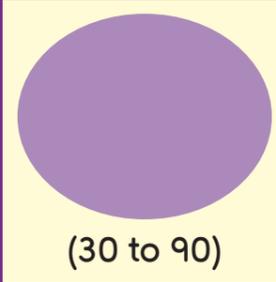


This Year 6 Rapid Recall Board (Side A) covers the following National Curriculum objectives:



Label the number line and draw an arrow to estimate  $\text{circle} \div 10$  Round to the nearest whole number

To round any whole number to a required degree of accuracy

To perform mental calculations, including with mixed operations and large numbers

To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

$\text{circle} \div 1 =$

To undertake mental calculations with increasingly large numbers and more complex calculations

Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency

$\text{circle} \div 5 =$

$\text{circle} \div 10 =$

To develop the connections that pupils make between multiplication and division...

$\text{circle} \div 100 =$

$\text{circle} \times 10 =$

$\text{circle} \times 100 =$

$\text{circle} + 50 = 150 -$

To be introduced to the use of symbols and letters for equivalent expressions (for example,  $a + b = b + a$ )

$\text{circle} + 60 = 150 -$

$\text{circle} \div 2 =$    $\div 4$

$\text{circle} \times 10 =$    $\div 10$

Work out all the factor pairs of  $\text{circle}$

To identify common factors, common multiples and prime numbers

Circle the fractions which are bigger than or equal to  $\frac{1}{2}$

To use common factors to simplify fractions; use common multiples to express fractions in the same denominator

To compare and order fractions, including fractions  $>1$

$\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{5}$   $\frac{2}{4}$   $\frac{3}{5}$   $\frac{6}{10}$   $\frac{5}{8}$   $\frac{8}{10}$

Start with  $\text{circle}$

Divide it by 10

To undertake mental calculations with increasingly large numbers and more complex calculations

Double the answer

To round any whole number to a required degree of accuracy

Subtract 30

To perform mental calculations, including with mixed operations and large numbers

Add 35

To use their knowledge of the order of operations to carry out calculations involving the 4 operations

Multiply by 10

To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Round to the nearest 10

Add 200

Round to the nearest 100

$\text{circle}$  is a multiple of (circle)

1	2	3	4	5	6
7	8	9	10	11	12

To identify common factors, common multiples and prime numbers

List the first 10 square numbers and circle any which are between  $\text{circle}$  and 100

Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency

<input type="text"/>									
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$\text{circle} +$    $= 100$

$\text{circle} +$    $= 1000$

To use simple formulae

$90 =$    $+$

$180 =$    $+$

$360 =$    $+$

What is the perimeter of this blue square?

Year 5 Revision - To calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes

Circle the numbers larger than  $\text{circle}$

XXV	LVI
XLVIII	LXXXIII
LXXV	LXXII
XXIX	C
XCVI	XIV

Year 5 Revision - read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Tick the true statements

$\text{circle}$  would be rounded down when rounded to the nearest 10

$\text{circle}$  is divisible by 8

$\text{circle}$  has 4 as a factor

To identify common factors, common multiples and prime numbers

To round any whole number to a required degree of accuracy

read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

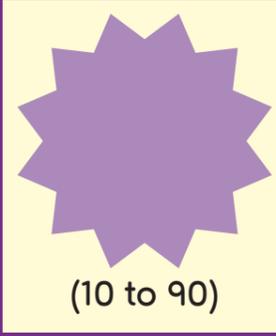
$132 <$    $+52$

$\text{circle}$  is divisible by 3

$\text{circle}$  is within 10 of a square number

$\text{circle}$  is within 15 of a cube number

This Year 6 Rapid Recall Board (Side B) covers the following National Curriculum objectives:



Write at least 6 questions with the answer of .  
To practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division

Turn each improper fraction into a whole or mixed number

$\frac{3}{5} = \frac{\square}{\square}$	$\frac{4}{7} = \frac{\square}{\square}$	$\frac{6}{8} = \frac{\square}{\square}$
$\frac{5}{3} = \frac{\square}{\square}$	$\frac{7}{4} = \frac{\square}{\square}$	$\frac{8}{6} = \frac{\square}{\square}$

To compare and order fractions, including fractions >1

Draw an angle of degrees

**Year 5 Revision**  
To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

If an angle is degrees, how much smaller is it than a straight angle?  
To draw given angles, and measure them in degrees (°)

If an angle is degrees, what would you have to add to make a quarter turn?  
To identify angles at a point on a straight line and half a turn (total 180°)

Double . If your answer were an angle in degrees, circle the type of angle it would be.

acute	obtuse	reflex	right	straight
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Use one fact to make 3 more

+ = 10

To practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division

- =

Complete the sequence in steps of 2.5

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

To continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency

Complete the sequence in steps of 25

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

To undertake mental calculations with increasingly large numbers and more complex calculations

0 x	1 x	2 x	4 x	8 x	10 x	5 x	3 x	6 x	12 x	9 x	7 x	11 x

To continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency

Work out the calculation on each side, then write a symbol <, > or =

50% of		No. of minutes in half an hour
Double		No. of months in 12 years
4		No. of minutes in 6 hours
No. of mm in  cm		4  + 50
Days in a year		

To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate

	Th	H	T	O	t	h
x 1						
x 10						
x 100						
÷ 10						
÷ 100						

To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

To perform mental calculations, including with mixed operations and large numbers

To continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency

Decimal

To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]

Percentage

To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Label the number line in steps of 15 and draw an arrow to estimate

To use negative numbers in context, and calculate intervals across 0

To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy