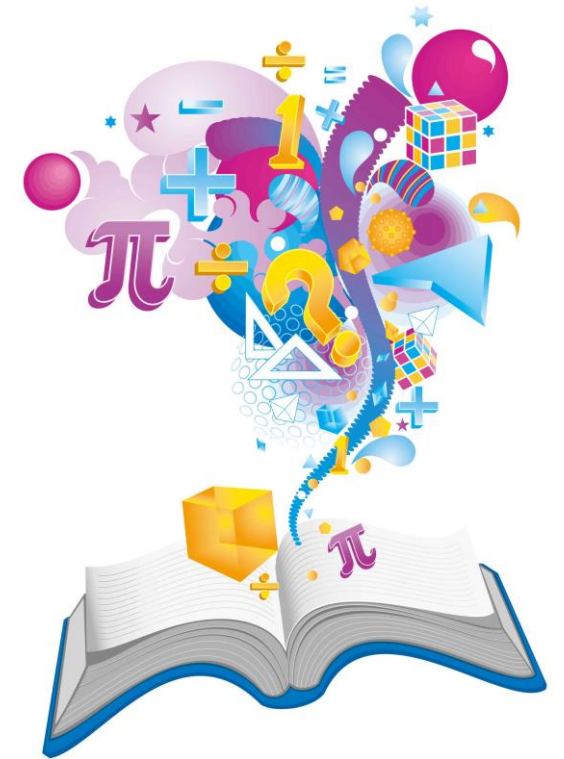


Maths Parent Workshop

January 2025

Year 6





Addition and Subtraction

- › Column method
- › Involves a very good knowledge of place value and number bonds to twenty
- › Language for addition: carry over, sum of, altogether, more, total, plus, increase, together
- › Language for subtraction: exchange (used to be known as “borrow”), difference, decrease, fewer, between, reduce, minus, take
- › Same for both whole and decimal numbers

$$6 - 5.738 =$$

$$45.67 + 3.6$$

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?



Multiplication

- › Short multiplication
- › Involves an excellent knowledge of times tables and number bonds to 20 (not using fingers!)
- › Language for multiplication: product, multiply, lots of, times, groups of, multiple, factors, square numbers
- › Multiplication of decimals:
 - Still the same method
 - Teach them to “ignore” the decimal place and then include it at the end

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} 418 \\ \times \underline{46} \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ \square 6 \\ \hline 2 6 \\ 8 0 \\ \hline 1 6 6 \end{array}$$

Alfie says,

'When you multiply two numbers together, the answer is always greater than either of the numbers you started with.'

Is Alfie correct?
Circle **Yes** or **No**.

Yes / No

Explain how you know.

Award **TWO** marks for both digits correct, as shown:

$$\begin{array}{r} 4 \boxed{1} \\ \times \boxed{2} 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 0 6 6 \end{array}$$

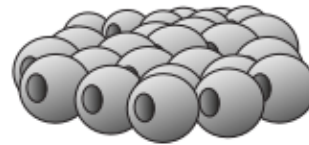
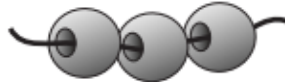
If the answer is incorrect, award **ONE** mark for one digit correct.

An example of a 3m question:

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?



Division

- › Two methods: long division and “bus stop”
- › Involves an excellent knowledge of times tables
- › Language for division: share equally, divisible by, divided by, group, prime numbers, factors
- › “Remainders” to be presented as remainder, then fractions, then decimals
- › Division of decimals:
 - Still the same method
 - Knowledge of place value

$$102.4 \div 4 =$$

$$4 \overline{) 3645}$$

3 pineapples cost the same as 2 mangoes.

One mango costs £1.35



How much does **one** pineapple cost?



Mathematical Terminology

- › Square and cube numbers
- › Prime numbers/composite numbers
- › Factors and multiples
- › Prime factors
- › BODMAS/BIDMAS

$$65 - 32 \times 2 =$$

Other topics covered and tested in SATs:

statistics/data handling – average/mean; median, range
algebra

2d and 3d shapes and their properties

angles in a triangle, within intersecting lines, on a straight line, in quadrilaterals

circles –diameter and radius

metric units (Imperial measures) – conversions and word problems

rounding to the nearest 10; 100; 1000; 10,000

Other topics covered and tested in SATs:

π