



Year 6 - Autumn Term - Maths Focus Areas



Each term, we have identified three areas which are a key focus to children being ready to progress in maths in the next term. In order for children to fully embed this knowledge, we recommend little and often practice. Little and often at home and at school will help your child become fluent in these milestones and focus areas.

Composition of number focus area
<p>Subtracting from 1 million</p> <p>Children will learn about different ways to subtract from 1 million. They will learn that one million is 1,000 thousands. This helps with mental calculations. For example: 1,000,000 - 20,000 - this can be scaled down to 1,000 - 20 (980) And then scaled back up to 1 million (980,000)</p> <p>They will also learn about how partitioning a number can help. For example 1,000 - 50. Partition this into 900 and 100. This would make it easier to subtract 50 from 100, and then recombine the number</p>
Multiplicative thinking focus area
<p>Square and cube number</p> <p>Children will learn that square numbers are a number that is multiplied by itself ($3 \times 3 = 9$) and that a cube number is a number that is multiplied by itself again ($3 \times 3 \times 3 = 27$)</p> <p>These are numbers that children should be able to memorise and recall so we will be working on this.</p>
Other focus area
<p>Fractions, decimals and percentages equivalence</p> <p>Children will build on their knowledge of partitioning numbers into 2/4/5/10 equal parts and consider how these can show equivalences. They will learn common equivalences, such as: $\frac{1}{2} = 0.5 = 50\%$, $\frac{1}{4} = 0.25 = 25\%$, $\frac{1}{5} = 0.2 = 20\%$.</p> <p>We will focus on multiple amounts of these and their equivalences. Such as: $\frac{3}{5} = 60\% = 0.6$</p> <p>Focus will be given to identifying these numbers on a number line and being able to put them in the correct position.</p>

These areas will form part of your child's shared learning weekly. Please can you keep an additional focus on these areas where possible.