

Autumn Term		Y6	
First Half		Second Half	
<p>Number and place value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p>		<p>Geometry: -Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons -Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>	
<p>Number: Mental addition/subtraction strategies Perform mental calculations, including with mixed operations and large numbers</p>		<p>Geometry: Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>	
<p>Number: Formal Addition/subtraction (1) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>		<p>Geometry: Draw 2D shapes given dimensions and angles</p>	
<p>Number: Doubling and halving Identify common factors, common multiples and prime numbers</p>		<p>Statistics: Interpret and construct bar charts and line graphs and use these to solve problems *Reinforce concepts in science</p>	
<p>Number: Multiplication and division facts</p>		<p>Measurement: -Solve problems involving the conversion of units of measure, using decimal notation up to three decimal places where appropriate (length and mass) -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (length and mass)) -Convert between miles and kilometres</p>	
<p>Number: Formal methods Multiplication (1) CONSOLIDATION from Year 5: multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p>		<p>Measurement: -Recognise that shapes with the same areas can have different perimeters and vice versa -Recognise when it is possible to use formulae for area of shapes -Calculate the area of parallelograms and triangles</p>	
<p>Number: Formal methods Division (1) CONSOLIDATION from Year 5: divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>		<p>Assessment week (including calculation review)</p>	
<p>Number: Round any whole number to a required degree</p>			

of accuracy
 -Solve problems which require answers to be rounded to specified degrees of accuracy

Spring Term		Y6
First Half	Second Half	
<p>Number: -Express missing number problems algebraically -Find pairs of numbers that satisfy an equation with two unknowns -Enumerate possibilities of combinations of two variables -order of operations – BODMAS</p>	<p>Statistics: -Interpret and construct pie charts (link to work on percentages) and line graphs and use these to solve problems * Reinforce concepts in science</p>	
<p>Fractions: -simplify fractions/equivalent fractions: -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Compare and order fractions, including fractions > 1</p>	<p>Geometry: -Recognise when it is possible to use formulae for volume of shapes -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p>	
<p>Fractions: add/subtract/ multiply divide: -Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions -Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, one quarter × a half = one eighth] . -Divide proper fractions by whole numbers [for example, one third ÷ 2 = one sixth]</p>	<p>Number: -use negative numbers in context, and calculate intervals across zero -Generate and describe linear number sequences</p>	
<p>Fractions: fractions and decimal numbers: -Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, three eighths] -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	<p>Geometry: coordinates – 4 quadrants/translate shapes – link to work on negative numbers -Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>	
<p>Percentages: -Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p>	<p>Assessment week</p>	
<p>Number: multiplication and division with decimal numbers (2) -Multiply one-digit numbers with up to two decimal places by whole numbers -Use written division methods in cases where the answer has up to two decimal places</p>		

Summer Term		Y6
First Half	Second Half	
<p>Number: multiplication (3)</p> <p>-Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>-Solve problems involving addition, subtraction, multiplication and division</p>	<p>Statistics:</p> <p>-Calculate and interpret the mean as an average</p>	
<p>Geometry: 3D shape and nets</p> <p>-Recognise, describe and build simple 3-D shapes, including making nets</p>	<p>Ratio and proportion:</p> <p>-Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>-Solve problems involving similar shapes where the scale factor is known or can be found</p>	
<p>Number: division (3)</p> <p>-Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>	<p>Measurement:</p> <p>-use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (capacity)</p> <p>-Solve problems involving the conversion of units of measure, using decimal notation up to three decimal places where appropriate (capacity)</p>	
SATs revision	<p>Number:</p> <p>-Consolidation of strategies of long multiplication and long division in solving problems</p>	
(SATS WEEK)	<p>Ratio and proportion: percentages revision:</p> <p>-Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>-Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p>	
(Residential trip)	End of year calculation tests following school Calculation Policy	

1st half term: Mad 4 Maths: number – real life problem solving using all 4 operations

2nd half term: Mad 4 Maths: geometry – angles around a point/opposite angles/angles along a straight line.

3rd half term: Mad 4 Maths: measurement – converting between units (including miles and km), interpret line graphs, real life problem solving.

4th half term: Mad 4 Maths- ratio and proportion – scaling quantities e.g. recipes and scale factors in size

6th half term: Mad4Maths – mean as average (mode, range, median) – weather station data