Learning in Maths in Year 6

A sample of Year 6 Maths statements that your child will be working on in school:

- Count, read and write numbers up to 10 million, and with 3 decimal places.
- Compare, order and represent numbers up to 10 million.
- Use negative numbers in contexts and calculate intervals between negative numbers.
- Multiply multi-digit numbers by a two-digit number.
- Divide four-digit numbers by a two-digit number.
- Simplify, compare and order fractions.
- Use and order equivalent fractions, decimals and percentages.
- Calculate percentage of amounts.
- Understand time zones around the world.
- Solve measure and money problems involving fractions and decimals.
- Use a formula to calculate area and volume of shapes.
- Convert between metric and imperial measures.

What you can do at home to help your child make progress:

- Encourage children make up their own games and how to score points.
- Find examples of fractions, decimals and percentages in newspapers, adverts, on containers, on TV, in shops and discuss what they mean, e.g. calculate % of interest on savings accounts.
- Choose a number between 0 and 1 with one, two or three decimal places, e.g. 0.64. Challenge your child to ask questions to guess your number. You can only answer yes or no, e.g. Is it less than half? More than 7 tenths?
- Talk about time. What time is it in different countries around the world - link to holidays or where relatives live. Read timetables for flights and calculate times for journeys taking into account local time differences.

Understanding progress in Maths: A guide for parents

Maths Mastery at Rushen Primary School

We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete*, *pictorial*, *abstract* approach is used to help children deepen their understanding and make links to what they already know.

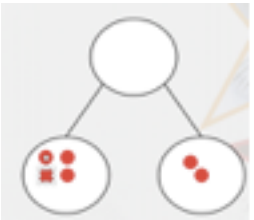
Concrete means using physical objects such as counters, toys, beads to physically do maths.
Pictorial is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.
Abstract is using the digits only to do maths.

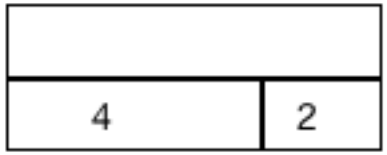
At Rushen we use language of *concept*, *fluency*, *reasoning*, *problem solving*.
If we look at the **Concept:** adding 2 single digit numbers, 4+2
It can be completed with 4 beads plus 2 more beads (concrete),


Pictorial

4 + 2 Abstract

Fluency: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.





Reasoning: Explaining my answer and why I think its correct. I know 4 + 2 = 6 because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

Problem solving: Applying skills to complex or real-life problems.
Tom has 4 cards, Alice has 2 cards, how many do they have altogether?