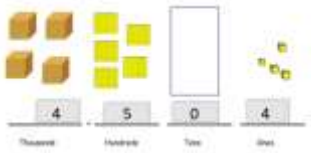
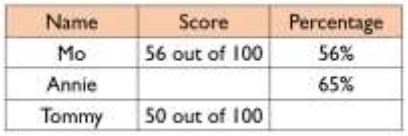
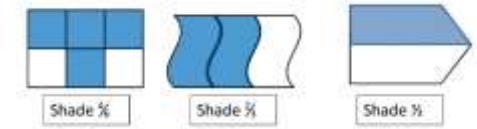
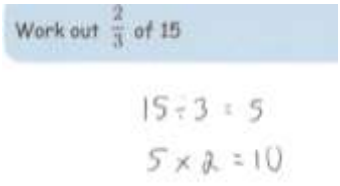
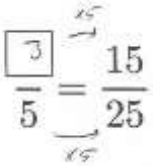
Rasharkin Primary School

P6 – Within the area of 'Number' by the end of P6, a child of average ability should be able to, know, understand and use*:

Using Numbers (Place Value)	*Example pupil may be given* **Digit – used to refer to the individual numbers, e.g. the digits 2,3,and 4 make up the number two hundred and thirty four (234)**
Recognise, read and write numbers within 99,999*	*Read a number from digits to words, e.g. 25,647 – twenty five thousand, six hundred and forty seven*
Count forward and backwards in 1s,2s,5s and 10s within 99,999	*Count orally in 2s, starting 90,994…. 90,996, 90,998, 91,000*
Recognise that the position of a digit indicates its value	*In 23,548 the '3' is worth 3000*
Order a set of (increasing and decreasing) numbers within 99 999	*Write these numbers in order, starting with the smallest 23,254, 23,205 and 23,024*
Understand the use of 0 as a place holder.	 *4,504, not 454*
Round numbers within 99 999 to the nearest 10 000, 1000, 100 and 10.	*Round 672 to the nearest 10 = 670* *Round 6524 to the nearest 100 = 6500* *Round 26,742 to the nearest 1000 = 27,000*
Approximate and round numbers to nearest whole	*887 x 48 is approx. 900 x 50* *5.48 x 3.7 is approx. 5 x 4*
Be introduced to the concept of negative numbers in the context of temperature	*Put these temperatures in order, coldest first (all ^oC): 13, -4, -10, 4, 1*
Understand concept of percentage as "out of 100"	

Understand and use simple percentages. In everyday situations	*Dan and Adam each have 100 sweets.* *Dan eats 65% of his.* *Adam has 35 sweets left.* *Who has more sweets left?*
Link knowledge of fractions and decimals to percentage	
Recognise and work with simple percentages.	*Find 20% of 40* *20% = 1/5* *40 ÷ 5 = 8, so 20% of 40 = 8*

Fractions	*Example pupil may be given*
Understand fractions of shapes and numbers.	 
Know equivalence of simple fractions	

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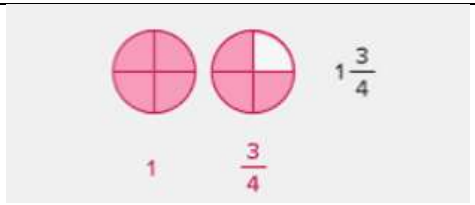
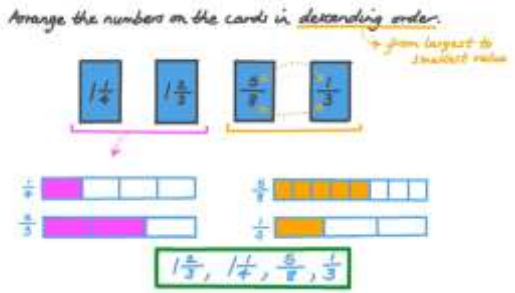
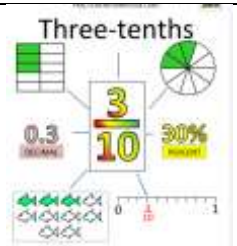
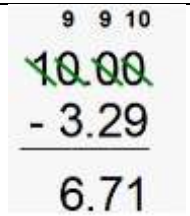
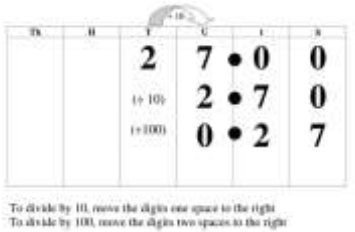
Understand mixed numbers as whole numbers plus a fraction.	
Order sets of mixed numbers increasing and decreasing	
Decimals	
Relate 1 decimal place numbers to tenths.	
Recognise, read and write 1, then 2 decimal place numbers.	*23.6 = twenty three and six tenths* *23.5, 23.6, ------, 23.8* *30.8, 30.9 -----, 31.1*
Understand and use decimal recording of amounts of money beyond £1.00	*£23.45 = twenty three pounds and forty five pence*
Calculate change paying with amounts up beyond £1.00	*How much change would I get from £10, if I spent £3.29?*

	
Multiplication and Division	
Mentally multiply or divide any number with up to 2 decimal places by 10 or 100.	
Know all single digit multiplication facts and corresponding division facts	*X2,3,4,5,6,7,8,9,10,11,12 times tables* *Hit the button tables :* *https://www.topmarks.co.uk/maths-games/hit-the-button*
Find doubles of any number up to 100 and corresponding halves	*Double 54= double 50 = 100, double 4 = 8* *100 +8 =108* *Half of 98 = Half of 90 =45, Half of 8 =4* *45+4 = 49* *Hit the button Doubles:* *https://www.topmarks.co.uk/maths-games/hit-the-button*
Mental strategies for multiplying and dividing Partitioning Doubling and halving Multiply by multiple of 10 and adjust	***Partitioning*** *16 x7=10 x7 = 70, 6 x7=42, 16x7 =112* ***Doubling and halving*** *5 x 14 = 10 x 7 = 70* ***Multiple of 10 and adjust*** *7 x 25 = 7 x 100 divided by 4 = 175* *6 x 19 = 6 x 20 =120 – 6=114* *6 x 21 = 6 x 20= 120 +6= 126* *Please note: Different mental strategies will be introduced to the children but they will decide which one*

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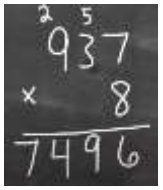
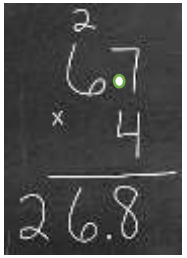
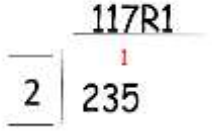
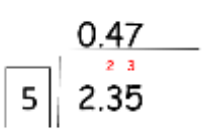
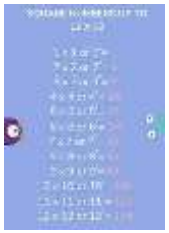
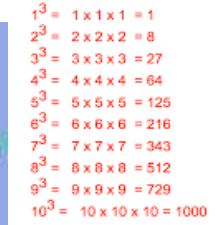
	they prefer to use. Some children also have different strategies than ones taught and that is acceptable.
Written multiplication and division	
Multiply 2 or 3 digit whole numbers by a single digit and a 2 digit number (long multiplication. Multiply decimals up to 2 decimal places by a single digit Estimate first before calculating	*Estimate: e.g. 900 x 8= 7200*   
Divide 3 digit whole numbers by a single digit Divide decimals up to 2 decimal places by a single digit	 
Solve a range of multiplication and division problems using both written and mental methods.	*A rugby team brough 14 coaches of supporters to a cup match. Each coach help 31 supporters. How many supporters were brough to the match?*
Understand factors and multiples	*Factors of 12 are 1,2,3,4,6* *Multiples of 3 – 6,9,12,15 etc* Write three factors of 40 which are also factors of 30 *https://www.topmarks.co.uk/maths-games/multiples-and-factors*
Introduce prime, square and cube numbers	*Write down all the square numbers between 40 and 100* *https://www.transum.org/Maths/Game/Primes/Pick.asp*

	Prime numbers *square numbers* *cube numbers*   
Addition and subtraction	
Mentally add and subtract two 2 digit numbers within 100 progressing to 3 digit multiples of 10 using partitioning.	*20+15=35* *260-120=140* *18-13=5* *300-140=* *300-100=200-40=160* *341+170=* *300+100=400* *40+70= 110* *300+110=510*
Add and subtract 4 digit numbers (with exchanging) Add and subtract decimal numbers up to 2 decimal places Estimate answers before calculating	Estimate, e.g. = 3000+1000 =2000    https://ccea.org.uk/learning-resources/help-your-child-maths/help-your-child-subtraction/helping-your-child-hundreds-0#

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Solve a range of addition and subtraction problems using both mental and written methods	Holly is saving money. In January she saves £17.82 In February she saves £26.33 In March she saves £9.87 Work out how much money Holly has saved in total
Calculate money using all 4 operations (addition, subtraction, multiplication and division)	Sophie saved 50p every day in September How much money did she save in total? Shown is a menu from a cafe Menu Tea £1.35 Coffee £1.80 Scone £1.30 Biscuit 70p Harry buys a tea, a scone and a biscuit. Work out the total cost. Give your child the opportunity to use money and get change when out shopping. Look at special offers and work out cheapest option.

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