

Year 6 - Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiply & Division				Assessment	Measure- Covert units	Number: Fractions				Assessment	Geometry- Position & direction
Spring	Number: Decimals		Number: Percentages		Assessment	Measure: Area & Perimeter		Number: Ratio		Statistics			Assessment	
Summer	Geometry: Properties of shape		Number: Algebra		Statistics		Number: Add, Sub, Multiply & Division- Recap		Problem Solving		Number: Fractions Recap		Note: Sports week will be attendance Statistics week.	

Place value - Starter – 10mins		National Curriculum			
NCETM PD Materials Week 1- Place Value Number: Place Value Spine 1- 1.26 Teaching point 1-5 Revisit Year 5 (this wasn't used in year 5 as we were not on the NCETM journey) Spine 1- 1.27 Negative numbers- Revisit Spine 1: 1.30 Teaching point 1,2,3,4 &6 Spine 1: 1.30 Teaching point 5- Rounding		<p>Reasoning and problem-solving questions to be completed in this unit.</p> <p>Mastery assessment – deep understanding of maths. 10 questions of varied difficulties to use at the end of the unit. NCETM- ready to progress year 6- slides 1-4</p> <p>Stem sentences to be included – use ping pong effect with children and record in books.</p> <p>Use choral response for recalling a maths strategy.</p> <p>Additional resources are available on White Rose.</p>		*Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit *Round any whole number to a required degree of accuracy *Use negative numbers in context, and calculate intervals across zero *Solve number and practical problems that involve all of the above.	
Week 3- Addition & Subtraction Starter – 10mins					
Week 3- Addition & Subtraction-Multiplication & Division Number: Addition & Subtraction Spine 1 1.20 & 1.21 revisit Year 5 (column add &sub)		<p>Reasoning and problem-solving questions to be completed in this unit.</p> <p>Mastery assessment – deep understanding of maths. 26 questions of varied difficulties to use at the end of the unit. NCETM- ready to progress year 6- slide 9</p> <p>Stem sentences to be included – use ping pong effect with children and record in books</p>		*Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication *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	

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<p>Spine 1: 1.30 Teaching point 4 & 6 Spine 2: 2.20 Cubes (ref back to 2.9 for square numbers) Spine 2:2.21 Common factors & multiples – prime number Spine 2: 2.23 Teaching points 1-5, long Multiplication Spine 2: 2.24 Teaching points 1-3 Division (ref back to 2.25 if needed) Spine 2: 2.25 Teaching points 1-3 (reason of known facts) Spine 2: 2.22 & 2.28 Teaching points 1-2, order operations</p>	<p>Additional resources are available on White Rose.</p>	<p>*Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context *Perform mental calculations, including with mixed operations and large numbers *Identify common factors, common multiples and prime numbers *Use their knowledge of the order of operations to carry out calculations involving the four operations *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use *Solve problems involving addition, subtraction, multiplication and division * Use estimation to check answers to calculations and determine, in the context of use estimation to check answers, in the context of a problem, an appropriate degree of accuracy.</p>
<h3>Week 7- Assessment</h3>		
<p>Week 8- Measures Starter – 10mins</p>		
<p>Week 8 – Measures Measures: Convert units Spine 2-2.29 Teaching point 2 (metric only)</p>	<p>Reasoning and problem-solving questions to be completed in this unit. Mastery assessment – deep understanding of maths. 16 questions of varied difficulties to use at the end of the unit. NCETM- ready to progress. Stem sentences to be included – use ping pong effect with children and record in books</p> <p>Additional resources are available on White Rose.</p>	<p>*Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate *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 *Convert between miles and kilometres</p>
<p>Week 9 - Fractions Starter – 10mins</p>		
<p>Week 9 -Fraction Number: Fractions Spine 3- 3.7 Simplify equivalent – number line</p>	<p>Reasoning and problem-solving questions to be completed in this unit. Mastery assessment – deep understanding of maths. 18 questions of varied difficulties to use at the end of the unit. NCETM- ready to progress year 6 slides 13-16</p>	<p>*Use common factors to simplify fractions; use common multiples to express fractions in the same denomination *Compare and order fractions, including fractions > 1 *Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>

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<p>Spine 3- 3.5 revisit mixed number, improper fraction, add, sub, number line. Spine 3- 3.6 Teaching point 3 Spine 3- 3.8 add & sub fractions Spine 3- 3.8 Teaching point 5 (compare denom & numerator. Spine 3- 3.9 Multiply, divide Spine 3- 3.9 Teaching points 1-3 fractions of amounts. Spine 3- 3.6 Revisit Teaching point 3</p>	<p>Stem sentences to be included – use ping pong effect with children and record in books</p> <p>Additional resources available on White Rose.</p>	<p>*Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$] *Divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 1 \frac{3}{4}$]</p>
<p>Week 13- Assessment</p>		
<p>Week 14 - Coordinates Starter – 10mins</p>		
<p>Week 14 – Coordinates Geometry: Position & direction Spine 1- 1.27 Teaching point 6</p>	<p>Reasoning and problem-solving questions to be completed in this unit.</p> <p>Stem sentences to be included – use ping pong effect with children and record in books</p> <p>Additional resources available on White Rose.</p>	<p>*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>