



# Wood End Primary School

## Year 6 Maths Targets

### Number and Place Value

- 1) I can read and write numbers up to 10,000,000 and determine the value of each digit.
- 2) I can order numbers up to 10,000,000.
- 3) I can compare numbers up to 10,000,000.
- 4) I can round any whole number to a required degree of accuracy.
- 5) I can use negative numbers in context and calculate intervals across zero.
- 6) I can solve number and practical problems that link to place value.

### Addition, Subtraction, Multiplication and Division

- 7) I can multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication.
- 8) I can divide numbers up to four digits by a two-digit number using the formal written method of long division and interpret remainders as whole numbers, fractions or by rounding.
- 9) I can divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate and interpret remainders according to the context.
- 10) I can perform mental calculations, including with mixed operations and large numbers.
- 11) I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- 12) I can solve problems involving addition, subtraction, multiplication and division using formal written methods.
- 13) I can use my knowledge of the order of operations to carry out calculations involving the four operations.
- 14) I can identify common factors, common multiples and prime numbers.
- 15) I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

### Fractions (including decimals and percentages)

- 16) I can use common factors to simplify fractions.
- 17) I can use common multiples to express fractions in the same denomination.
- 18) I can recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- 19) I can order fractions including fractions  $> 1$ .
- 20) I can compare fractions including fractions  $> 1$ .
- 21) I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

	22) I can divide proper fractions by whole numbers. (for example $1/3 \div 2 = 1/6$ )
	23) I can add fractions with different denominators and mixed numbers using the concept of equivalent fractions.
	24) I can subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.
	25) I can use written division methods in cases where the answer has up to two decimal places.
	26) I can solve problems that require answers to be rounded to specified degrees of accuracy.
	27) I can associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$ ).
	28) I can identify the value of each digit in numbers given to three decimal places.
	29) I can multiply one-digit numbers with up to two decimal places by whole numbers.
	30) I can multiply numbers by 10, 100 and 1000 giving answers up to three decimal places.
	31) I can divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
	32) I can solve problems involving the calculation of percentages (for example of measures and such as 15% of 360) and the use of percentages for comparison.
<b>Ratio and Proportion</b>	
	33) I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
	34) I can solve problems involving similar shapes where the scale factor is known or can be found.
	35) I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
<b>Algebra</b>	
	36) I can use simple formulae.
	37) I can generate and describe linear number sequences.
	38) I can express missing number problems algebraically.
	39) I can find pairs of numbers that satisfy an equation with two unknowns.
	40) I can enumerate possibilities of combinations of two variables.



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### Measurement

41) I can solve problems involving the calculation and conversion of units and measure, using decimal notation up to three decimal places where appropriate.

42) I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.

43) I can convert between miles and kilometres.

44) I can recognise that shapes with the same areas can have different perimeters and vice versa.

45) I can recognise when it is possible to use formulae for the area and volume of shapes.

46) I can calculate the area of parallelograms.

47) I can calculate the area of triangles.

48) I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].

### Properties of Shapes

49) I can draw 2-D shapes using given dimensions and angles.

50) I can recognise, draw and build simple 3-D shapes, including making nets.

51) I can compare and classify geometric shapes based on their properties and sizes.

52) I can find unknown angles in any triangles, quadrilaterals and regular polygons.

53) I can illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius.

54) I can recognise angles and where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.

### Position and Direction

55) I can describe positions on the full coordinate grid (all four quadrants)

56) I can draw and translate simple shapes on the coordinate plane.

57) I can reflect simple shapes in the axes.

### Statistics

58) I can interpret and construct pie charts and use them to solve problems.

59) I can interpret and construct line graphs and use them to solve problems.

60) I can calculate and interpret the mean as an average.