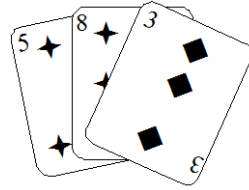


Card game

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



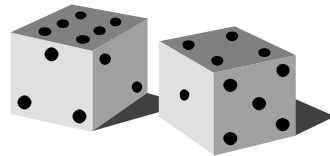
- ◆ Take turns.
- ◆ Take a card and roll a dice.
- ◆ Multiply the two numbers.
- ◆ Write down the answer. Keep a running total.
- ◆ The first to go over 301 wins!

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

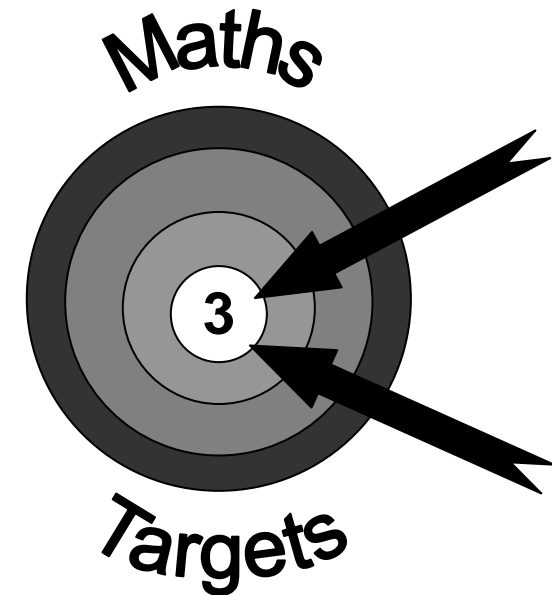
- ◆ Choose the 7, 8 or 9 times table.
- ◆ Take turns.
- ◆ Roll a dice.
- ◆ Choose a number on the board, e.g. 59. Divide it by the tables number, e.g. 7. If the remainder for $59 \div 7$ is the same as the dice number, you can cover the board number with a counter or coin.
- ◆ The first to get four of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

- Know all tables to 10 x 10, especially for division, e.g. $63 \div 7 = 9$, and quickly work out remainders.
- Multiply and divide decimals by 10 or 100 in their heads, e.g. 2.61×10 , $53.2 \div 100$.
- Put numbers, including decimals, in order of size, e.g. 1.06, 0.099, 0.25, 1.67.
- Use pencil and paper to add and subtract decimals, e.g. $3.91 + 8.04 + 24.56$, or $13.3 - 1.27$.
- Use pencil and paper to multiply and divide, e.g. 387×46 , 21.5×7 , $539 \div 13$, $307.6 \div 4$.
- Cancel fractions e.g. reduce $\frac{4}{20}$ to $\frac{1}{5}$, and work out which of two fractions is bigger, e.g. $\frac{7}{12}$ or $\frac{2}{3}$.
- Work out simple percentages of whole numbers, e.g. 25% of £90 is £22.50.
- Estimate angles and use a protractor to measure them.
- Work out the perimeter and area of simple shapes that can be split into rectangles, e.g. 
- Solve word problems and explain their methods.
- Use co-ordinates to plot the position of points.
- Understand and use information in graphs, charts and tables.

_____ 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.