

# Year 6 Maths Curriculum

*By the end of year 6, children should be able to confidently:*

- I can locate numbers up to 999,999 on a landmarked line and use this to compare/order numbers.
- I can round to ten, a hundred and a thousand, ten thousand or one hundred thousand.
- I read scales with accuracy and confidence
- I can add and subtract mentally with confidence (where the numbers are less than 100 or the calculation relies upon simple addition/subtraction and place value.)

*Examples include:  $6,723 - 400$ ,  $78 + 46$ ,  $72 - 46$ ,  $8020 + 910$ ,  $100 - 64$ ,  $5000 + 12,000$ , etc.*

- I can add several large numbers using column addition.

$$\begin{array}{r} 11895+ \\ 3478+ \\ 3165+ \\ \hline 121 \\ \hline 18538 \end{array}$$

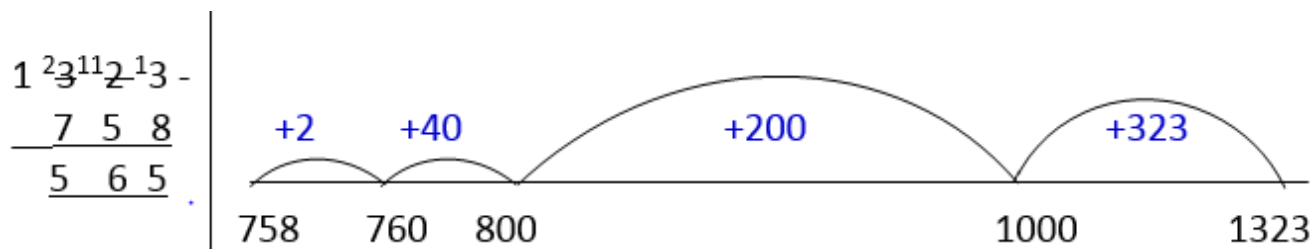
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- I can add several large or decimal numbers using written addition. E.g.

$$\begin{array}{r}
 18.9 \quad + \\
 3.47 \quad + \\
 \hline
 11 \\
 \hline
 21.17
 \end{array}$$

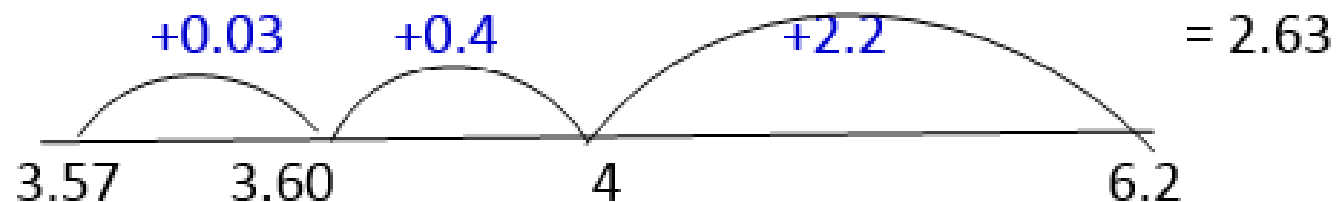
- I can subtract large numbers using column subtraction or by counting up.

E.g.



- I can subtract decimal numbers using counting up.

E.g.



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- I multiply **up to** 4 digit numbers by single-digit numbers using short multiplication.

*E.g.*

$$\begin{array}{r} 368 \times \\ \underline{\quad 6} \\ 2208 \end{array}$$

- I multiply **up to** 4-digit numbers by 2 digit numbers using long multiplication. *E.g.*

$$\begin{array}{r} 469 \times \\ \underline{\quad 32} \\ \begin{array}{r} 11 \\ 938 \\ 22 \\ \hline 14070 \end{array} \end{array}$$

- I solve problems involving scaling up or down.

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- I divide mentally (x12 tables facts) and state answers with remainders or round up or down as appropriate.

*E.g.  $68 \div 8 = 8 \text{ r}4$  or  $8\frac{1}{2}$  or how many toy spiders can be made if I have 68 legs? (Ans = 8) or how many minibuses each holding 8 children will be needed to transport 68 children? (Ans = 9).*

- I divide 3-digit by one-digit numbers using short division.
- I recognise equivalent fractions and can identify their simplest form E.g.  $\frac{4}{8} = \frac{1}{2}$
- I can identify simple fraction/decimal equivalents.  
*E.g.  $\frac{1}{2} \equiv 0.5$ ,  $\frac{1}{4} \equiv 0.25$ ,  $\frac{3}{4} \equiv 0.75$ ,  $\frac{1}{3} \equiv 0.33$*
- I calculate simple percentages of whole numbers.

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- I can add and subtract fractions.
- I can multiply proper fractions.
- I can divide fractions by whole numbers.
- I solve missing number problems.
- I generate and describe linear sequences.
- I use, read and write, and convert between, standard units.
- I measure areas and perimeters.
- I can use the 12 and 24 hour clocks; calculate time intervals; use timetables.
- I compare and classify geometric shapes.
- I can identify the parts of circles (*i.e. radius, diameter, and circumference*) and know the relationship between some of them.

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- I can identify positions on a co-ordinate grid (4 quadrants) and can reflect and translate shapes.
- I can find and interpret the mean (average) of several quantities.