The Good Shepherd Catholic Primary School

Following Jesus,

The Good Shepherd,

in all we say and do

Year 6 Calculation Policy

2024 – 2025

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

Following Jesus, The Good Shepherd, in all we say and do

This document provides an overview of the content encountered in Year 5. The document does not include the visual representations of the methods as no new methods and the representations encountered. What is different is the range of number that children work with.

The document provides:

i. a content summary section;
ii. details about the approaches used for teaching the above

Year 6			
	Block 1	Block 2	Block 3
Calculation content	ADDITION AND SUBTRACTION (UNIT 1) Optional revision Number facts and calculation strategies • Facts for one hundred • Friendly numbers • Facts for one and ten • Single digit number facts • Making the next/previous ten • Partitioning the minuend Column method • Add numbers with up to 7 digits (with exchanging) • Subtract numbers from numbers with up to 7 digits (with exchanging)	MONEY AND DECIMALS (UNIT 1) n/a ADDITION AND SUBTRACTION (UNIT 2) • Adding numbers that form a sequence • Adding and subtracting decimals and associated problems (tenths, hundredths and thousandths) FRACTIONS (UNIT 2) • Addition of fractions with unrelated denominators • Subtraction of fractions with unrelated denominators	CALCULATION UNIT n/a MONEY (UNIT 2) n/a

Year 6			
	Block 1	Block 2	Block 3
Strategies/ methods	Optional revision <u>Number facts and calculation strategies</u> • Facts for one hundred • Friendly numbers • Facts for one and ten • Single digit number facts • Making the next/previous ten • Partitioning the minuend There are no new methods. It is helpful for teachers to use the optional revision lessons so they become familiar with children's proficiency in the various methods. <u>Add numbers with up to 7 digits (with exchanging)</u> Children consolidate their understanding of the column method, interpreting calculations presented in varied ways, eg: 549,893 + 5,662 = _____ _____ = 38,265 + 153,827 _____ - 357,247 = 999,888 467,889 + 77,862 + 5,997,459 = _____	<u>Adding numbers that form a sequence</u> Teaching explores what happens when a series of numbers to be added form a sequence, eg: 30 + 40 + 50 = 40 × 3. <u>Adding and subtracting decimals (tenths, hundredths and thousandths)</u> Children learnt about complements for one thousand in Year 5. (Addition and subtraction Unit 1.) They are now encouraged to use scaling to convert facts like 0.001 + 0.999 = 1 to 1 + 999 = 1,000. Scaling is also encouraged for examples where the number of decimal places is not the same, eg: 1.005 + 0.5 becomes 1,500 + 500 = 1,505; 1.005 + 0.05 becomes 1,005 + 50 = 1,055; 1.005 + 0.005 becomes 1,005 + 5 = 1,010.	

Year 6			
	Block 1	Block 2	Block 3

Strategies/ methods	<u>Subtract numbers from numbers with up to 7 digits (with exchanging)</u>
	Children consolidate their understanding of the column method, interpreting calculations presented in varied ways. They distinguish whether addition or subtraction is required, eg:
	943,642 – 288,988 = _____ (subtraction);
	_____ + 289,999 = 3,154.863 (subtraction);
	_____ - 652,347 = 989,899 (addition);
	_____ = 284,000 – 49,568 (subtraction).
		<u>Addition of fractions with unrelated denominators</u> (eg 1/2 + 3/7)
		In Year 5 children subtracted fractions with related denominators, so only one fraction needed to be changed for the denominators to be the same. In Year 6 children need to find a common denominator. They then use learning from Year 4 (when the denominators are the same, we add the numerators). Visual representations also support the making the next whole method
		
		<u>Subtraction of fractions with unrelated denominators</u>
		Children use methods from earlier year groups:
		• using improper fractions; •
		making the previous one.
		
		They also use their ability to partition the minuend.	