

# max maths primary

A SINGAPORE APPROACH



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# Helping your child at home

Welcome to Max Maths Journal 6! This journal is designed to help you support your child with their mathematical learning, including the language of mathematics. It can be used either as part of the Max Maths scheme or as a standalone resource.

This journal provides opportunities for consolidation of school learning and reflection, so it is important to make sure your child has covered a topic at school before your child begins work on it in the journal. Typically, your child will be set exercises from the journal as homework by their teacher.

We recommend that when your child sits down to work on the journal, you are on hand to provide support, engage in discussion and explore the maths together. Some tasks in the journal require the direct involvement of a grown-up for discussion and you are expected to reflect with your child on their understanding at the end of each topic.

## Topic structure

Each topic begins with a scenario and related task that reflects key learning from the topic.

## Check your maths!

These tasks check your child's understanding of one or more of the key concepts in the topic.

## Practising my maths language

These activities are focused on practising new mathematical language connected to the topic. They often require discussion with an adult at home.

## From school to home

Opportunities for discussion, sharing and reflection on your child's learning. At the end of the topic, there is space for your child's teacher to comment on your child's learning experience.



# 1 Numbers up to 1 000 000

## Place value

We have been reviewing what each of the digits in a number represents, for numbers up to a million.

We have also been learning what each digit represents in 1- and 2-place decimal numbers.

**27 936**

**8 301.49**



8 301.49 is the bigger number.



Why do you think that?



Because it has more digits and 8 is bigger than 2.

Oh yes, you are right. 27 936 is the bigger number, even though it has fewer digits.



But 8 is only a thousands digit and the 2 represents how many ten thousands there are.



Explain to an adult in your own words why 8 301.49 is less than 27 936. Use words such as place value and digit.

## Check your maths!

Name the value of each of the digits in this number:

**3 802 719**

**a** What does zero represent?

**b** Say the number that is two hundred thousand larger.

**c** If you subtract two thousand, what will the number be?

# Practising my maths language

Let's think about decimals now. Match the decimal number with its correct name.

4	two hundredths
0.07	four tenths
0.04	two tens
20	seven ones
70	four tens
2	seven hundredths
40	four ones
0.2	four hundredths
0.7	two tenths
7	seven tenths
0.02	seven tens
0.4	two ones



## From school to home

### Find someone at home to talk to.

- 1** Show them your school work. Talk about some of your answers to the questions on numbers up to 1 000 000.
- 2** Explain what you have learnt about numbers up to 1 000 000.
- 3** Ask someone at home to help you complete the following:

**a** What do you like about numbers up to 1 000 000?

---

---

---

**b** What was hard about numbers up to 1 000 000?

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---

---



I understand



I understand  
a bit



I need more time  
to understand this

**4** How well do you understand this topic now?  
**Circle one face for each statement.**

- I can explain the place of each digit in numbers up to 1 000 000.



- I can explain the value of each digit in numbers up to 1 000 000.



- I can explain what each digit represents in 1- and 2-place decimal numbers.



**5** Ask an adult at home to read and sign this.

I have checked learning on this topic.

We have shared some understanding at home.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Teacher comment \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_