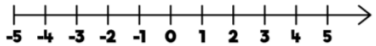
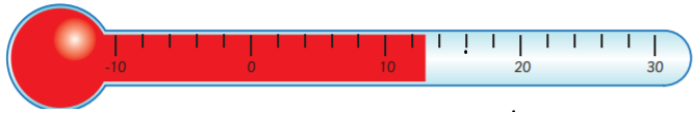
# Mathematics Medium Term Planning: Spring term Y6

| **Mathematical aspect** | **Non-negotiable end points** | **Prior knowledge for pre assessment** | **Post assessment**<br>**Knowing more, remembering more** |
|---|---|---|---|
| Number and place value:<br>negative numbers | Knows how to calculate with negative and positive numbers. | Knows how to read and interpret negative numbers and find differences between negative and positive numbers.<br>Knows how to read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.<br>Knows how to round any whole number to a required degree of accuracy. | Knows how to count forwards and backwards through zero.<br>Knows how to calculate intervals through zero.<br>Knows how to use negative numbers in context.<br>Knows how to solve number problems and practical problems that involve all of the above.<br>Knows how to use vertical and horizontal number lines to support understanding. |
| Links to resources and policy documents:<br>Use the number line to answer the questions.<br>  <br>-5 -4 -3 -2 -1 0 1 2 3 4 5<br>• What is 6 less than 4?<br>• What is 5 more than –2?<br>• What is the difference between 3 and –3?<br><br>Here are the temperatures in four cities at midnight and at midday.<br><br>**Temperature**<br>**City** / **At midnight** / **At midday**<br>Paris / –4°C / –2°C<br>Oslo / –13°C / –7°C<br>Rome / 3°C / 10°C<br>Warsaw / –6°C / 2°C<br><br>At **midnight**, how many degrees colder was Paris than Rome?<br><br>degrees<br><br>Which city was 6 degrees colder at midnight than at midday? | |  <br><br><br>Which place has the coldest temperature?<br>Which place has the warmest temperature?<br>What is the difference in the temperatures in Stockholm and Rome? °c<br>What is the difference in the temperatures in Dublin and Copenhagen? °c<br>The temperature in Paris decreases by 5°C. What is the new temperature? °c<br>The temperature in London increases by 6°C. What is the new temperature? °c<br>The temperature in Oslo increases by 4°C. What is the new temperature? °c<br>The temperature in Berlin decreases by 3°C. What is the new temperature? °c<br><br>Here are two number cards.<br>Find the difference between the numbers.<br>Two million, three hundred thousand and sixty four<br>Two million, three hundred and sixty four thousand<br><br>Write the number **three million, twenty five thousand and seventeen** in figures. | Nikolas is finding the difference in temperature between midday and midnight.<br>The thermometer shows the temperature at midday.<br>  <br><br>At midnight it is 7°c colder.<br>What is the temperature at midnight?<br>  <br> |

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| In the daytime, the temperature reached a maximum of 8 °C in Suzie's garden. At night it fell to -4 °C. By how many degrees did the temperature fall? | | | What is the temperature measured by this thermometer?<br>If the temperature fell by 18 °C what would it be?<br>a) Continue this number sequence:<br>7 \| 5 \| 3 \| 1 \| \| \| \| \|<br>b) Continue this number sequence:<br>12 \| 8 \| 4 \| 0 \| \| \| \| \| |
| All four operations: order of operations. | Knows the rules of BIDMAS. | Knows efficient methods for addition, subtraction, multiplication and division. | Knows how to perform mental calculations, including with mixed operations and large numbers.<br>Knows how to use their knowledge of the order of operations to carry out calculations involving the four operations.<br>Knows how to explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9.<br>Knows the convention that when there is no operation sign within this means multiply e.g. 4(2+1) means 4 x (2+1).<br>Knows how to look at different operations within a calculation and consider how the order of operations affects the answer.<br>Knows that in mixed operation calculations, calculations are not carried out from left to right.<br>Knows that mental calculations and sensible estimations need to run through all steps to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br>Knows that facts from one calculation can be used to determine the answer of another similar calculation without starting afresh.<br>Knows how to use number sense, specifically knowledge of factors, to be able to see relationships between dividend and divisor.<br>Knows how to find common factors of two numbers.<br>Knows how to find common multiples of numbers. |

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| | | | Knows how to apply understanding of commutativity and inverse operations.<br>Knows and can use the vocabulary of prime numbers, prime factors and composite numbers. |

Links to resources and policy documents:

Calculate

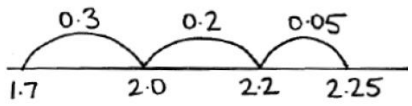
$32 + 8 \times 5$

$16 \div 4 + 2 =$

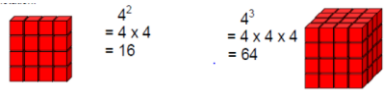
$12 + 8 \div 4 =$

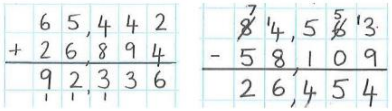
Can you add brackets to make this true?

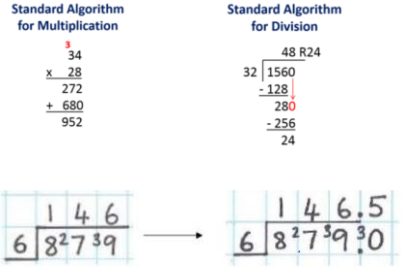
$(3 \times 8) \div (2 + 4) = 4$




1.7 + 0.55 = 2.25




Compare $31 + 9 \times 7$ and $(31 + 9) \times 7$
What's the same? What's different?

Choose operations to go in the empty boxes to make these number sentences true.

6 ☐ 3 ☐ 7 = 16
6 ☐ 3 ☐ 7 = 27
6 ☐ 3 ☐ 7 = 9

Put brackets in these number sentences so that they are true.

$12 - 2 \times 5 = 50$
$12 - 8 - 5 = 9$
$10 \times 8 - 3 \times 5 = 250$

*Now we are going to find some lowest common multiples for the following pairs of numbers.*

The lowest common multiple of 6 and 9 is ▭
The lowest common multiple of 8 and 6 is ▭
The lowest common multiple of 8 and 7 is ▭

On a 100 square, shade the first 5 multiples of 7 and then the first 8 multiples of 5

What common multiple of 7 and 5 do you find?

Use this number to find other common multiples of 7 and 5

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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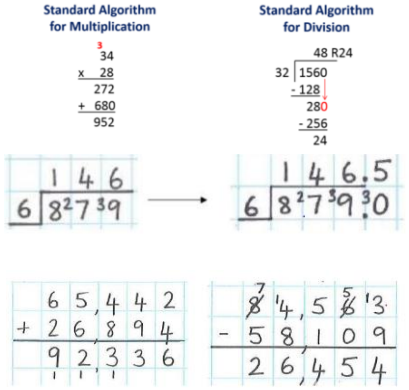
| All four operations: written methods | Knows the compact algorithms for all four operations. | Knows compact notation for long multiplication.<br>Knows the compact algorithm for short division including remainders.<br>Knows the formal written methods of columnar addition and subtraction with increasingly large numbers and decimals. | Knows how to solve problems involving addition, subtraction, multiplication and division.<br>Knows how to apply understanding of commutativity and inverse operations.<br>Knows that mental calculations and sensible estimations need to run through all steps to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br>Knows that facts from one calculation can be used to determine the answer of another similar calculation without starting afresh. |
| Links to resources and policy documents:<br><br>Find the missing digits. What do you notice?<br><br>+ 5 2 2 4 7 ?<br>+ 3 ? 5 9 0 4<br>9 0 ? 3 ? 2<br><br>2 3 4 5 7 8<br><br>Place the digits in the boxes to make the largest product.<br><br>× |  | | Jack made cookies for a bake sale.<br>He made 345 cookies.<br>The recipe says that he should have 17 raisins in each cookie.<br><br>How many raisins did he use altogether?<br><br>Year 6 has 2,356 pencil crayons for the year.<br><br>They put them in bundles, with 12 in each bundle.<br><br>How many complete bundles can be made? |

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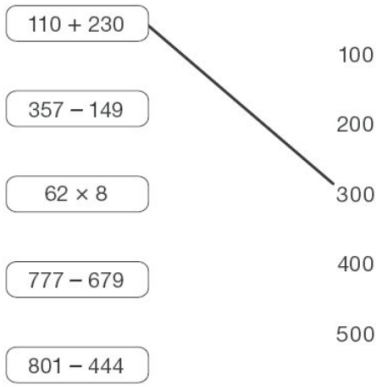
| | | Join each of these calculations to the number that is **nearest** to the correct answer.<br>One has been done for you.<br>  <br><br>3,565 + 2,250 = 5,815<br>Use this calculation to decide if the following calculations are true or false.<br>**True or False?**<br>4,565 + 1,250 = 5,815<br>5,815 – 2,250 = 3,565<br>4,815 – 2,565 = 2,250<br>3,595 + 2,220 = 5,845 |

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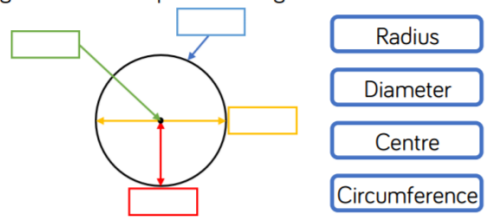
<table>
<tr>
<td>Geometry:<br>circles</td>
<td>Knows the parts of the circle.</td>
<td>Knows how unknown angles and lengths can be derived from known measurements.<br>Knows the conventional markings for parallel lines, sides of equal length, angles and right angles.</td>
<td>Knows how to illustrate and name parts of circles, including radius, diameter and circumference.<br>Knows the relationship between the radius and the diameter and recognises that the diameter is twice the length of the radius.</td>
</tr>
<tr>
<td colspan="2">Links to resources and policy documents:<br><br>Using the labels complete the diagram:<br> 
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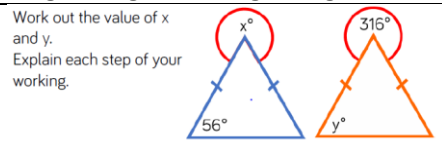
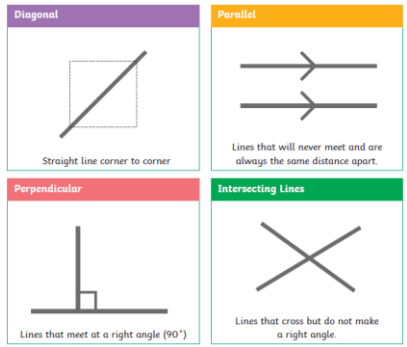
<td> 
<br> 
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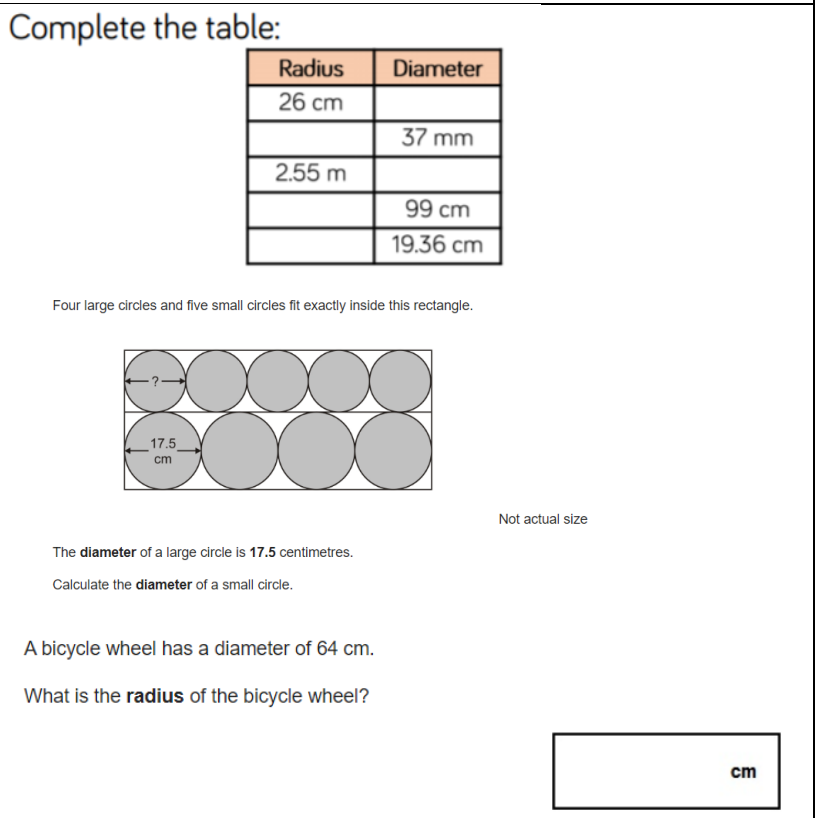
<td> 
</td>
</tr>
<tr>
<td>Geometry:<br>position and direction</td>
<td>Knows how to draw and label a pair of axes in all four quadrants with</td>
<td>Knows how to describe a translation or reflection of a shape,</td>
<td>Knows how to read and plot co-ordinates in all four quadrants.<br>Knows which part of the axis is positive and negative.<br>Knows how to draw shapes from co-ordinates given.</td>
</tr>
</table>

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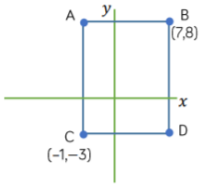
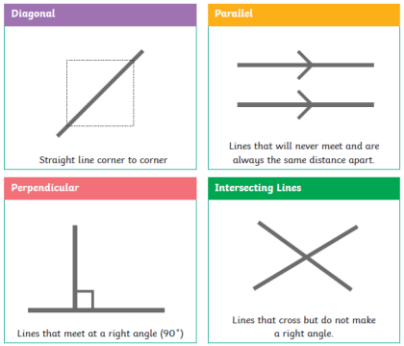
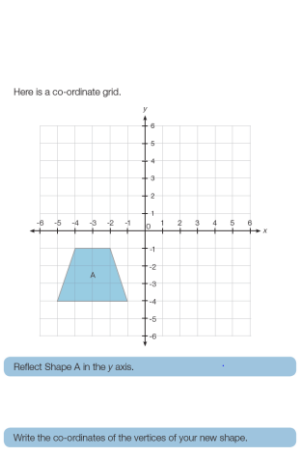
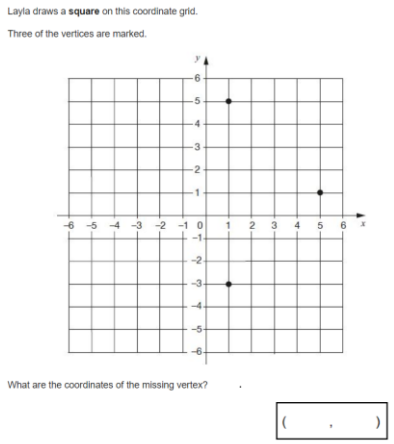
| | | | |
|---|---|---|---|
| all four quadrants | equal scaling, including the use of negative numbers. | including reference to the axes in the first quadrant.<br>Knows how unknown angles and lengths can be derived from known measurements.<br>Knows the conventional markings for parallel lines, sides of equal length, angles and right angles. | Knows how to find the length of a line by using the co-ordinates of its two endpoints.<br>Knows how to describe translations using directional language and use instructions to draw translated shapes.<br>Knows how to reflect shapes in four quadrants; reflect in both the y and x axis.<br>Knows how to use co-ordinates to ensure that shapes are reflected accurately. |
| Links to resources and policy documents:<br><br>Work out the missing coordinates of the rectangle.<br><br>What is the length of side AB?<br><br>  | |  <br>  <br>  |  <br>  |

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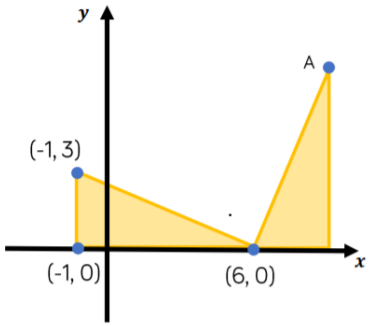
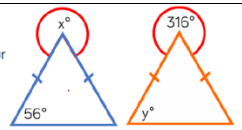
|---|---|---|---|
| The diagram shows two identical triangles.<br>The coordinates of three points are shown.<br>Find the coordinates of point A.<br>  <br> | | Work out the value of x and y.<br>Explain each step of your working.<br>  <br><br><br> | |
| Measurement: area, perimeter and volume | Knows how to recognise that shapes with the same area can have different perimeters and vice versa.<br>Knows the formula for volume *l x b x h* | Knows how to calculate the area from scale drawings using given measurements.<br>Knows the conventional markings for parallel lines, sides of equal length, angles and right angles.<br>Knows that approximately 5 miles = 8 kilometres.<br>Knows the approximate conversions and are able to tell if an answer is sensible. | Knows that shapes with the same area can have different perimeters and vice versa.<br>Knows how to use their knowledge of factors to draw rectangles with different areas; that can make connections between side lengths and factors.<br>Knows that they can use their knowledge of finding the area of a rectangle to find the area of a parallelogram.<br>Knows that there is a link between the area of a triangle and the area of a rectangle or square.<br>Knows that a right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size.<br>Knows that they can use the formula, base × perpendicular height ÷ 2 to calculate the area of a variety of triangles where different side lengths are given and where more than one triangle makes up a shape. |

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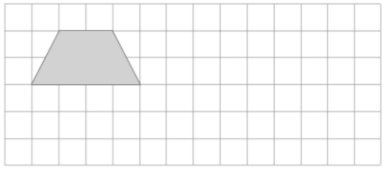
| | | | Knows when it is necessary to use the formulae for area and volume of shapes.<br>Knows how to calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units such as mm3 and km3. |

## Links to resources and policy documents:

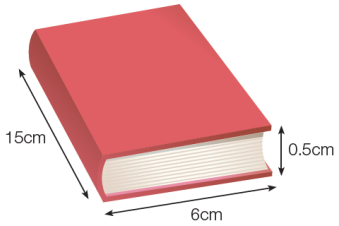
Here is a quadrilateral drawn on a square grid.



On the same grid, draw a **different** quadrilateral that has the **same** area.

One book is 6cm wide, 15cm long and 0.5cm thick.

Eight identical books are placed on top of each other.




What volume is taken up by the books?

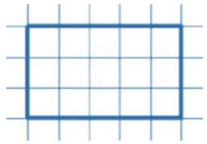
Calculate the volume of a cube with side length:

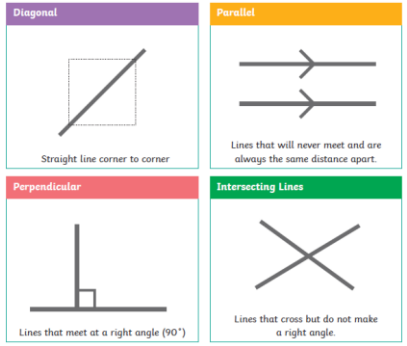
4 cm  2 m  160 mm

Use appropriate units for your answers.

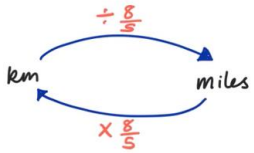
What is the area of this shape if:

- each square is 2 cm in length?
- each square is 3.5 cm in length?

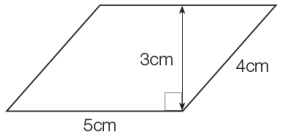





How to convert **km** to **miles**

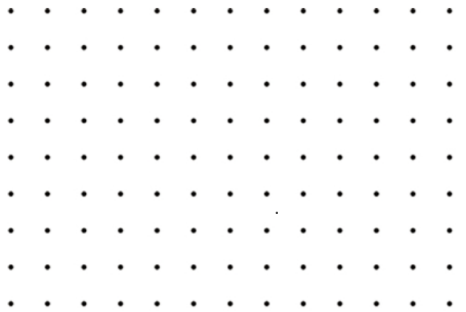



Here is a parallelogram.




Calculate the area of the parallelogram.

Join the dots to draw a rectangle that has an **area** of 20 $cm^2$ and a **perimeter** of 18 cm.



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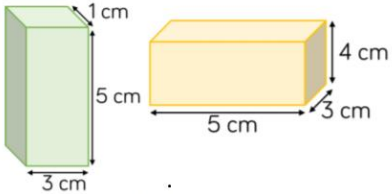
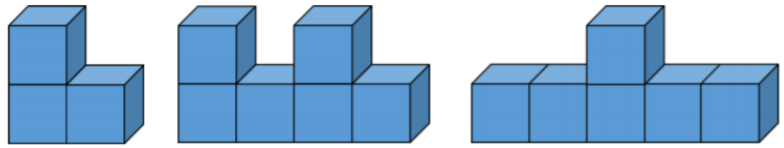
|---|---|---|---|
| | | | Complete the sentences for each cuboid.<br>  <br><br>The length is: _____<br>The width is: _____<br>The height is: _____<br>The area of the base is: ____ × ____ = ____<br>Volume = The area of the base × ____ = ____<br><br>If each cube has a volume of 1 cm³, find the volume of each solid.<br>  |
| Fractions: calculating | Knows how to calculate with fractions.<br>Knows that dividing by 2 is the same as multiplying by $\frac{1}{2}$. | Knows how to add and subtract fractions with different denominators by identifying equivalent fractions with the same denominator.<br>Knows how to convert improper fractions and mixed numbers. | Knows how to add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.<br>Knows that when denominators are not multiples of the same number, they need to multiply the denominators together to find the LCM.<br>Knows that there are different methods for subtracting mixed fractions: exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the whole number to an improper fraction.<br>Knows how to multiply simple pairs of proper fractions, writing the answer in its simplest form.<br>Knows how to divide proper fractions by whole numbers. |

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Links to resources and policy documents:

$$\frac{1}{2} \times \frac{2}{3} = \frac{2}{6} = \frac{1}{3}$$

$\frac{1}{4} \div 2$ We know this is the same as: $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

Now it's your turn!

$\frac{1}{5} \div 2 = \frac{1}{5} \times$  $=$ 

$\frac{1}{6} \div 3 = \frac{1}{6} \times$  $=$ 

$\frac{3}{11} \div 4 = \frac{3}{11} \times$  $=$ 

Eva has a full tin of paint. She uses $\frac{1}{3}$ of the tin on Friday, $\frac{1}{21}$ on Saturday and $\frac{2}{7}$ on Sunday. How much paint does she have left?

Tommy is adding mixed numbers. He adds the wholes and then adds the fractions. Then, Tommy simplifies his answer.

$1\frac{1}{2} + 2\frac{1}{6} = 1\frac{3}{6} + 2\frac{1}{6} = 3\frac{4}{6} = 3\frac{2}{3}$ 

Use Tommy's method to add the fractions.

$3\frac{1}{2} + 2\frac{3}{8} =$ $34\frac{1}{9} + 5\frac{2}{5} =$ $12\frac{5}{12} + 2\frac{1}{7} =$

Whitney is calculating $\frac{5}{8} + \frac{3}{16}$

She finds the lowest common multiple of 8 and 16 to find a common denominator.

LCM of 8 and 16 is 16 $\frac{5}{8} = \frac{10}{16}$ $\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

Use this method to calculate:

$\frac{1}{3} + \frac{2}{9} =$ $\frac{3}{7} + \frac{7}{21} =$ $\frac{8}{15} + \frac{1}{5} =$ $\frac{3}{16} + \frac{3}{8} + \frac{1}{4} =$

Convert the mixed numbers to improper fractions to calculat

$4\frac{4}{5} - 1\frac{9}{10} =$ $2\frac{1}{7} - 1\frac{1}{3} =$ $3\frac{5}{12} - 1\frac{7}{9} =$ $3\frac{5}{11} - 1\frac{4}{5} =$

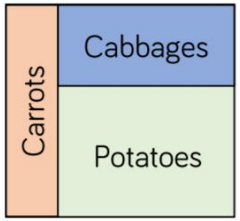
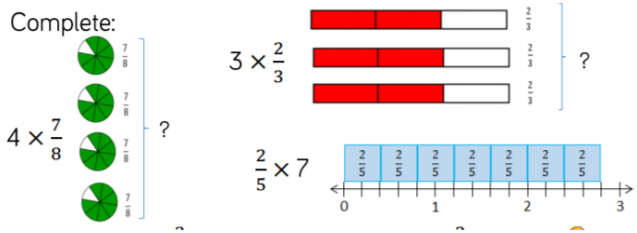
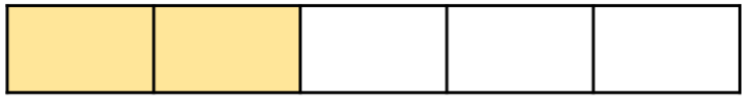
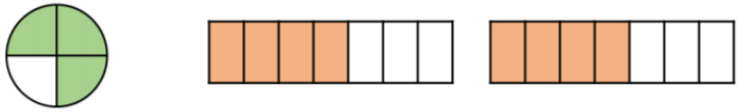
Use <, > or = to make the statements correct.

$\frac{1}{4} \times \frac{1}{2}$ ◯ $\frac{1}{4} \times 2$

$\frac{1}{4} \times \frac{1}{3}$ ◯ $\frac{1}{4} \div 3$

Eva has a full tin of paint. She uses $\frac{1}{3}$ of the tin on Friday, $\frac{1}{21}$ on Saturday and $\frac{2}{7}$ on Sunday. How much paint does she have left?

# Mathematics Medium Term Planning: Spring term Y6

| | | |
|---|---|---|
| | | Here is a vegetable patch. $\frac{1}{5}$ of the patch is for carrots. $\frac{3}{8}$ of the patch is for cabbages.<br>  <br>What fraction of the patch is for carrots and cabbages altogether?<br>What fraction of the patch is for potatoes?<br>What fraction more of the patch is for potatoes than cabbages?<br>Give your answers in their simplest form.<br><br>The vegetable patch has an area of 80 $m^2$<br>What is the area covered by each vegetable?<br><br>Complete:<br>  <br><br>Dexter has $\frac{2}{5}$ of a chocolate bar. He shares it with his friend. What fraction of the chocolate bar do they each get?<br>  <br><br>Use the diagrams to help you calculate.<br>$\frac{3}{4} \div 3 =$ $\frac{4}{7} \div 4 =$ $\frac{4}{7} \div 2 =$<br>  |

# Mathematics Medium Term Planning: Spring term Y6

| | | | |
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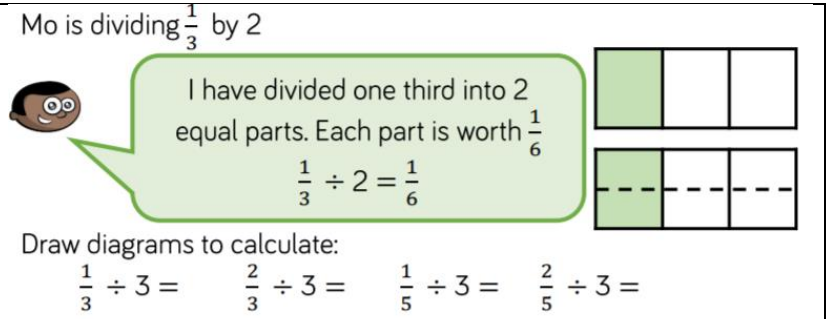
| | | |  |
| Fractions: calculating with decimals | Knows how to multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers.<br>Knows how to multiply decimals by whole numbers in practical contexts, such as measures and money.<br>Knows how to divide decimal numbers by one-digit whole number, in practical contexts involving measures and money. | Knows how to round decimals and use the correct notation for recurring decimal places. | Knows how to multiply one-digit numbers with up to two decimal places by whole numbers.<br>Knows how to use written division methods in cases where the answer has up to two decimal places.<br>Knows how to solve problems which require answers to be rounded to specified degrees of accuracy.<br>Knows how to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts; Know common fractions, such as thirds, quarters, fifths and eighths as decimals. |

# Mathematics Medium Term Planning: Spring term Y6

Links to resources and policy documents:

A boy bought 4 magazines at £1.34 each and 3 birthday cards at £1.65 each.

How much did he spend? £

Jackie paid £2.88 for 6 cupcakes.

How much did each cake cost?

£

A jar of sweets weighs 1.213 kg.
How much would 4 jars weigh?


**Q12.** Here are three bags in a shop

| A | B | C |
|---|---|---|
| £11.50 | £14.65 | £16.50 |

How much does bag B cost to the nearest pound?

rounded to the nearest whole number is

| | |
|---|---|
| 6.01 → | 6 |
| 9.51 → | |
| 7.75 → | |

E.g. 560 ÷ 24 =

$$24\overline{)560.000} = 23.333\ldots$$

let's try some mental multiplication using decimals.

a) 0.6 x 7 =

b) 0.5 x 9 =

c) 0.03 x 8 =

d) 0.08 x 6 =

e) 0.002 x 4 =

f) 0.006 x 12 =

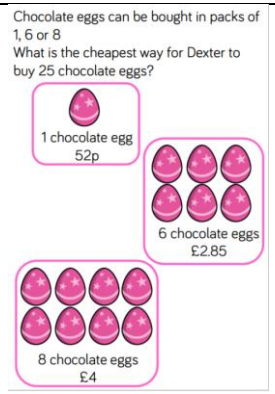
| 6.24 | 1.24 | 2.35 | 4.76 |
|---|---|---|---|
| x 3 | x 3 | x 5 | x 6 |
| 18.72 | 3.72 | 11.725 | 28.536 |

66 ÷ 8 = 8.25

78 ÷ 8 = 9.75

3.14 ÷ 2 = 1.57

# Mathematics Medium Term Planning: Spring term Y6




Complete the table.

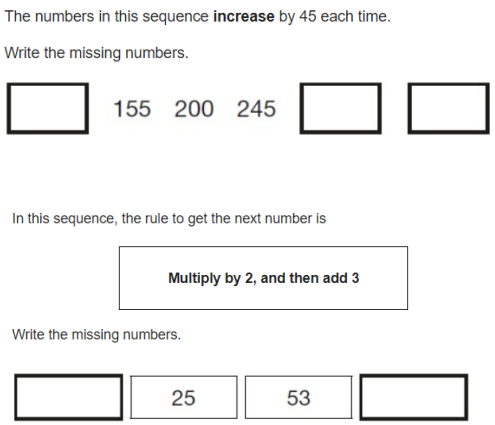
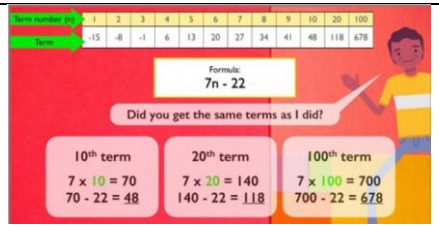
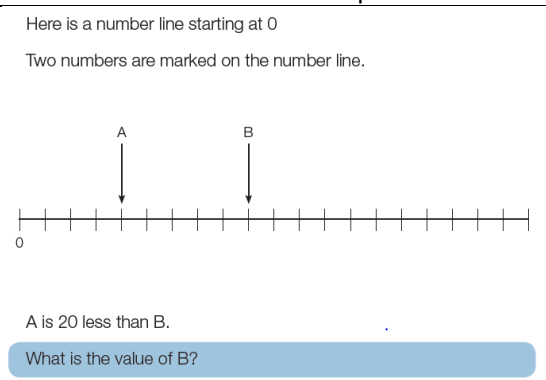
| Decimal | Fraction in tenths or hundredths | Simplified fraction |
|---|---|---|
| 0.6 | $\frac{6}{10}$ | $\frac{3}{5}$ |
| 0.1 0.1 0.1 | | |
| | | |
| 0 1 | | |
| 0.95 | | |

There are 275 children in Fernley School.
They get into groups of eight.

What is the largest number of groups of eight that they can make?

groups

# Mathematics Medium Term Planning: Spring term Y6

| | | | |
|---|---|---|---|
| Algebra: finding unknowns and variables | Knows how to use the arithmetic relationships to find unknowns or variables. | Knows how to find the common difference for the nth term. | Knows how to find pairs of numbers that satisfy number sentences involving two unknowns.<br>Knows how to enumerate all possibilities of combinations of two variables.<br>Knows how to use their understanding of substitution to consider what possible values a pair of variables can take.<br>Knows how to find values by trial and improvement but should be encouraged to work systematically.<br>Knows the difference between an expression like $x + 5$, which can take different values depending on the value of $x$, and an equation like $x + 5 = 11.2$ where $x$ is a specific unknown value. |
| Links to resources and policy documents:<br>  | |  |  |

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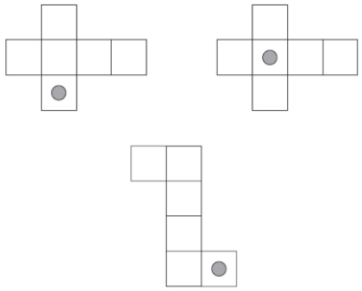
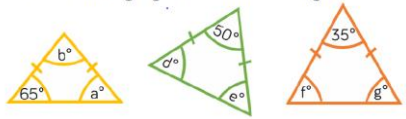
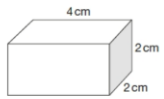
# Mathematics Medium Term Planning: Spring term Y6

<table>
<tr>
<td colspan="2">A theme park sells tickets online.<br>Each ticket costs £24<br>There is a £3 charge for buying tickets.<br>Which of these shows how to calculate the total cost, in pounds?<br>Tick one.<br>number of tickets × 3 + 24 ☐<br>number of tickets × 24 + 3 ☐<br>number of tickets + 3 × 24 ☐<br>number of tickets + 24 × 3 ☐</td>
<td></td>
<td>$x + 2y = 20$<br>$x$ and $y$ are whole numbers less than 10<br>What could $x$ and $y$ be?<br>$x =$ ☐<br>$y =$ ☐</td>
</tr>
<tr>
<td>Geometry: properties of shape, 3D nets</td>
<td>Knows how to visualise 3D shapes from nets.</td>
<td>Knows the conventional markings for parallel lines, sides of equal length, angles and right angles.</td>
<td>Knows that a net is a two-dimensional figure that can be folded to create a three-dimensional shape.<br>Knows how to recognise, describe and build simple 3D shapes, including making nets.<br>Knows how to use their knowledge of 2D and 3D shapes to identify three-dimensional shapes from their nets.</td>
</tr>
<tr>
<td colspan="2">Links to resources and policy documents:<br>Here are three nets of a cube.<br>On each net draw one more dot so that each cube will have dots on opposite faces.<br>  </td>
<td>Calculate the missing angles in the isosceles triangles.<br>  </td>
<td>Look at the cuboid below.<br>  <br>Draw two more faces to complete the net of the cuboid.<br>  </td>
</tr>
</table>

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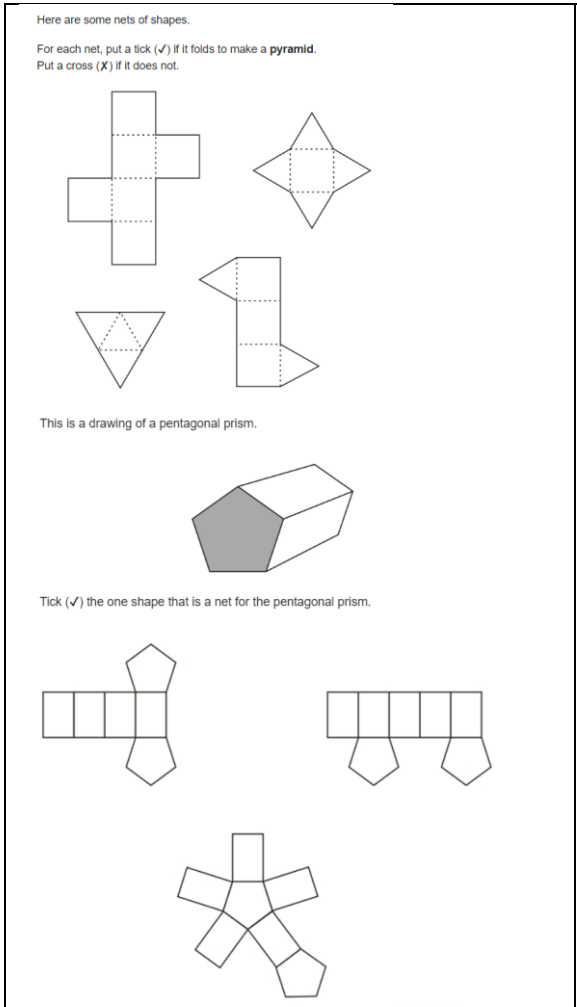
# Mathematics Medium Term Planning: Spring term Y6

<table>
<tr>
<td colspan="2"> 
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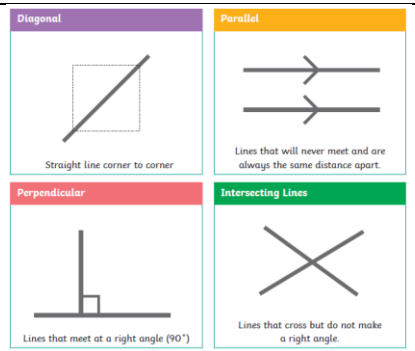
<td> 
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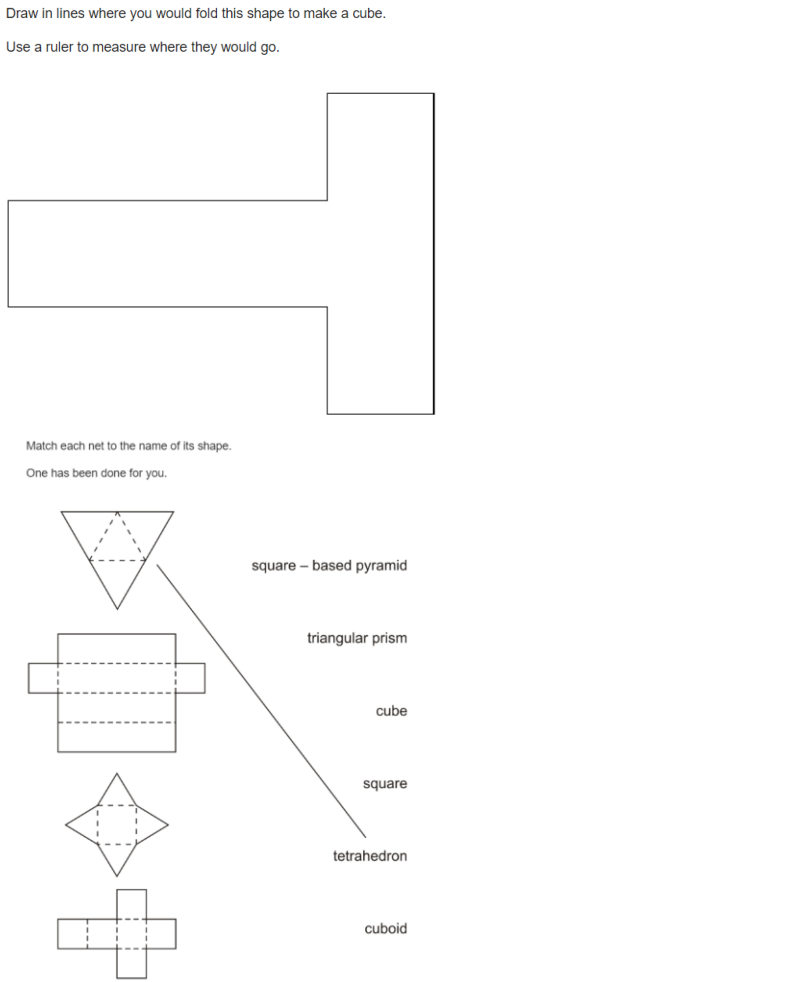
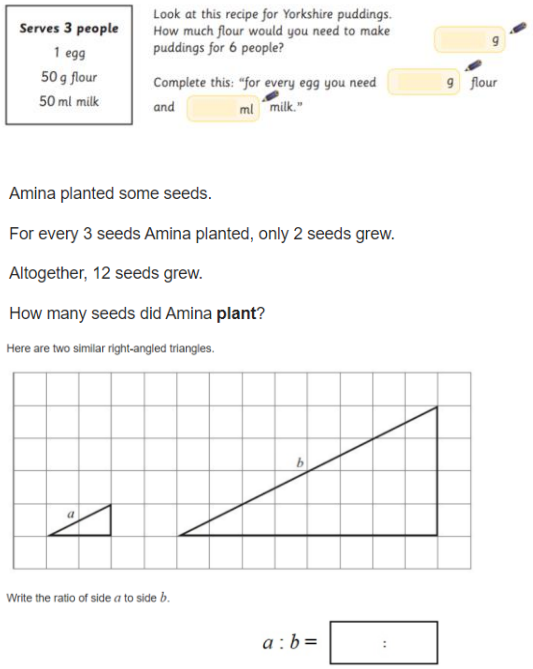
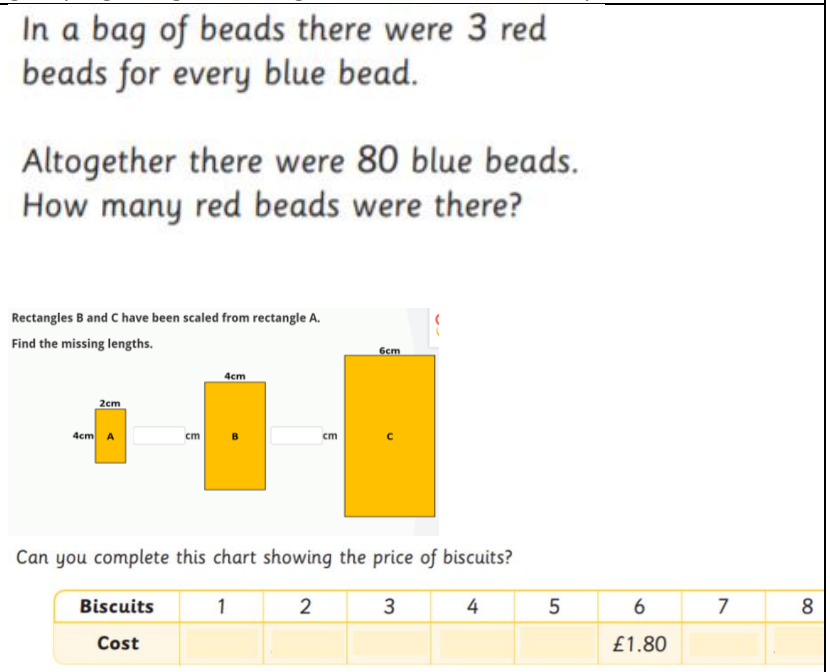
<td> 
</td>
</tr>
<tr>
<td>Ratio and proportion:</td>
<td>Knows ratios compare quantities.</td>
<td>Knows that proportions relate to the whole and ratios are part to part.</td>
<td>Knows how to solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</td>
</tr>
</table>

KB: 2020

# Mathematics Medium Term Planning: Spring term Y6

| | | | |
|---|---|---|---|
| ratio, scaling and scale factors | Knows the notation *a:b* to record a ratio.<br>Knows how to use multiplication/division to find a scale factor. | | Knows that 'similar' in mathematics means that one shape is an exact enlargement of the other, not just they have some common properties.<br>Knows how to solve problems involving similar shapes where the scale factor is known or can be found.<br>Knows how to solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |
| Links to resources and policy documents:<br>  | |  |  |
| Statistics:<br>mean average | Knows the arithmetic for finding the mean average. | Knows which representations of data are most appropriate and why. | Knows how to apply their addition and division skills to calculate the mean average in a variety of contexts.<br>Knows that they could find the mean by sharing equally or using the formula: Mean = Total ÷ number of items. |

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# Mathematics Medium Term Planning: Spring term Y6

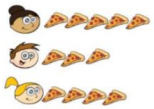
## Links to resources and policy documents:

Here is a method to find the mean.

| No. of glasses of juice drunk by 3 friends | Total glasses of juice drank | If each friend drank the same no. of glasses |
|---|---|---|
|  |  |  |

The mean number of glasses of juice drunk is 3

Use this method to calculate the mean average for the number of slices of pizza eaten by each child.



Seven children measured their heights.

| Children | Height (cm) |
|---|---|
| Stefan | 144 |
| Lara | 136 |
| Olivia | 142 |
| Chen | 143 |
| Maria | 152 |
| Dev | 148 |
| Sarah | 150 |

What is the mean height of the children?

| J | F | M | A | M | J | J | A | S | O | N | D |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 102 | 118 | 130 | 126 | 121 | 131 | 98 | 82 | 69 | 77 | 84 | 78 |

The table shows the usual rainfall in each month in mm for Sydney, Australia.

The table shows the seasons and months. Write some statements to match the information in both tables.

| Summer | Dec, Jan, Feb |
|---|---|
| Autumn | Mar, Apr, May |
| Winter | June, July, Aug |
| Spring | Sep, Oct, Nov |

## Knows how to investigate missing data when given the mean.

Last year, Jacob went to four concerts.

Three of his tickets cost £5 each.


The other ticket cost £7


What was the **mean** cost of the tickets?

Hassan is the top batsman for the cricket team. His scores over the year are: 134, 60, 17, 63, 38, 84, 11
Calculate the mean number of runs Hassan scored.

Calculate the mean number of crayons:

| Crayon colour | Amount |
|---|---|
| Blue | 14 |
| Green | 11 |
| Red | 10 |
| Yellow | 9 |

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