

Common Errors - if we share these with you then we will be able to work together to help our children avoid making them.

- Missing out the correct unit of measurement in the answer
- General presentation – final answer not being clear
- Numbers not clearly formed e.g. '0' looking like a '6'
- Decimal points – missing them out or making them look like a comma
- 2 step problems – make sure children follow the whole question through
- Recording the monetary values incorrectly e.g. must be £8.90 not £8.9

10

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r}
 4 \square \\
 \times \square 6 \\
 \hline
 2 4 \\
 8 2 \\
 \hline
 1 0 6
 \end{array}$$

2 marks

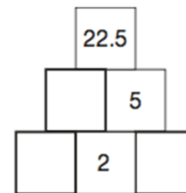
These are examples of the type of questions children are asked. It demonstrates how children need to apply the skills they have learnt in different ways.

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

PLEASE NOTE: IF YOUR CHILD DOES DISPLAY ANY OUT OF CHARACTER BEHAVIOUR OR BECOMES OVERLY EMOTIONAL DURING THE BUILD UP TO SATS PLEASE LET YOUR CHILD'S CLASS TEACHER KNOW. THE EMOTIONAL WELL BEING OF ALL OF OUR CHILDREN IS MOST IMPORTANT. MRS WILCOX IS VERY EXPERIENCED IN RUNNING 1:1 AND SMALL GROUP SESSIONS TO ADDRESS THESE ISSUES.

PHEASEY PARK FARM PRIMARY SCHOOL

Year 6 - SATS

Sharing with you hints, tips and information that may be useful when supporting your child with Maths SATS preparation.

Autumn Term



PHEASEY PARK FARM
Primary School &
Early Years Centre

A Booklet for Parents
Raising Standards in
Mathematics

Year 6 SATS

The children will sit 3 Maths papers during May 2020.

Paper 1: Arithmetic skills - 30minutes

Papers 2 and 3: Mathematical fluency, solving problems and reasoning - 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

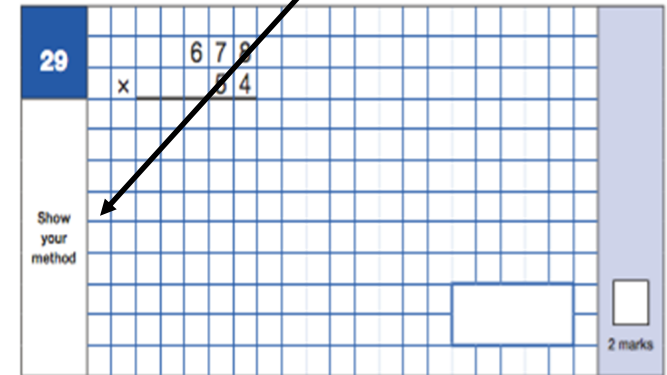
- *Multiple choice
- *True or False
- *Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- *Less constrained questions e.g. when children will have to explain their approach and justify their opinion.

OUR AIM IS THAT ALL OF OUR YEAR 6 CHILDREN ENJOY MATHS AND THAT THEY ALL REACH THEIR FULL POTENTIAL IN THE SUBJECT. BY THE END OF Y6 WE WOULD LIKE OUR CHILDREN TO BE READY TO TRANSITION TO SECONDARY SCHOOL SMOOTHLY AND BE MATHEMATICALLY PREPARED TO FOLLOW THE KS3 CURRICULUM.

How can you help your child at home with Maths preparation?

- Keep it fun!
- Ensure your child is fluent with timestables - and the division facts.
- Take every opportunity to ask your child to tell and calculate time.
- Play games to encourage mental strategies and logic
- Encourage estimation

An example of an Arithmetic paper question - children have been asked to show their method



This is a copy of the mark scheme to demonstrate the reason why it is a 2 mark questions and the importance of children using the most efficient method.

Qu.	Requirement	Mark	Additional guidance
29	Award TWO marks for the correct answer of 36612 If the answer is incorrect, award ONE mark for the formal method of long multiplication which contains no more than ONE arithmetical error, e.g. $\begin{array}{r} 678 \\ \times 54 \\ \hline 3390 \\ 2712 \\ \hline \end{array}$ wrong answer	Up to 2m	Do not award any marks if: <ul style="list-style-type: none"> • the error is in the place value, e.g. the omission of the zero when multiplying by tens, i.e. $\begin{array}{r} 678 \\ \times 54 \\ \hline 3390 \\ 2712 \\ \hline \end{array}$ wrong answer • the final (answer) line of digits is missing. Working must be carried through to reach an answer for the award of ONE mark.
30	$25 \frac{1}{2}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 25.5
31	12	1m	
Question 31 commentary: Pupils are expected to use their knowledge of the order of operations to carry out calculations involving the four operations (6C9) in this case to evaluate 4×2 first and then to subtract that product from 20			
32	1	1m	Accept equivalent fractions or an exact