TV addicts

Ask your child to keep a record of how long he / she watches TV each day for a week. Then ask him / her to do this.

- Work out the total watching time for the week.
- Work out the average watching time for a day (that is, the total time divided by 7).

Instead of watching TV, you could ask them to keep a record of time spent eating meals, or playing outdoors, or anything else they do each day. Then work out the daily average.

Four in a line

Draw a 6 x 7 grid.
Fill it with numbers under 100.

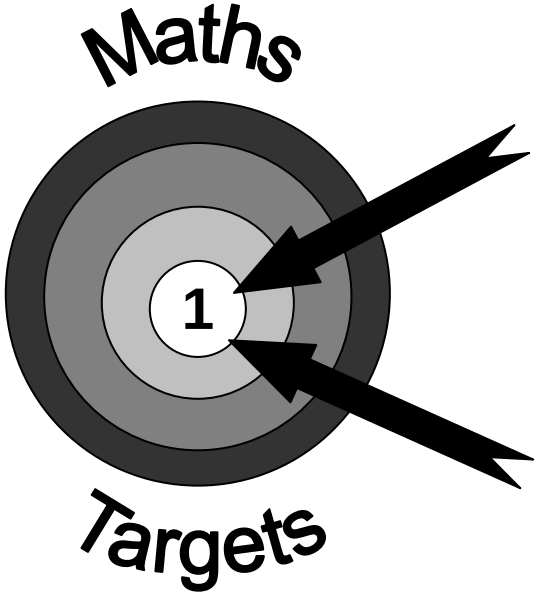
26	54	47	21	19	5	38
9	25	67	56	31	49	13
39	41	6	1	75	28	90
14	50	81	23	43	4	37
45	29	72	34	7	58	17
36	2	55	11	22	40	42

- Take turns.
- Roll three dice, or roll one dice three times.
- Use all three numbers to make a number on the grid.
- You can add, subtract, multiply or divide the numbers, e.g. if you roll 3, 4 and 5, you could make 3 x 4 – 5 = 7, 54 ÷ 3 = 18, (4 + 5) x 3 = 27, and so on.
- Cover the number you make with a coin or counter.
- The first to get four of their counters in a straight line wins.

Rhymes

Make up rhymes together to help your child to remember the harder times-tables facts, e.g.
6 x 7 = 42 phew! 7 x 7 = 49 fine! 6 x 8 = 48 great!

Targets for pupils in Year 6



A booklet for parents

Help your child with mathematics

Targets – Year 6 1

By the end of Year 6, most children should be able to…

☐ **Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions**

I can work out a quantity as a percentage of another and find equivalent percentages, decimals and fractions

☐ **Use knowledge of place value and multiplication facts to 10 × 10 to derive related multiplication and division facts involving decimals (e.g. 0.8 × 7, 4.8 ÷ 6)**

I can use tables facts to work out other facts with decimals

☐ **Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer**

I can add, subtract, multiply and divide whole numbers and decimals using efficient written methods

☐ **Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through 90° or 180° about its centre or one of its vertices**

I can reflect, rotate and translate shapes on grids

☐ **Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)**

I can convert from one unit of measure to another

☐ **Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask**

I can answer questions about the data I have represented

_____ is working on the targets that are ticked.

About the targets

These targets show some of the things your child should be able to do by the end of Year 6.

Some targets may be more complex than they seem, e.g. children may know how to work out sums on paper but need to see when it is quicker to work them out in their heads.

Fun activities to do at home

Favourite food

- Ask your child the cost of a favourite item of food.
  Ask them to work out what 7 of them would cost, or 8, or 9.
  How much change would there be from £50?
- Repeat with his / her least favourite food.
  What is the difference in cost between the two?

Sale of the century

- When you go shopping, or see a shop with a sale on, ask your child to work out what some items would cost with:
  50% off
  25% off
  10% off
  5% off
- Ask your child to explain how she worked it out.