| Autumn 1 Y6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |  |
| Tables | All tables | All tables | All tables | All tables | All tables | All tables | All tables |
| DAILY Practise | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency |
|  | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents |
|  | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers | 24 hour clock | 24 hour clock | 24 hour clock |
|  | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names |
| TOPIC | Number and Place Value |  |  |  |  |  |  |
|  | Recall counting in multiples of 6, 7, 8, 9, 25 and 50 and 1000 | Order and compare numbers to at least 10000000 -- know the value of each digit | Recall Roman Numerals to 1000 - recognise years |  |  |  |  |
|  | Read and write numbers to 10000000 | Count forward and backwards in powers of 10 | Negative numbers in context calculating intervals across 0 . |  |  |  |  |
|  | Place value of digits in numbers to 10000000 inc. to 3 dp | Reasoning involving all of the above and applications eg. Newspaper headlines | Reasoning involving all of the above |  |  |  |  |
|  | Round any number to a required degree of accuracy |  |  | Recall rounding |  |  |  |
| TOPIC | 4 operations |  |  |  |  |  |  |
|  |  |  | Formal methods addition and subtraction | Formal methods addition and subtraction |  |  |  |
|  |  |  | Use efficient methods of above eg. subtracting 11999 | Perform mental calculations using mixed operations and large numbers |  |  |  |
|  |  |  | Multi step problems including using metric measures. | Multi step problems |  |  |  |
|  |  |  |  | Use inverse to solve missing number problems |  |  |  |
|  |  |  |  | Reasoning involving all of the above |  |  |  |
|  | Measurement |  |  |  |  |  |  |
|  | Know own height in $m$ |  |  |  |  |  |  |
|  | Geometry - properties Space |  |  |  |  |  |  |
|  |  |  |  |  | Properties and classification of shapes - 2D and 3D, inc. shape names and when in different orientations. Secure understanding of parallel and perpendicular lines | Recall angles in $1 / 2$ and $1 / 4$ turns. Learn that angles round a point add up to 360 degrees. Angles on a st line add up to 180 degrees |  |
|  |  |  |  |  | Name parts of a circle - radius, diameter and circumference. Apply to radius and diameter problems. | Learn that the angles inside a triangle add up to 180 degrees. Find missing angles. Develop mental strategies. |  |
|  |  |  |  |  | Accurately draw 2D shapes confident use of a protractor. Draw and measure angles. | Learn that the angles inside a quadrilateral add up to 360 degrees. Find missing angles. Develop mental strategies. |  |
|  |  |  |  |  | Nets - identify and construct nets for common 3D shapes | Include algebra* missing values, using the inverse |  |
|  |  |  |  |  | Distinguish between regular and irregular polygons |  |  |


| Autumn 2 Y6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |
| DAILY Practise | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts |
|  | Efficient mehods of adding and subtracting - $999(-1000+1)$ | Number bond fluency | long multiplication | long multiplication | long multiplication | Iong multiplication |
|  | Shape recall names | Shape recall names | Short division - 4 digits by 1 digit | Short division - 4 digits by 1 digit | Short division - 4 digits by 1 digit | Short division - 4 digits by 1 digit |
|  | Telling the time | Telling the time | Telling the time | Telling the time | Telling the time | Telling the time |
|  | inverse operations using missing number boxes. E.g. [ ] + $32=56$ |  |  |  |  |  |
|  | Number and Place Value |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | 4 operations |  |  |  |  |  |
|  | Multiples and factors, common factors and common multiples of numbers. | Formal methods of long multiplication 4 digits by multidigits | Long division 4 digit by 2 digit. |  |  |  |
|  | Know prime numbers, prime factors and composits. Develop startegies to identify prime numbers. | Short division - 4 digits by 1 digit, learning how to interpret remainders or rounding to nearest... | Multiply and divide numbers with decimals by 10,100 and 1000 -apply to conversions (SEE Spring 1) |  |  |  |
|  | Recognise square and cubed numbers using the notation | Recall place value of decimals | BIDMAS - order of operations |  |  |  |
|  | Formal methods of long multiplication - <br> 4 digits by 2 digits | Multiply and divide numbers with decimals by 10,100 and 1000 -apply to conversions (SEE Spring 1) |  |  |  |  |
|  | Reasoning involving all of the above | Reasoning involving all of the above |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  | Recall common equivalent decimal and vulgar fractions. ( $1 / 4=0.25$ ) | Add and subtract fractions with same denominator | Divide proper fractions by whole numbers |  |
|  |  |  | Compare and order vulgar fractions, where the denominators are all multiples of same number. | Add and subtract fractions with different denominators, recalling common factors/multiples | Calculate fractions of whole numbers. |  |
|  |  |  | Extend equivalent fractions, recalling common factors/multiples | Mixed numbers and improper fractions | Associate fractions with division, converting fractions to decimals. E.g. $3 / 8=0.375$ recall short division, when interpretting remainders |  |
|  |  |  |  | Multiply proper fractions and mixed numbers by whole numbers. | Recall read, write, order and compare numbers up to 3 dp |  |
|  |  |  |  | Multiply pairs of proper fractions, writing answers in the simplest form | Solve problems involving numbers up to 3dp. E.g. 9-1.15 |  |


| Spring 1 Y6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |
| Tables | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | T practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts | TT practise and intervention - Mult and Div facts |
| DAILY Practise | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals |
|  | Revisit addition and subtraction of fractions | Revisit addition and subtraction of fractions | Visual fraction problems | Visual fraction problems | Visual fractions | Visual fractions |
|  | Efficient methods of mult | Efficient methods of mult | Efficient methods of mult | Efficient methods of mult | Efficient methods of mult | Efficient methods of mult |
|  | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers |
|  |  |  |  |  |  |  |
| TOPIC | Multiplication and Division |  |  |  |  |  |
|  | Recall Prime numbers and fact |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Recall square and cube numbers and the notation |  |  |  |  |  |
|  | Recall long division |  |  |  |  |  |
|  | Solve multiplication and division problems including scaling by simple fractions and problems involving simple rates. E.g. $20 \times 8=160,20 \times 4=$ ?? ( $1 / 2$ as much) |  |  |  |  |  |
|  | Fractions Decimals and Percentages |  |  |  |  |  |
|  | Recall rounding, addition and subtraction of decimals to 3dp | Learn common fractions decimals and percentages e.g. $1 / 4=0.25=25 \%$. Derive that $1 / 20=5 / 100$ so this is $5 \%$ |  |  |  |  |
|  | Multiply 1 digit numbers by decimals up to 2 dp . | Recall understanding of division to convert fractions to decimals, then appy to \%. |  |  |  |  |
|  |  | Calculate \% of whole numbers. |  |  |  |  |
|  |  | Calculate \% reductions from whole numbers. |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Measurement |  |  |  |  |  |
|  |  |  | Convert between different units on measure, km and $\mathrm{m}, \mathrm{cm}$ and $\mathrm{mm}, \mathrm{g}$ and kg , litre and ml , recall multiplying and dividing by $10 / 100 / 1000$ and place value up to 3 dp . | Recall perimeter. Perimeter using conversions of units and decimals for practise. | Recall area of quadrilaterals, trianglesa and compound shapes. |  |
|  |  |  | Convert miles to KM | Calculate area of quadrilaterals knowing formulaic representation (LxW) (BxH) using correct notation | Calculate volume of cubes, cuboids and triangular prisms (ex) using the correct notation. |  |
|  |  |  | Solve reasoning problems using all of the above | Calculate area of triangles knowing formulaic representation (LxW / 2) using correct notation. | Use inverse to find missing values when calculating area and perimeter. |  |
|  |  |  |  | Calculate the area and perimeter of compound shapes. | Extend above to find surface areas - link to NETS *challenge |  |
|  |  |  |  | when given unknown |  |  |
|  |  |  |  | rectangles to deduce related |  |  |
|  | Algebra |  |  |  |  |  |
|  |  |  |  | Use simple formulae | Use simple formulae |  |
|  |  |  |  | problem algebraically | problem algebraically |  |




| Summer 2 Y6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise | TIME - Analogue and 24 hour | Measures - litres/ml, Km, m, kg,g |  |  |  |
| Tables | All | Beyond 12x | Beyond 12x |  |  |
|  | Exploring Number | Number practise | Statistics and graphwork | Percentages |  |
|  | NUMBER BASES - Base 2 | Multiplying with decimals, mental strategies only | Introducing median and mode and consolidating mean | Recall finding percengtages |  |
|  | Why the binary system is important |  | Introducing range as a measure of dispersion | Application of percentages eg. TAX. <br> Explore earnings for a range of professions |  |
|  | Changing base 2 numbers into base 10 | 1 digit numbers,eg. $8 \times .7$ |  |  |  |
|  | Changing base 10 into base 2 | . $8 \times .8$ |  |  |  |
|  | Adding numbers in base 2 | 2 digit numbers, eg $1.2 \times 3$ |  |  |  |
|  | Reinforcement of using power notation, | $1.2 \times .3$ |  |  |  |
|  | $2^{\wedge 2} 2^{\text {^3 }} \mathbf{2}^{\text {^4 }}$ | $1.2 \times 1.2$ |  |  |  |
|  |  | Long multiplication with decimals, written strategies |  |  |  |
|  |  | up to 3 digits $\times 3$ digits eg. $3.13 \times 2.17$ |  |  |  |
|  |  | Use of estimation to check results |  |  |  |
|  | HA - explore other number bases | LA - consolidate long mult and long division without decimals |  | HA - extend to link to Week 2 for HA. Eg find $37 \%$ of $£ 17.20$ using long multiplication |  |
|  |  | HA - move on to long division with decimals |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

