Key Instant Recall Facts

Year 6 – Autumn Term 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I can count in powers of 10, forwards and backwards with numbers to 10 million

Children should be able to count forwards and backwards in powers of 10 (10, 100, 1,000, 10,000, 100,000) up to 10 million.

See examples below:

Count forwards in steps of 10, starting from 10,000:

10,000, 10,010, 10,020, 10,030, 10,040, 10,050, 10,060, etc.

Key vocabulary

multiples
powers of 10
ten, hundred, thousand, ten thousand, hundred thousand, million

Top tips

The secret to success is practising ***little*** and ***often*** Use time wisely. Can you practise this KIRF whilst walking to school or during a car journey? You do not need to practise all aspects of the KIRF all at once; perhaps you could have a fact of the day, or a few facts per week to practise? If you would like more ideas, please speak to your child's teacher.

Practical resources and ideas

Focus on counting forwards and backwards where your child needs to cross a 10, 100, 1,000, 10,000 or 100,000.

For example, count backwards in steps of 100 from 4,100: 4,100, 4,000, 3,900

Key Instant Recall Facts

Year 6 – Autumn Term 2

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I can identify common factors of a pair of numbers

The factors of a number are all numbers which are divisible by the number with no remainder.
E.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12 and 24
the factors of 56 are 1, 2, 4, 7, 8, 14, 28 and 56.

The common factors of two numbers are the factors they share.
E.g. the common factors of 24 and 56 are 1, 2, 4 and 8 the highest common factor of 24 and 56 is 8.

Key vocabulary

factor
common factor
multiple
highest common factor

Top tips

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Practical resources and ideas

Play games - Choose two numbers. Take it in turns to name factors. Who can find the most?

NOTE – We do not expect children to know all the factors of a number instantly but would expect them to be able to work them out quickly and accurately for numbers under 100.

Key Instant Recall Facts

Year 6 – Spring Term 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I can find fractions of amounts

Children should be able to find a unit fraction of an amount, using this skill to find non-unit fractions of amounts.

Find ¼ of £24 = £6

Divide £24 by 4

£24			
£6	£6	£6	£6

Find ¾ of £24 = £18

Divide £24 by 4 then multiply this product by 3

Key vocabulary

unit fraction
non-unit fraction
numerator
denominator
factor
product

Top tips

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Practical resources and ideas

Find simple fractions of amounts (halves, thirds, quarters, fifths) of amounts of money when out shopping in the supermarket. Challenge your child to then find 2/5, for example.

Key Instant Recall Facts

Year 6 – Spring Term 2

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I know common fraction, decimal and percentage equivalences

Children should be able to convert between decimals, fractions and percentages for ½, ¼, ¾ and any number of tenths and hundredths.

½	=	0.5	=	50%
¼	=	0.25	=	25%
¾	=	0.75	=	75%
1/10	=	0.1	=	10%
3/10	=	0.3	=	30%
1/5	=	0.2	=	20%
3/5	=	0.6	=	60%
1/100	=	0.01	=	1%

Key vocabulary

Write 0.75 as a fraction

Write ¼ as a decimal

What is ¾ as a percentage?

Top tips

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Practical resources and ideas

Play games – Make some cards with equivalent fractions, decimals and percentages. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals or percentages on the other.

Key Instant Recall Facts

Year 6 – Summer Term 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I can divide and multiply by 10, 100 and 1,000

Children should be able to divide and multiply larger numbers (to ten million) and decimals to 3 decimal places by 10, 100 and 1,000.

Divide 567 by 1,000 = 0.567
Move each digit three spaces to the right using place value knowledge (the number is becoming 1,000 times smaller)

Multiply 4.3 by 100 = 430
Move each digit two spaces to the left using place value knowledge (the number is becoming 100 times larger)

Key vocabulary

Divide 5.6 by 10
Multiply 1,230 by 100

5.62 divided by 10 equals 56.2; true or false? How do you know?

Top tips

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Practical resources and ideas

Practise using a place value grid, physically writing or moving the numbers using counters on the grid. This will help children to eventually be able to visualise the place value grid to calculate multiplications or divisions mentally.

Key Instant Recall Facts

Year 6 – Summer Term 2

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy:**

I can find simple percentages of amounts

Children should be able to find simple percentages of amounts (e.g. 1%, 5%, 10%, 25%, 50%, 75%) and be able to use finding 10% or 1% to find other percentages.

Find 20% of £180

Find 10% first by dividing £180 by 10 = £18

Multiply 10% by 2 to find 20% = £36

Find 5% of 25 metres

Find 10% first by dividing 25 metres by 10 = 25 metres

Half 10% to find 5% = 125 metres

Key vocabulary

Find 50% of £1,000

Find 2% of 40 litres

5% of £50 = ?

Top tips

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Practical resources and ideas

Calculate percentages of real-life amounts or quantities – e.g. amounts of money, litres or millilitres of liquid when cooking in the kitchen, grams or kilograms of ingredients at the supermarket, etc. Find several percentages of one amount too – e.g. can you find 1%, 5%, 10% and 20% of £250? Then your child can use other percentages to help them find further percentages.