



Ightham Primary School Mathematics

Year 6 Terms 1 & 2

Number, place value & algebra	Calculation (including Ratio/Proportion)	
<p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> ▪ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ▪ round any whole number to a required degree of accuracy ▪ use negative numbers in context, and calculate intervals across zero ▪ solve number and practical problems that involve all of the above. <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ use simple formulae ▪ generate and describe linear number sequences ▪ express missing number problems algebraically ▪ find pairs of numbers that satisfy an equation with two unknowns ▪ enumerate possibilities of combinations of two variables. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ▪ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪ perform mental calculations, including with mixed operations and large numbers ▪ identify common factors, common multiples and prime numbers ▪ use their knowledge of the order of operations to carry out calculations involving the four operations <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ▪ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ▪ solve problems involving similar shapes where the scale factor is known or can be found ▪ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Fractions, Decimals & Percentages	Measures	Geometry
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ▪ compare and order fractions, including fractions > 1 ▪ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ▪ multiply simple pairs of proper fractions, writing the answer in its simplest form for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ▪ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] ▪ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ▪ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ▪ multiply one-digit numbers with up to two decimal places by whole numbers ▪ use written division methods in cases where the answer has up to two decimal places ▪ solve problems which require answers to be rounded to specified degrees of accuracy ▪ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ▪ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ▪ convert between miles and kilometres ▪ recognise that shapes with the same areas can have different perimeters and vice versa ▪ recognise when it is possible to use formulae for area and volume of shapes ▪ calculate the area of parallelograms and triangles <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ draw 2-D shapes using given dimensions and angles ▪ recognise, describe and build simple 3-D shapes, including making nets ▪ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ▪ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ▪ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ describe positions on the full coordinate grid (all four quadrants) ▪ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
		Statistics
		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ interpret and construct pie charts and line graphs and use these to solve problems ▪ Calculate and interpret the mean as an average.