

Our Lady Mother of the Saviour

Year Six New Curriculum Assessment Grid

Number Place Value	Number Addition Subtraction Multiplication Division	Number Fractions	Ratio and Proportion	Algebra	Measurement	Geometry Properties of Shape	Geometry Position and Direction	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit <input type="checkbox"/> round any whole number to a required degree of accuracy <input type="checkbox"/> use negative numbers in context, and calculate intervals across zero <input type="checkbox"/> solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication <input type="checkbox"/> divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context <input type="checkbox"/> divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context <input type="checkbox"/> perform mental calculations, including with mixed operations and large numbers <input type="checkbox"/> identify common factors, common multiples and prime numbers <input type="checkbox"/> use their knowledge of the order of operations to carry out calculations involving the four operations <input type="checkbox"/> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division <input type="checkbox"/> use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use common factors to simplify fractions; use common multiples to express fractions in the same denominator <input type="checkbox"/> compare and order fractions, including fractions > 1 <input type="checkbox"/> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions <input type="checkbox"/> multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 = 8 \frac{1}{2}$] <input type="checkbox"/> divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$] <input type="checkbox"/> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] <input type="checkbox"/> identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places <input type="checkbox"/> multiply one-digit numbers with up to two decimal places by whole numbers <input type="checkbox"/> use written division methods in cases where the answer has up to two decimal places <input type="checkbox"/> solve problems which require answers to be rounded to specified degrees of accuracy <input type="checkbox"/> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts <input type="checkbox"/> solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison <input type="checkbox"/> solve problems involving similar shapes where the scale factor is known or can be found <input type="checkbox"/> solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple formulae <input type="checkbox"/> generate and describe linear number sequences <input type="checkbox"/> express missing number problems algebraically <input type="checkbox"/> find pairs of numbers that satisfy an equation with two unknowns <input type="checkbox"/> enumerate possibilities of combinations of two variables. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate <input type="checkbox"/> 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 <input type="checkbox"/> convert between miles and kilometres <input type="checkbox"/> recognise that shapes with the same areas can have different perimeters and vice versa <input type="checkbox"/> recognise when it is possible to use formulae for area and volume of shapes <input type="checkbox"/> calculate the area of parallelograms and triangles <input type="checkbox"/> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres₃ (cm³) and cubic metres (m³), and extending to other units₃ [for example, mm³ and km³]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> draw 2-D shapes using given dimensions and angles <input type="checkbox"/> recognise, describe and build simple 3-D shapes, including making nets <input type="checkbox"/> compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <input type="checkbox"/> illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius <input type="checkbox"/> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe positions on the full coordinate grid (all four quadrants) <input type="checkbox"/> draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interpret and construct pie charts and line graphs and use these to solve problems <input type="checkbox"/> calculate and interpret the mean as an average