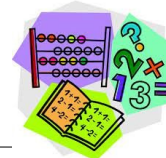




Maths Masterclass



Year 6: Spring 1

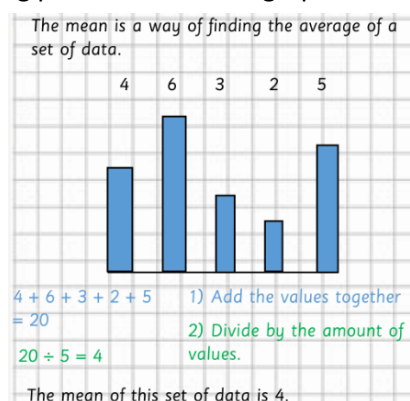
Alongside the half-termly curriculum information, we will be including additional information about the Maths learning that your child will be undertaking over the coming weeks. This includes some of the methods used in school to explain how we teach Maths and make it easier to support your child with their learning.

STATISTICS

Children will be looking at how data can be presented in a variety of ways and will be interpreting this.

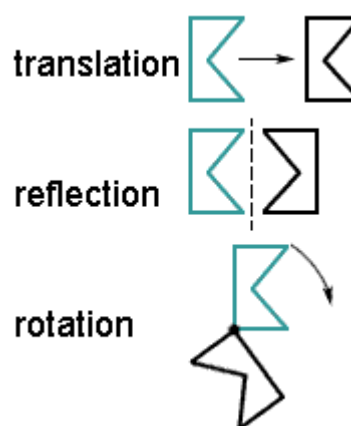
We will be constructing pie charts and line graphs to solve problems.

We will also look at calculating and interpreting the mean as an average.



TRANSLATION & REFLECTION

Children will be describing positions on the full coordinate grid (all four quadrants) and will be able to draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



BIDMAS

This is known as the order of operations. Multiplication can come before division if it appears first in the problem.

B (brackets)

I indices²

D ÷ division

M multiplication \times

A + addition

S subtraction $-$

equally important

equally important

TIME

Children will recap how to tell the time using both 12 and 24 hour clocks. We will also be looking at problems involving the reading of timetables.



Children will be set weekly homework from their Maths homework books this term. These are 10minute assessments which we will go through together in school. We will also be providing a SATS club during one lunch time a week and once a week after school. Please remind children there is also MyMaths for them to complete if they wish and TTRS if they need/wish to develop their fluency.





Scaling

Use scale factor– recipes
Recipe for fairy cakes– 2 people.

Complete the recipe for 8 people.

1) Work out the relationship between 2 and 8 (x 4)

2) Using your scale factor, convert each value (x 4)

6 eggs	(x 4)	24 eggs
100g flour	→	400g flour
50g butter		200g butter
80 ml milk		320 ml milk

For measurements where there is not a clear scale factor, first find the amount for one serving.

Children will be solving problems involving similar shapes where the scale factor is known or can be found. We will also be cooking as part of our theme weeks and hope to link this to scaling so children can see maths in real life.

Ratio

Children will be solving lots of problems including problems involving :

- the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- the calculation of percentages [e.g., of measures, and such as 15% of 360] and the use of percentages for comparison
- unequal sharing and grouping using knowledge of fractions and multiples

A prize is shared in a ratio of 3 : 4 between Jamie and Dan. If Jamie gets £21, how much will Dan get?

$$\begin{array}{ccc} \text{Jamie} & : & \text{Dan} \\ 3 & : & 4 \\ 21 & : & 28 \end{array}$$

1) Work out how to get from the share you know to the value. In this case, multiply by 7.

2) Do the same with the other shares.

Jamie will get £21 and Dan will get £28.

A prize of £200 is shared in a ratio of 3:2 between Diane and Dave. How much should they get each?

$$\begin{array}{ccc} \text{Diane} & : & \text{Dave} \\ 3 & : & 2 = 5 \end{array} \quad \begin{array}{l} \text{1) Add together the} \\ \text{total shares (3+ 2 = 5)} \end{array}$$

2) Work out how to get from the total shares to the overall amount.

$$\begin{array}{ccc} \text{Diane} & : & \text{Dave} \\ 3 & : & 2 = 5 \end{array} \quad \begin{array}{l} \text{x40} \\ \text{= £200} \end{array}$$

3) Multiply each of the shares by that amount.

$$\begin{array}{ccc} \text{Diane} & : & \text{Dave} \\ 3 & : & 2 = 5 \end{array} \quad \begin{array}{l} \text{x40} \end{array}$$