



Maths Meeting in: Year 6

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics and develop fluency in recall of key knowledge. To be most effective, it is recommended that Maths Meetings occur daily for 10 – 15 minutes. A Maths Meeting should cover several curricular areas, broken down into short segments; each segment should take approximately 2 – 3 minutes.

Maths Meetings should:

- Give pupils repeated practice of basic skills and concepts (fluency, consolidation, mastery of what has been taught)
- Provide opportunities to develop number sense, for example, exploring conservation of number, cardinality, subitising, using known facts, near doubles, commutativity, inverse etc.
- Be an exciting whole-class ritual around the Meeting Board or IWB
- Establish a routine for mathematical thinking in the day, building classroom culture, and making connections with mathematics in everyday life.

Maths Meetings expectations:

- Everyone in the class must be ready to respond
- Everyone in the class must look at and listen to the teacher, or pupil if Maths Meeting is pupil led.
- Teacher only accepts appropriate responses, including technical vocabulary and full sentences when appropriate.

Teachers should plan their own Maths Meetings depending on the needs of pupils, focusing on key knowledge to consolidate. Teachers should prioritise key learning areas for their class and also incorporate current learning in the Maths Meetings where necessary. Assessments will also inform the content of the Maths Meetings.



Important concepts for Year 6 Maths Meetings

This document contains a list of key areas of mathematics and key activities which should be covered across Maths Meetings and teachers should be aware of these when planning their Maths Meetings. Teachers should also consult the more comprehensive PowerPoint document for suggested activities and other areas to include.

NC strand	Detail
Number and place value	<ul style="list-style-type: none"> • Counting should be daily practice and include negative numbers, decimal and fractions, larger integers, counting in multiples etc. • Recognise, read and write Roman numerals • Identify multiples and factors, including finding all factor pairs and common factors of two numbers • Know prime, square and cube numbers including being able to apply knowledge and understanding of these to solve problems.
Number: addition, subtraction, multiplication and division	<ul style="list-style-type: none"> • Using the multiplication tables up to 12×12 • Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts • Multiply and divide by 10, 100 and 1000 • Derive decimal facts for the four operations (e.g. $7 \times 8 = 56$ so $0.7 \times 8 = 5.6$; $2 + 7 = 9$ so $0.02 + 0.07 = 0.09$) • Interpret remainders appropriately in division, including rounding up and down, as a fraction and as a decimal
Number: Fractions, decimals and percentages	<ul style="list-style-type: none"> • Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number • Write percentages as a fraction with denominator 100 and as a decimal
Ratio and proportion	<ul style="list-style-type: none"> • Explore the language of ratio and proportion and make connections to previous experiences with fractions and multiplication
Algebra	<ul style="list-style-type: none"> • Sequences, including fractions and decimals • Generalised arithmetic • Finding unknowns with operations on both sides
Measurement	<ul style="list-style-type: none"> • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Know the mathematics around the calendar including number of days in each month and calculate using these • Solve problems involving converting between units of time from hours to minutes; minutes to seconds; years to months; weeks to days • Convert between different units of metric measure
Geometry: properties of shape and position and direction	<ul style="list-style-type: none"> • Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and a half turn (total 180°); other multiples of 90° • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language • Identify lines of symmetry in a range of 2-D shapes and patterns
Statistics	<ul style="list-style-type: none"> • Interpret data from a range of contexts presented in a variety of ways