## Year 6 - Solving Maths Problems

## Understand the problem

- What is happening in the problem?
- What is the question you are being asked to answer?

Make a plan

- What do you know from the problem?
- What else do you know from the problem?
- Can you draw a bar model or picture to help you understand the problem?
- What do you need to work out using the information you have?


## Calculate

- How many calculations do you have to do?
- Which method/s are you going to use?


## Check your answer

- Have you answered the question?
- Have you carried out all the calculations needed?
- Have you checked your arithmetic?


## SHOWING YOUR WORKING OUT

## Even if there is not a working out box with the question, it is important to do some form of working out to reach the ans.

| Formal written |
| :--- |
| calculations |
| eg column |
| addition, |
| column |
| subtraction |
| etc... |

Using equipment eg a protractor to measure angles and then adding labels to the angles or using the corner of a ruler using the corner of a ruler
to check for right angles.

Informal jottings eg writing out a list of multiples, drawing a number line to work out differences in time or
temperature.


Using a mirror to check symmetry eg a fraction wall, a real life picture etc...

Check you have written your answer in the correct unit of measurement eg grams or kilograms, pounds or pence etc....

Check you have followed all the instructions given in the question eg. If you have been asked to work out the change, have you done this?

Use the inverse ie if you have an addition calculation check with


Do the calculation in a different order to check it.

## Use your maths

 equipment to check ruler, protractor, mirror. Also there is a clock in the classroom which might help with time questions!If you have to choose from a list of possible answers, make sure you have checked them all - there could be more than one answer.

## THESE THINGS CAN CATCH THE CHILDREN OLU

Comparing or calculating with fractions with different denominators (the bottom number) means you need to convert them so they have the same denominator.

Maths vocabulary make sure you know the definitions eg volume, area, perimeter, factor, multiple etc...

Different units of measurement used in a question means you need to convert to the


Questions with fractions, decimals and percentages - you may have to convert them so they are all written in the same way.

When questions ask you to use numbers in a particular way ie use all the numbers below to create a multiple of 5 between 2045 and 2167 with the digit 6 in the tens column.

When questions give you lots of instructions - read them carefully and check you have followed them all.

