by getting your child to use a tape measure/ruler to measure the perimeter of everyday objects e.g. books, tables, tv etc. They could estimate what they think the perimeter would be before they do this- are they close?
- Using some squared paper, you could measure the area of everyday objects e.g. a book by drawing around the object and counting the squares inside these outlines. Could you make it a game- who can find the biggest area out of a set of objects?

Games relating to this week:

Money- https://garyhall.org.uk/gordons/swf/Price_lists.swf

Perimeter- https://garyhall.org.uk/gordons/swf/Perimeter.swf

Area- https://garyhall.org.uk/gordons/swf/Area.swf

If you need any extra support, please email me on michaelsyddallyear4@gmail.com and I will help ☺