

Year 6 Maths

Place value	<ul style="list-style-type: none"> • The pupil can demonstrate an understanding of: <ul style="list-style-type: none"> ○ Place value (<i>E.g. what is the value of the '7' in 276,541?</i>) ○ Large numbers (<i>E.g. find the difference between the largest and smallest whole numbers that can be made from using three digits</i>) ○ Decimals (<i>E.g. $8.09 = 8 + 9?$; $28.13 = 28 + ? + 0.03$</i>)
Addition and subtraction	<ul style="list-style-type: none"> • The pupil can calculate mentally using efficient strategies to simplify the calculation (<i>E.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$</i>)
Multiplication and division	<ul style="list-style-type: none"> • The pupil can demonstrate an understanding of: <ul style="list-style-type: none"> ○ Using formal methods to solve multi-step problems (<i>E.g. Find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; ; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$</i>)
Fractions	<ul style="list-style-type: none"> • The pupil can demonstrate an understanding of: <ul style="list-style-type: none"> ○ The relationship between fractions and can express them as equivalent quantities (<i>E.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$</i>)
Decimals	<ul style="list-style-type: none"> • The pupil can recognise the relationship between decimals and percentages and can express them as equivalent quantities (<i>E.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake</i>) <ul style="list-style-type: none"> ○ The pupil can calculate using fractions, decimals or percentages (<i>E.g. knowing that 7 divided by 21 is the same as $21/7$ and that this is equal to 13; 15% of 60; $112 + 34$; 79 of 108; 0.8×70</i>)
Area	<ul style="list-style-type: none"> • The pupil can calculate area of a variety of 2D shapes (<i>E.g. squares, rectangles and triangles</i>)
Time	<ul style="list-style-type: none"> • The pupil can calculate with measures (<i>E.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm</i>)
Geometry – Shape	<ul style="list-style-type: none"> • The pupil can recognise, describe and build simple 3-D shapes, including making nets
Geometry – Position and Direction	<ul style="list-style-type: none"> • The pupil can describe positions on the full coordinate grid (all four quadrants) • The pupil can draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Statistics	<ul style="list-style-type: none"> • The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).