



### Y6 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions					Geometry: Position and Direction
Spring (T3 and Y4)	Number: Decimals		Number: Percentages		Number: Algebra		Measures: Converting Units	Measurement: Perimeter, Area Volume and Time			Number: Ratio	
Summer (T5 and T6)	Geometry: Properties of Shapes		SATs Week and Problem Solving			Statistics		Optional SATs Week	Themed Maths Week	Investigations		



## Term by Term Objectives

### Year 6

### Term 1 and Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Number: Place Value</b>  6.1.a.1 Calculate intervals across zero 6.1.a.2 Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000 6.1.a.3 Consolidate counting in multiples of 2, through to 10, 25 and 50 6.1.b.1 Read and write numbers to 10 000 000 and determine the value of digits 6.1.b.2 Consolidate reading Roman numerals to 1000 (M) and recognising years written in Roman numerals 6.1.b.3 (KPI) Use negative numbers in context 6.1.c.1 Order and compare numbers up to 10 000 000 6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum		<b>Number: Addition and Subtraction, Multiplication and Division</b>  6.2.a.1 Use knowledge of the order of operations 6.2.a.2 Consolidate their understanding of the equals sign as representing equivalence between two expressions 6.2.a.3 Consolidate understanding of the structure of numbers 6.2.a.4 Consolidate knowledge of types of number 6.2.b.1 Perform mental calculations, including with mixed operations and large numbers 6.2.b.2 Consolidate knowledge of addition facts and the related subtraction facts, deriving further related facts as required 6.2.b.3 Identify common factors, common multiples and prime numbers greater than 100 6.2.b.4 Consolidate multiplying and dividing whole numbers and decimals by 10, 100 and 1000 6.2.c.1 Solve multi-step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why 6.2.c.2 Consolidate solving problems using more than one of the four operations 6.2.c.3 Solve multi-step calculation problems involving combinations of all four operations 6.2.c.4 Consolidate solving calculation problems involving scaling by simple fractions and simple rates 6.2.d.1 Consolidate knowledge of multiples and factors, including all factor pairs of a number, and common factors of two numbers 6.2.d.2 Consolidate recall of square numbers and cube numbers and the notation for them 6.2.d.3 Consolidate recall of prime numbers up to 19 6.2.e.1 Consolidate adding and subtracting whole numbers with more than 4 digits, including using formal written columnar addition and subtraction 6.2.e.2 (KPI) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 6.2.e.3 (KPI) Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding					<b>Number: Fractions</b>  6.3.a.1 Associate a fraction with division 6.3.a.2 Consolidate understanding of equivalent fractions by extending to improper fractions 6.3.b.1 Use common factors to simplify fractions 6.3.b.3 Consolidate understanding of the relation between tenths, hundredths and thousandths and decimal notation 6.3.b.1 Use common factors to simplify fractions 6.3.b.2 Use common multiples to express fractions in the same denomination 6.3.b.3 Consolidate understanding of the relation between tenths, hundredths and thousandths and decimal notation 6.3.b.4 Calculate decimal fraction equivalents for a simple fraction 6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages 6.3.b.6 (KPI) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts 6.3.c.1 Compare and order fractions, including fractions > 1 6.3.c.2 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6.3.c.3 Multiply simple pairs of proper fractions 6.3.c.4 Divide proper fractions by whole numbers					<b>Geometry: Position and Direction</b>  6.4.1 Use positions on the full coordinate grid (all four quadrants) 6.4.2 Draw and label rectangles (including squares), parallelograms and rhombuses specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes 6.5.1 (KPI) Draw and translate simple shapes



<p>6.1.e.1 (KPI) Round whole numbers to 10 000 000 to a required degree of accuracy</p>	<p>6.2.f.1 Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy</p> <p>6.2.f.2 Check answers to calculations with all four operations involving any numbers by rounding</p>	<p>6.3.d.1 Multiply a quantity that represents a unit fraction to find the whole quantity</p> <p>6.3.d.3 Solve problems with FDP from the Year 6 curriculum</p>	<p>on the coordinate plane, and reflect them in the axes</p>
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### Term by Term Objectives

#### Year 6

#### Term 3 and Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><b>Number: Decimals</b></p> <p>6.3.a.3 Identify the value of each digit in numbers given to three decimal places</p> <p>6.3.a.4 Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages</p> <p>6.3.c.5 Round decimals to three decimal places or other approximations depending on the context</p> <p>6.3.c.6 (KPI) Use written division methods in cases where the answer has up to two decimal places</p> <p>6.3.c.7 Multiply one-digit numbers with up to two decimal places by whole numbers</p>		<p><b>Number: Percentages</b></p> <p>6.1.2 (KPI) Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>6.3.a.5 Consolidate recognition of the per cent symbol and understanding that per cent relates to "number of parts per hundred"</p> <p>6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages</p> <p>6.3.d.3 Solve problems with FDP from the Year 6 curriculum</p>		<p><b>Number: Algebra</b></p> <p>6.1.1 Express missing number problems algebraically</p> <p>6.1.2 (KPI) Use simple formulae</p> <p>6.2.1 Find pairs of numbers that satisfy an equation with two unknowns</p> <p>6.2.2 Enumerate possibilities of combinations of two variables</p> <p>6.3.1 Generate and describe linear number sequences</p>		<p><b>Measures: Converting Units</b></p> <p>6.1.2 Consolidate understanding of converting between units of time</p> <p>6.1.4 (KPI) Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa</p> <p>6.1.5 Convert between miles and kilometres and use a conversion graph</p>		<p><b>Measures: Perimeter, Area, Volume and Time</b></p> <p>6.1.1 Continue to develop understanding of how analogue and digital clocks tell the time</p> <p>6.1.3 Consolidate fluency in using money expressed in £ and p</p> <p>6.1.6 Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>6.2.1 Consolidate fluency in working with time</p> <p>6.2.2 Consolidate fluency in recording the time</p> <p>6.2.3 Continue to measure and compare using different standard units of measure</p> <p>6.2.4 Consolidate skills in identifying and measuring perimeter</p> <p>6.2.5 Estimate volume of cubes and cuboids</p> <p>6.3.2 Add and subtract positive and negative measurements such as temperature</p> <p>6.3.3 Continue to solve problems involving money using the four operations</p> <p>6.3.4 Solve measurement problems with decimal notation up to three decimal places</p>			<p><b>Number: Ratio</b></p> <p>6.1.1 Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>6.1.2 (KPI) Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>6.1.3 Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>6.1.4 Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	



<p>6.3.d.2 (KPI) Solve problems which require decimal answers to be rounded to specified degrees of accuracy 6.3.d.3 Solve problems with FDP from the Year 6 curriculum</p>			<p>6.3.1 Consolidate skills in solving problems converting between units of time</p>	<p>and approximate equivalences between metric and imperial measurements 6.3.5 Consolidate skills in calculating perimeter 6.3.6 Calculate the area of parallelograms and triangles 6.3.7 Recognise when it is possible to use formulae for area and volume of shapes 6.3.8 Calculate and compare volume of cubes and cuboids using standard units</p>	
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## Term by Term Objectives

### Year 6

### Term 5 and Term 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Geometry: Properties of Shapes</b></p> <p>6.2.2 Illustrate and names parts of circles, including radius, diameter and circumference and know that the diameter of a circle is twice the radius 6.1.1 Draw 2-D shapes accurately using given dimensions and angles 6.1.2 Use conventional markings and labels for lines and angles 6.1.3 Build simple 3-D shapes, including making nets 6.2.1 (KPI) Compare and classify geometric shapes based on increasingly complex geometric properties and sizes 6.2.3 Recognise 3-D shapes from their nets 6.3.1 Recognise angles where they meet at a point, are on a straight line,</p>		<p><b>SATs Week and Problem Solving</b></p> <p>6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum 6.2.c.1 Solve multi-step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why 6.2.c.3 Solve multi-step calculation problems involving combinations of all four operations 6.3.d.3 Solve problems with FDP from the Year 6 curriculum 6.3.4 Solve measurement problems with decimal notation up to three decimal places and approximate equivalences between metric and imperial measurements 6.3.1 (KPI) Solve problems using pie charts and line graphs</p>			<p><b>Statistics</b></p> <p>6.1.1 (KPI) Interpret data in pie charts 6.1.2 Consolidate skills in interpreting more complex tables, including timetables 6.2.1 Present data using pie charts and line graphs 6.2.2 Consolidate skills in completing tables, including timetables 6.3.1 (KPI) Solve problems using pie charts and line graphs 6.3.2 (KPI) Calculate and interpret the mean as an average</p>		<p><b>Optional SATs Week</b></p>	<p><b>Themed Maths Week</b></p>	<p><b>Investigations</b></p>		



<p>or are vertically opposite, and find missing angles</p> <p>6.3.2 Check solutions to missing angle problems by estimating</p> <p>6.3.3 (KPI) Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons</p>					
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