

# Year Six STEM Sentences

Number and Place Value [NPV]	Number Facts [NF]	Addition and Subtraction [AS]	Multiplication and Division [MD]	Fractions [F]	Geometry [G]	Measurement [M]
<p>I know that _____ is larger/smaller/equal to _____ because _____.</p> <p>_____ tenths have the same value as _____ hundredths.</p> <p>I need _____ 0.1s to exchange for a whole one.</p> <p>I know that _____ is bigger than _____ because _____.</p> <p>I estimate that the answer will be larger than _____ because _____.</p> <p>We can partition this number into _____, _____ and _____.</p> <p>I know that (decimal) is more/less/equal to (fraction) because _____.</p> <p>One million is one thousand thousands.</p> <p>The _____ represents _____.</p> <p>The value of _____ is _____.</p>	<p>There are _____ tenths/hundredths/thousandths in this number.</p> <p>The value of the digit _____ each time it moves to the left/right.</p> <p>To find 50% of a number, halve it.</p> <p>To find 10% of a number, divide it by 10.</p> <p>To find 1% of a number, divide it by one hundred.</p> <p>_____ is between _____ and _____.</p> <p>The previous multiple of one million is _____.</p> <p>The next multiple of one million is _____.</p> <p>_____ is _____ when rounded to the nearest million.</p> <p>I can convert tenths to hundredths by multiplying the denominator by _____.</p>	<p>When there are no brackets, division is completed before addition and subtraction.</p> <p>The mean is the size of each part when a quantity is shared equally.</p> <p>The mean is the total of the numbers divided by how many numbers there are.</p> <p>The most efficient way to add these numbers is by _____ because _____.</p> <p>The calculation tells me I need to add/subtract the numbers.</p> <p>If the column total is equal to ten or more we must regroup.</p> <p>_____ million plus _____ million is equal to _____.</p> <p>_____ million minus _____ million is equal to _____.</p>	<p>If _____% of my number is _____, then I need to multiply it by _____ to find the full amount.</p> <p>When a number is multiplied by _____ the digits move _____ places to the _____.</p> <p>I know that 3 ones divided by 3 is _____ (see images).</p> <p>I know that if I divide _____ by _____, there will be _____ whole ones and _____ left over.</p> <p>When a number is multiplied by one thousand, the digits move three places to the left.</p> <p>When a number is divided by one thousand, the digits move three places to the right.</p> <p>If one factor is made ten times the size, the product will be ten times the size.</p> <p>If I double/halve one factor, I must double/halve the product.</p> <p>If I multiply/divide one factor by _____, I must multiply the product by _____.</p>	<p>I know that _____ fifths are equivalent to _____% because I know _____.</p> <p>In order to convert a percentage to a fraction I must first convert it to a fraction with a denominator of _____.</p> <p>When a whole is divided into a hundred equal parts, each part is one hundredth of the whole.</p> <p>When a number is divided by _____ the digits move _____ places to the _____.</p> <p>When multiplying unit fractions, multiply the denominators.</p> <p>To multiply fractions, we can multiply the numerators and multiply the denominators.</p> <p>_____ is equivalent to _____.</p> <p>I can convert a fraction to a decimal by _____.</p> <p>In order to convert a percentage to a fraction, first convert it to a fraction with a denominator of 100.</p>	<p>A _____ is a parallelogram because _____.</p> <p>A parallelogram is a quadrilateral with opposite sides that are parallel and equal in length.</p> <p>If the scale factor is greater than one, the shape is made larger. We can say the shape is enlarged.</p> <p>If the scale factor is equal to one, the shape is the same size.</p> <p>If the scale factor is less than one, the shape is made smaller. We can say the shape is reduced.</p> <p>When we move a shape sideways, up or down, we call it translation.</p> <p>I know that angles in a triangle always add up to 180° so the missing angle is _____.</p>	<p>To find the area of a rectangle, multiply the length by the width.</p> <p>To find the area of a parallelogram multiply the base by the perpendicular height.</p> <p>To find the area of a triangle multiply the base by the perpendicular height and then divide by two.</p> <p>The length of one of the sides of square is _____.</p> <p>_____ times the length of one of the sides gives us the perimeter.</p> <p>The ratio of the dimensions of shape _____ to the dimensions of shape _____ is equal to _____.</p> <p>_____ to _____.</p> <p>There are _____ centimetres in _____ metres.</p> <p>There are _____ grams in _____ kilograms.</p> <p>There are _____ millilitres in _____ litres.</p> <p>The volume of a cuboid can be found by multiplying the length by the width by the height.</p>
Reasoning STEMs		I can check my calculation by using the inverse with _____.		I know _____ so I could work out _____.		
I know that I need to use _____ for this problem because _____.		I estimate the answer to be _____ because I know _____.		I know that this question will have a _____ answer because _____.		