Year 6 Mathematics

Core mathematics: accuracy, reasoning and application | Suggested time: 45-55 minutes | Name: _____ Date: _____

Student instructions: Work independently where possible. Show your reasoning and explain your ideas. You may leave a question and return to it.

Number and operations

1. Write 4,708,306 in expanded form. What is the value of the digit 7?

_____

_____

2. Calculate 36,504 - 18,796. Explain one way to check your answer.

_____

_____

3. Calculate 248 x 36. Show an efficient method.

_____

_____

4. A school buys 17 boxes of 24 pencils. It gives away 185 pencils. How many remain?

_____

_____

Fractions, decimals and percentages

1. Calculate 3/4 + 5/6. Give the answer as a mixed number.

_____

study_w_me_hk

2. Calculate 2.4 x 0.35 and explain how you placed the decimal point.

3. A jacket costs $80. Its price increases by 15%, then decreases by 15%. What is its final price?

4. Arrange 0.625, 5/8, 62%, and 0.63 from smallest to largest.

study_w_me_hk

Measurement, geometry and data

1. A rectangle has perimeter 54 cm and length 16 cm. Find its width and area.

2. A triangle has angles 48 degrees and 67 degrees. Find its third angle and explain.

3. The numbers 6, 9, 11, 14 and x have a mean of 12. Find x.

_____

_____

4. A recipe serves 4 people using 300 g of flour. How much flour is needed for 10 people?

_____

_____

study_w_me_hk

Parent Guide | Mathematics

This is a formative assessment, not a standardised examination. Encourage independent thinking, record useful observations, and avoid comparing children solely by total score.

Suggested answers

1. 4,000,000 + 700,000 + 8,000 + 300 + 6; digit 7 is worth 700,000.

2. 17,708. Check by addition.

3. 8,928.

4. 223 pencils.

5. 1 7/12.

6. 0.84.

7. $78.20; percentage changes do not cancel.

8. 62% < 0.625 = 5/8 < 0.63.

9. Width 11 cm; area 176 cm squared.

10. 65 degrees.

11. x = 20.

12. 750 g.

study_w_me_hk

What to observe

Notice place-value understanding, written calculation accuracy, fraction equivalence, whether units are included, and whether the student can explain a method rather than just provide an answer.

If a child is stuck, ask what is known, what is unknown, and whether a diagram or estimate would help.

After the assessment

Ask: Which question felt easiest? Which needed a different strategy? What would you try next time? Celebrate clear explanations as well as correct answers. Revisit one or two specific skills in short, supportive sessions.