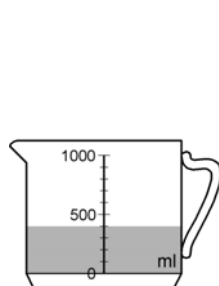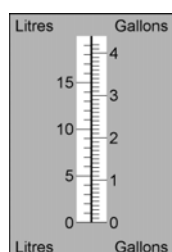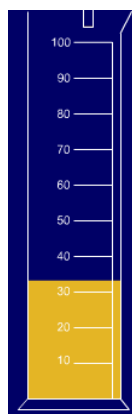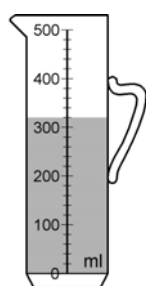## Year 6 Block C

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the Planning tab in the Framework. Select: Planning–Year group–Block then, click on the Unit tabs.
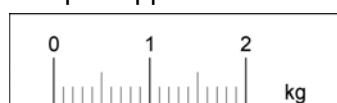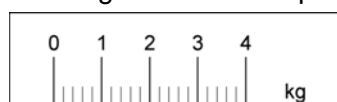
Measuring cylinder ITP On this scale, the arrow shows the weight of a pineapple. Here is a different scale. Mark with an arrow the weight of the same pineapple.	*Children read scales accurately and record results. For example, they read and record the amount of liquid that they drink from a calibrated measuring jug. They pour amounts from one jug to another in order to take readings from different scales. They justify their estimates of amounts that fall between divisions, and read scales labelled in intervals other than 1 and 10.* Measuring cylinder ITP can be found in the library section of the Primary Framework.
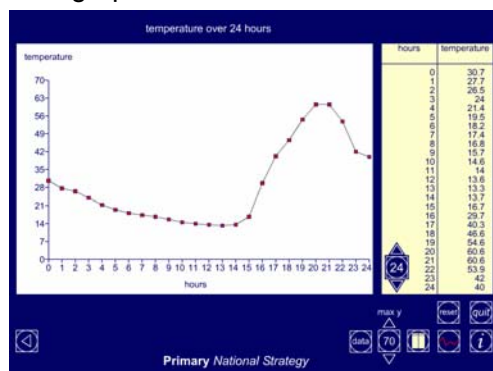
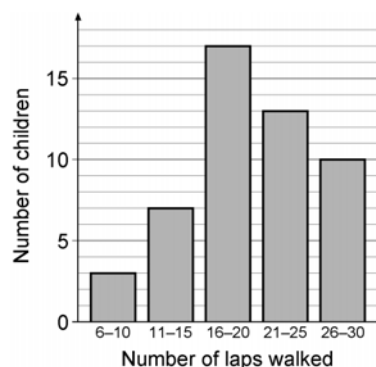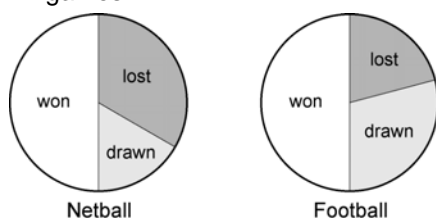|	
Line graph ITP 	*They use frequency tables to record their data and represent it in a variety of ways, including by using ICT.* *They construct and interpret line graphs, and consider whether intermediate points have meaning. For example, they plot temperatures at midday over a week.* Line graph ITP can be found in the library section of the Primary Framework.
	Children begin to group discrete data. *For example, they draw a bar chart of marks scored in a mental mathematics test, grouping the data in intervals of 5 marks (1–5, 6–10, 11–15, …).* *Children decide when and how to group the data that they have collected.*
These pie charts show the results of a school's netball and football matches. The netball team played 30 games. The football team played 24 games. Pie chart spreadsheet 	*Children interpret simple **pie charts**, responding to questions such as:* *David says: 'The two teams won the same number of games'. Is he correct? Explain how you know.* Pie chart spreadsheet can be found in the library section of the Primary Framework.

|	
Number of matches in a box | 48	49	50	51	52	53	54 | ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ **Rainfall from May to August** (bar chart: May 16, June 10, July 12, August 14; Millimetres of rain on vertical axis 0–16; dotted mean line around 9; Month on horizontal axis)	*Children find modal values and begin to use the **median** and **range**. They begin to consider the **mean** and discuss the meaning and use of averages in a variety of contexts.* *For example:* • *Carol counts the matches in 10 boxes. She works out that the mean number of matches in a box is 51. Here are her results for 9 boxes. Calculate how many matches are in the 10th box.* • *The dotted line on the chart shows the mean rainfall for the four months. What is the mean rainfall for the four months?*
Converting measures spreadsheet (screenshot: counting stick showing g 1000 1100 1200 1300 1400 and kg 1 1.1 1.2 1.3 1.4, with RESET button) (spreadsheet screenshot: euros 0.0 1.5 3.0 4.5 6.0 7.5 9.0 10.5 12.0 13.5 15.0; £ 0 1 2 3 4 5 6 7 8 9 10; Conversion euros to £ graph)	*Children convert between units using decimals to two places. They read **metric and imperial** units from measuring scales that show both units or from **conversion graphs**.* *Use the information in the graph and a calculator to work out how many pounds (£) you would get for 24.80 euros.* Converting measures spreadsheet can be found in the library section of the Primary Framework.
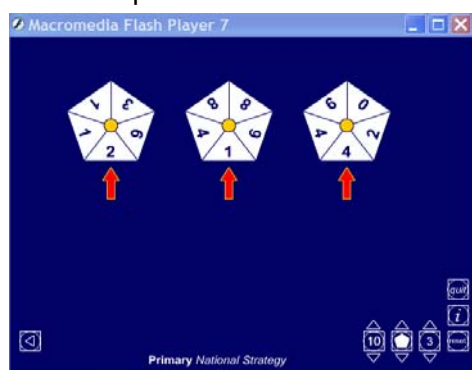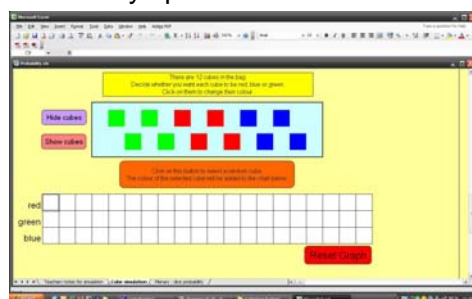
Number spinners ITP	*Children describe and predict outcomes from data using the **language of chance or likelihood**.*
	They compare the likelihood of getting particular scores on different spinners and on dice marked in different ways.
Probability spreadsheet	Number spinners ITP and Probability spreadsheet can be found in the library section of the Primary Framework.