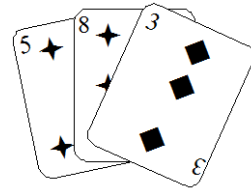


Card game

Use a pack of playing cards.
Take out the jacks, queens and kings.



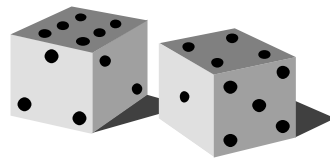
- ◆ Take turns.
- ◆ Take a card and roll a dice.
- ◆ Multiply the two numbers.
- ◆ Write down the answer. Keep a running total.
- ◆ The first to go over 301 wins!

Remainders

Draw a 6 x 6 grid like this.

82	33	60	11	73	22
65	12	74	28	93	51
37	94	57	13	66	38
19	67	76	41	75	85
86	29	68	58	20	46
50	69	30	78	59	10

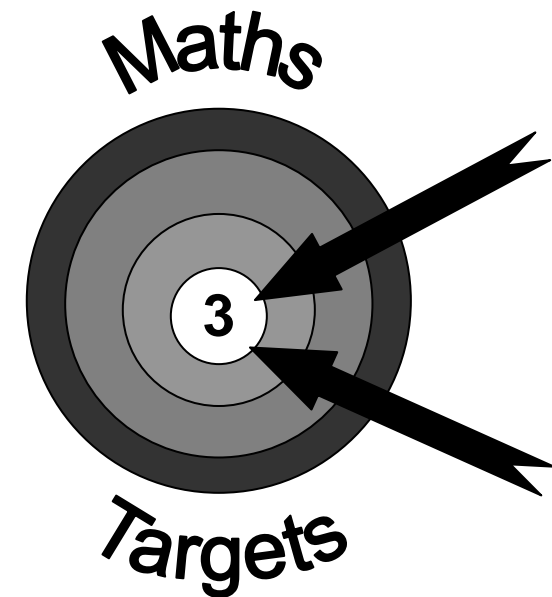
- ◆ Choose the 7, 8 or 9 times table.
- ◆ Take turns.
- ◆ Roll a dice.
- ◆ Choose a number on the board, e.g. 59. Divide it by the tables number, e.g. 7. If the remainder for $59 \div 7$ is the same as the dice number, you can cover the board number with a counter or coin.
- ◆ The first to get four of their counters in a straight line wins!



Doubles and trebles

- ◆ Roll two dice.
- ◆ Multiply the two numbers to get your score.
- ◆ Roll one of the dice again. If it is an even number, double your score. If it is an odd number, treble your score.
- ◆ Keep a running total of your score.
- ◆ The first to get over 301 wins.

Targets for pupils in Year 6



A booklet for parents

Help your child with mathematics

Targets – Year 6 ₃

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 , $4.8 \div 6$)

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

Journeys

Use the chart in the front of a road atlas that tells you the distance between places.

- ◆ Find the nearest place to you.
- ◆ Ask your child to work out how long it would take to travel to some places in England if you travelled at an average of 60 miles per hour, i.e. 1 mile per minute, e.g.

York to Preston: 90 miles 1 hour 30 minutes

York to Dover: 280 miles 4 hours 40 minutes

Encourage your child to count in 60s to work out the answers mentally.

£1,000,000

One million pounds

Assume you have £1 000 000 to spend or give away.
Plan with your child what to do with it, down to the last penny.