

# Maths at Bedwell

Year 6  
January 2017

Each half-term, every class in the school focuses on **one key area of maths**, based on strengths and weaknesses identified by all of our teachers at the start of the year. Your child's targets are explained over the page, along with some **ideas for how you can support your child with them at home**. The targets are split into 3 sections - the 'Should' target is age-related, based on national standards for maths, and is the point most children should reach. For some children maths can be difficult and therefore they are targeted to get the 'Must'. For others who really excel at maths there is the 'Could' target, which challenges them to work at a higher level.

Each class also selects a key set of number facts - their '**Learn-Its**' - which they practice every day. These are explained below, and again it would be a **huge help** if you could spend a few minutes every day helping your child to learn these.

## Learn-Its: 6x & 8x tables

This half-term, Mrs Draper's and Mr Hollingsworth's classes will work on the 6x table, Mr Roberts' set will be practicing the 8x table, and Miss Shaw's group will focus on square & cube numbers. Here are a few things you could try together:



- Try making-up rhymes to help remember number facts ("4 x 8 is 32, I love watching Dr Who!")
- Write-out tables with finger paints, chalk or water-on-tarmac, or make them from playdoh or fridge magnets.
- Chant, sing, whisper... Say tables out loud together whenever you have the chance - silly voices and silly ways to say them really stick in the memory.
- Look for numbers in that table in the world around you - on doors, car number plates, in phone numbers or when you're out shopping.
- Practice a table by rolling two dice to pick random numbers, For instance, when practicing the 8x table, if you roll a 9, what is 9 x 8? This kind of quick-recall of tables facts out of sequence is what Learn-Its are all about.

Must	Should	Could
<p>I can identify prime numbers up to 100, and prime factors of 2-digit numbers</p> <p>I recognise square numbers up to 144 and can calculate square and cube numbers</p>	<p>I can find common factors and common multiples for pairs of whole numbers</p>	<p>I can quickly recall the square root of square numbers up to 144 and can calculate the square root of perfect squares to 10 000</p>

This half-term we're focussing on properties of number - which means being able to use terms like multiple, prime, factor and square number correctly. These ideas and labels are all based around tables facts, so the number one way you can help is to support your child in learning their times tables - and we'll be sending home extra resources to help you with this over the next two weeks.

How you can help (and what all that vocabulary means) :

→ Multiples are numbers in a particular times table - so multiples of 4 would include 4,8, 12, 20, 40, 400 etc. Can we find these in the world around us? How many multiples of 8 can we find in a trip around Tesco?

→ Common-multiples are in two tables - so 20 is a common multiple of 5 and 4, because it's in both tables. Challenge your child to you find a common multiple of (say) 7 and 5 hidden in any of the number plates in your street.



→ Factors are the reverse of multiples - 7 and 3 are factors of 21 because 21 is in both the 7 and 3 times tables. Pick a target number and see how many factors you can find together - what tricks can help us spot tables facts quickly (eg. all even numbers are in the 2x table, so have 2 as a factor; all numbers that end in 5 or 0 are in the 5x table, so have 5 as a factor etc).

→ Square numbers are made when you multiply a number by itself - so 9 is a square because it's 3x3, 100 = 10x10, 900 = 30x30 etc. How many square numbers can we find on front doors or signposts?

