

Autumn 1		New vocabulary
Week 1	<p><b>LO: To apply knowledge of place value to solve number problems and practical problems up to 10,000,000</b></p> <p><i>National curriculum statement: Solve number problems and practical problems that involve place value</i></p>	Numbers to ten million
Week 2	<p><b>LO: To multiply and divide by 10, 100 and 1000</b></p> <p><b>6LS2- Multiply and divide by 10, 100, 1000</b></p> <p><i>National curriculum statement: Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places</i></p>	
Week 3	<p><b>LO: To choose efficient mental calculation strategies</b></p> <p><b>6LS3- Choosing effective mental calculation strategies</b></p> <p><i>National curriculum statement: Perform mental calculations, including with mixed operations and large numbers</i></p>	
Week 4	<p>Residential.</p> <p>Review negative numbers</p>	
Week 5	<p><b>LO: To solve problems using the 4 operations including using factors, multiples and primes</b></p> <p><b>6LS4- Problem solving with 4 operations</b></p> <p><i>National curriculum statement: Solve problems involving addition, subtraction, multiplication and division</i></p> <p><b>6LS5- Application of factors, multiples and primes</b></p> <p><i>National curriculum statement: Identify common factors, common multiples and primes</i></p>	Order of operations, common factors, common multiples
Week 6	<p><b>LO: To use the formal written method of multiplication to multiply by a 2 digit number</b></p> <p><b>6LS12- Formal written method of multiplication</b></p> <p><i>National curriculum statement: Multiply multi-digit numbers up to 4-digits by a two-digit whole number using the formal written method of long multiplication</i></p>	

Week 7	<b>LO: To use formal written method of short division expressing remainders as decimals</b> <b>6LS14- Formal written method of short division</b> <i>National curriculum statement: Use written division methods in cases where the answer has up to two decimal places</i>	
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Autumn 2		New vocabulary
Week 1	<p><b>LO: To associate fractions with division and identify a number of equivalent fractions</b>  <b>6LS6- Equivalent fractions</b>  <i>National curriculum statement: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</i></p>	
Week 2	<p><b>LO: To compare and order fractions by using a common denominator</b>  <b>6LS7- Comparing and ordering fractions</b>  <i>National curriculum statement: Compare and order fractions, including fractions &gt;1</i></p>	
Week 3	<p><b>LO: To use common denominators to add and subtract fractions</b>  <b>6LS8- Adding and subtracting fractions</b>  <i>National curriculum statement: Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</i></p>	
Week 4	<p><b>LO: To compare fraction and decimal equivalents</b>  <b>6LS9- Fraction and decimal equivalents</b>  <i>National curriculum statement: Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 ]</i></p>	
Week 5	<p><b>LO: To make connections between fractions, decimals and percentages and use this to help calculate percentages</b>  <b>6LS10- Fractions, decimals and percentages</b>  <i>National curriculum statement: Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</i>  <b>6LS11- Calculating percentages</b>  <i>National curriculum statement: Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison</i></p>	

<p>Week 6</p>	<p><b>LO: To explore relationships between perimeter and area</b>  <b>6LS18- Exploring relationships between perimeter and area.</b>  <i>National curriculum statement: Recognise that shapes with the same areas can have different perimeters and vice versa</i>  <b>6LS13- Area of parallelogram and triangles</b>  <i>National curriculum statement: Calculate the area of parallelograms and triangles</i></p>	
<p>Week 7</p>	<p><b>LO: To reflect and translate in all 4 quadrants</b>  <b>6LS20- Reflection and Translation</b>  <i>National curriculum statement: Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</i></p>	<p>Four quadrants</p>

Spring 1		New vocabulary
Week 1	<p><b>LO: To understand and develop order of operations and to use simple algebraic equations</b>  <b>6LS16- Order of operations and algebra</b>  <i>National curriculum statement: Use their knowledge of the order of operations to carry out calculations involving the four operations. Use simple formulae. Express missing number problems algebraically</i></p>	Order of operations
Week 2	<p><b>LO: To use formal written method for long division</b>  <b>6LS17- Formal written method for long division</b>  <i>National curriculum statement: Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division (and short division where appropriate) and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</i></p>	
Week 3	<p><b>LO: To compare, classify and build 3D shapes using their properties and nets</b>  <b>6LS15- Properties of shape</b>  <i>National curriculum statement: Compare and classify geometric shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise, describe and build simple 3-D shapes, including making nets</i></p>	
Week 4	<p><b>LO: To recognise, name and find angles and to reflect and translate shapes in all four quadrants</b>  <b>6LS19- Recognise and Find Angles</b>  <i>National curriculum statement: Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</i></p>	vertically opposite angles, circumference, radius, diameter
Week 5	<p><b>LO: To multiply fractions and to divide fractions by whole numbers</b>  <b>6LS21- Multiplying Fractions</b></p>	

	<p><i>National curriculum statement: Multiply simple pairs of proper fractions, writing the answer in its simplest form [ for example, <math>1/4 \times 1/2 = 1/8</math>]</i></p> <p><b>6LS22- Dividing Fractions</b></p> <p><i>National curriculum statement: Divide proper fractions by whole numbers [for example, <math>13 \div 2 = 16</math> ]</i></p>	
Week 6	<p><b>LO: To apply knowledge of fractions to solve problems</b></p> <p><b>6LS23- Fraction Problem Solving</b></p> <p><i>National curriculum statement: This sequence applies the previous NC statements from 6LS6, 6LS7, 6LS8, 6LS21 and 6LS22 (below) to ensure that pupils can combine and use this knowledge to solve problems</i></p>	Degree of accuracy, simplifying

Spring 2		New vocabulary
Week 1	<p><b>LO: To solve problems involving ratio and proportion</b>  <b>6LS24- Ratio and Proportion</b>  <i>National curriculum statement: Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</i></p>	
Week 2	<p><b>LO: To calculate, estimate and compare volume of cubes and cuboids</b>  <b>LO: To convert between measures including miles and km</b>  <b>6LS25- Volume and measures</b>  <i>National curriculum statement: Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example mm<sup>3</sup> and km<sup>3</sup>]. Recognise when it is possible to use formulae for area and volume of shapes</i>  <b>6LS26- Measures</b>  <i>National curriculum statement: 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. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and kilometres</i></p>	
Week 3	<p><b>LO: To interpret and construct pie charts and line graphs and use these to solve problems</b>  <b>6LS27- Statistics – interpret line graphs and pie charts</b></p>	Mean, pie chart, construct

	<i>National curriculum statement: Interpret and construct pie charts and line graphs and use these to solve problems</i>	
Week 4	<p><b>LO: To use simple algebraic equations to describe linear number sequences and find missing quantities</b></p> <p><b>6LS28- Algebra and sequences</b></p> <p><i>National curriculum statement: Generate and describe linear number sequences. Find pairs of numbers that satisfy an equation with two unknown variables. Enumerate possibilities of combinations of two variables</i></p>	Linear number sequence, substitute, variables, symbol, known values
Week 5	<p><b>LO: To calculate and interpret the mean as an average</b></p> <p><b>6LS29- Statistics – calculate and interpret mean average</b></p> <p><i>National curriculum statement: Calculate and interpret the mean as an average</i></p>	Mean
Week 6	<p><b>LO: To apply previous learning to solve problems</b></p> <p><b>6LS30- Application of previous years' learning.</b></p> <p><i>National curriculum statement: Draw 2-D shapes using given dimensions and angles (Year 6) Measure, compare, add and subtract: lengths (m/cm/mm) (Year 3). Draw given angles, and measure them in degrees (o) (Year 5). Read Roman numerals to 1000 (M) and recognise years written in Roman numerals (Year 5). Read, write and convert time between analogue and digital 12 and 24-hour clocks (Year 4). Complete, read and interpret information in tables, including timetables (Year 5).</i></p>	
<b>Summer 1</b>		<b>New vocabulary</b>
Week 1	<p><b>LO: To problem solve using the 4 operations</b></p> <p><b>6LS31- Application of Known Facts and Calculation Strategies</b></p> <p><i>National curriculum statement: Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</i></p>	
Week 2	SATs revision/SATs	



	<i>National curriculum statement:</i>	
Week 3	<p><b>LO: To construct pie charts</b>  <b>6LS32- Constructing pie charts</b>  <i>National curriculum statement: Interpret and construct pie charts and line graphs and use these to solve problems</i></p>	
Week 4	<p><b>LO: To use different statistical representations to solve problems</b>  <b>6LS33- Statistical representations</b>  <i>National curriculum statement: Interpret and construct pie charts and line graphs and use these to solve problems</i></p>	
Week 5	<p><b>LO: To further and apply our knowledge of algebra</b>  <b>6LS34- Further algebra</b>  <i>National curriculum statement: Generate and describe linear number sequences</i></p>	
Week 6	<b>Review and close the gap</b>	
<b>Summer 2</b>		<b>New vocabulary</b>
Week 1 Week 2	<p><b>LO: To understand how to apply our knowledge of maths to finances and enterprise</b>  <b>6LS35- Financial maths and enterprise</b>  <i>National curriculum statement: Solve number and practical problems. Solve problems involving addition, subtraction, multiplication and division</i></p>	
Week 3	Preparation for KS3	
Week 4	Preparation for KS3	
Week 5	Preparation for KS3	
Week 6	Preparation for KS3	
Week 7	Preparation for KS3	