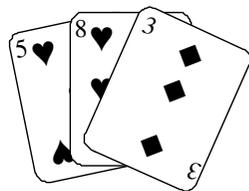


Card game

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



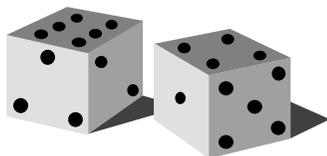
- ◆ Take turns.
- ◆ Take a card and roll a dice.
- ◆ Multiply the two numbers.
- ◆ Write down the answer. Keep a running total.
- ◆ The first to go over 301 wins!

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

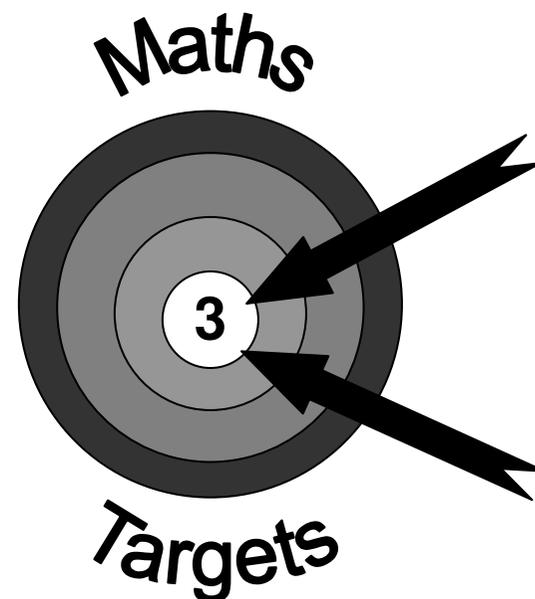
- ◆ Choose the 7, 8 or 9 times table.
- ◆ Take turns.
- ◆ Roll a dice.
- ◆ Choose a number on the board, e.g. 59. Divide it by the tables number, e.g. 7. If the remainder for $59 \div 7$ is the same as the dice number, you can cover the board number with a counter or coin.
- ◆ The first to get four of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

Helping your child with Maths in Year 6



A booklet for parents

Fun mathematical activities to do at home

This is some of the maths your child should be able to do by the end of Y6

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems
- perform mental calculations
- identify common factors, common multiples and prime numbers
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- 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
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- describe positions on the full co-ordinate grid

The activities given will all help your child towards achieving some of the maths they should be able to by the end of Year 6. Building confidence in maths is crucial so do praise their efforts.

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.

Turn the tables for 2 people

You need a pack cards with the picture cards removed.

- Choose a times table
- Share out the cards between the 2 players
- Together, turn over the top card from each player's piles.
- Put the cards together to make a double digit number.
- Is the number in your chosen times table? If so, the first person to call out the corresponding calculation wins the pile of cards.
- Whoever collects all the cards is the winner.

For example if the 2 cards are a 4 and a 2

4 and 2
makes 42:
 6×7