Mathematics Medium Term Plan (Linked to NCETM Curriculum Prioritisation Plans)

Autumn Term- Year 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1			**Unit 2**		**Unit 3**			

Unit 1

Calculating using known structures

Pupils explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression

Pupils identify structures within stories and use their knowledge of structures to create stories

Pupils identify the missing part using their knowledge of part whole relationships and structures

Pupils interpret and represent a part-whole problem with 3 addends using a model

Pupils create stories to correctly match a structure presented in a model

Pupils use their knowledge of additive structures to solve problems

Pupils calculate the value of a missing part (1)

Pupils calculate the value of a missing part (2)

Pupils correctly represent an equation in a part-whole model

Pupils explain how adjusting both addends affects the sum (2 digit numbers)

Pupils explain how adjusting both addends affects the sum (decimal fractions)

Pupils use the 'same sum' rule to balance equations

Pupils use the 'same sum' rule to balance equations with an unknown

Pupils explain how adjusting one addend affects the sum

Pupils solve addition calculations mentally by using known facts

Pupils solve calculations with missing addends

Pupils explain how adjusting both the minuend and subtrahend by the same amount affects the difference

Pupils explain how using the 'same difference' rule can make mental calculation easier (1)

Pupils explain how using the 'same difference' rule can make written calculation easier (2)

Pupils use the 'same difference' rule to balance equations

Pupils explain how increasing or decreasing the minuend affects the difference (1)

Pupils explain how increasing or decreasing the minuend affects the difference (2)

Pupils solve subtraction calculations mentally by using known facts

Pupils explain how adjusting the minuend can make mental calculation easier

Pupils explain how adjusting the subtrahend affects the difference

Pupils explain how increasing or decreasing the subtrahend affects the difference

Pupils calculate the difference using their knowledge of an adjusted subtrahend (1)

Pupils calculate the difference using their knowledge of an adjusted subtrahend (2)

Unit 2

Multiples of 1,000

Pupils explain how ten thousand can be composed

Pupils explain how one hundred thousand can be composed

Pupils read and write numbers up to one million (1)

Pupils read and write numbers up to one million (2)

Pupils identify and place the position of five-digit multiple of one thousand numbers, on a marked, but unlabelled number line

Pupils identify and place the position of six-digit multiple of one thousand numbers, on a marked, but unlabelled number line

Pupils count forwards and backwards in steps of powers of 10, from any multiple of 1,000

Pupils explain that 10,000 is composed of 5,000s 2,500s and 2,000s

Pupils explain that 100,000 is composed of 50,000s 25,000s and 20,000s

Pupils read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000

Unit 3

Numbers up to 10,000,000

Pupils use representations to identify and explain patterns in powers of 10

Pupils compose seven or eight-digit numbers using common intervals

Pupils use their knowledge of the composition of up to eight-digit numbers to solve problems

Pupils explain how to read numbers with up to seven digits efficiently

Pupils recognise and create numbers that contain place-holding zeroes

Pupils determine the value of digits in numbers up to tens of millions

Pupils explain how to compare up to eight-digit numbers

Pupils use their knowledge of the composition of seven-digit numbers to solve problems

Pupils add and subtract mentally without bridging a boundary (only one and more than one digit changes)

Pupils add numbers whilst crossing the millions boundary

Pupils subtract numbers whilst crossing the millions boundary (multiples of 100,000 and different powers of 10)

Pupils explain how a seven-digit number can be composed and decomposed into parts

Pupils identify and explain a pattern in a counting sequence

Pupils identify numbers with up to seven digits on marked number lines

Pupils estimate the value and position of numbers on unmarked or partially marked number lines

Pupils explain why we round and how to round seven-digit numbers to the nearest million

Pupils explain how to round seven-digit numbers to the nearest hundred thousand

Pupils explain how to round up to seven-digit numbers to any power of 10 in context

Pupils identify and explain the most efficient way to solve a calculation

Pupils add and subtract numbers with up to seven digits using column addition and subtraction

Pupils explore and explain different written and mental strategies to solving addition and subtraction problems

Pupils solve addition and subtraction problems and explain whether a mental or written strategy would be most efficient

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	

Unit 5

Multiplication and Division

Pupils explain why the product stays the same when one factor is doubled and the other is halved

Pupils explain the effect on the product when scaling the factors by the same amount

Pupils use their knowledge of equivalence when scaling factors to solve problems

Pupils explain the effect on the quotient when scaling the dividend and divisor by 10

Pupils explain the effect on the quotient when scaling the dividend and divisor by the same amount

Pupils explain how to multiply a three-digit by a two-digit number

Pupils explain how to accurately use the method of long multiplication to multiply two, two-digit numbers (no regrouping of ones to tens)

Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens)

Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens & tens to hundreds)

Pupils explain how to accurately use the method of long multiplication to multiply a three-digit by a two-digit number

Pupils explain how to accurately use the method of long multiplication to multiply a four-digit by a two-digit number

Pupils explain how to use the associative law to multiply efficiently

Pupils explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers

Pupils explain how to use accurately the methods of short and long division (two and three-digit number by multiples of 10)

Pupils explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers)

Pupils use knowledge of long division to solve problems in a range of contexts (with and without remainders)

Pupils explain how to use a ratio chart to solve efficiently: short division

Pupils explain how to use a ratio chart to solve efficiently: long division

Pupils explain how to use a ratio chart to solve efficiently: long division (II)

Pupils explain how to use accurately the method of long division with and without remainders (three-digit by two-digit, four-digit by two-digit numbers)

Pupils use long division with decimal remainders (1 decimal place)

Pupils use long division with fraction remainders

Pupils use long division with decimal remainders (2 decimal places)

Pupils use knowledge of the best way to interpret and represent remainders from a range of division contexts

Pupils explain how and why a product changes when a factor changes multiplicatively

Pupils use their knowledge of multiplicative change to solve problems efficiently (multiplication)

Pupils explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease)

Pupils explain how and why a quotient changes when a divisor changes multiplicatively

Pupils identify and explain the relationship between divisors and quotients

Unit 4

Draw, compose and decompose shapes

Use knowledge of shape properties to draw, sketch and identify shapes

The same 3D shape can be composed from different 2D nets

When a 2D shape is decomposed and the parts rearranged, the area remains the same. The area of a compound shape is therefore equal to the total of the areas of the constituent parts

Any parallelogram can be decomposed and the parts rearranged to form a rectangular parallelogram

Two congruent triangles can be composed to form a parallelogram

Shapes with the same area can have different perimeters. Shapes with the same perimeters can have different areas

We can use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes

Termly Assessments - NFER

Unit 6

Area and Perimeter

Pupils explain how to calculate the area of a parallelogram

Pupils explain how to calculate the area of a triangle

Pupils explain why shapes can have the same perimeters but different areas

Pupils explain why shapes can have the same areas but different perimeters

Pupils describe the relationship between scale factors and side lengths of two shapes

Pupils describe the relationship between scale factors and perimeters of two shapes

Pupils describe positions on the full coordinate grid (all four quadrants)

Pupils draw and translate simple shapes on the coordinate plane and reflect them in the axes

Mathematics Medium Term Plan (Linked to NCETM Curriculum Prioritisation Plans)

Spring Term- Year 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<u>Unit 7</u> **Fractions and Percentages** Pupils explain how to write a fraction in its simplest form Pupils reason and apply their knowledge of how to write a fraction in its simplest form Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (1) Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (2) Pupils use their knowledge of how to write a fraction in its simplest form when solving multiplication problems Pupils explain, using an image, how to add related fractions (unit fractions) Pupils explain what is meant by 'related fractions' Pupils explain, without using an image, how to add related fractions Pupils use their knowledge of adding related fractions to solve problems in a range of contexts Pupils explain, with and without using an image, how to subtract related fractions (unit fractions) Pupils use their knowledge of adding and subtracting related fractions to solve problems in a range of contexts Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions) Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions that bridge the whole) Pupils use their fraction sense to fraction addition, subtraction and comparison Pupils explain how to add or subtract non-related fractions with different denominators Pupils use their knowledge of adding or subtracting non-related fractions with different denominators to solve problems in a range of contexts (non related fractions) Pupils explain how to compare pairs of non-related fractions (converting to common denominators) Pupils explain how to compare pairs of non-related fractions (using fraction sense) Pupils explain how to compare pairs of non-related fractions (using common numerators) Pupils explain which method for comparing non-related fractions is most efficient Pupils explain how to multiply two unit fractions Pupils explain how to multiply two non-unit fractions Pupils explain how to divide a unit fraction by a whole number Pupils explain how to divide a non-unit fraction by a whole number Pupils explain when and how to divide efficiently a fraction by a whole number Pupils explain what percent means Pupils explain how to represent a percentage in different ways Pupils explain how to convert percentages to decimals and fractions (with a denominator of 100) Pupils explain how to convert a percentage to a fraction (without denominator of 100) Pupils use their knowledge of fraction-decimal-percentage conversions to solve conversion problems in a range of contexts Pupils use their knowledge of calculating 50%, 10% and 1% of a number to solve problems in a range of contexts Pupils use their knowledge of calculating common percentages of a number to solve problems in a range of contexts Pupils use their knowledge of calculating any percentage of a number to solve problems in a range of contexts Pupils explain how to solve problems where the percentage part and the size of the part is known and the whole is unknown Pupils explain how to solve problems where the known percentage part and the size of the part changes the whole						<u>Unit 9</u> **Ratio and Proportion** Pupils describe the relationship between two factors (in a ratio context) Pupils explain how to use multiplication and division to calculate unknown values (two variables) Pupils explain how to use multiplication and division to calculate unknown values (three variables) Pupils explain how to use a ratio grid to calculate unknown values Pupils explain how to use multiplication to solve correspondence problems Pupils explain how and why scaling is used to make and interpret maps Pupils will use their knowledge of multiplication and division to solve scaling problems in a range of contexts Pupils identify and describe the relationship between two shapes using scale factors (squares) Pupils identify and describe the relationship between two shapes using scale factors and ratios (regular polygons) Pupils identify and describe the relationship between two shapes using scale factors and ratios (irregular polygons)	

Week 9	Week 10	Week 11	Week 12	Week 13	
Unit 8 **Statistics** Pupils should be taught to interpret and construct pie charts and line graphs and use these to solve problems *National curriculum notes and guidance (non-statutory): Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. They should connect conversion from kilometres to miles in measurement to its graphical representation.*	**Unit 12** **Order of operations** Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (I) Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (II) Pupils explain how the distributive law applies to multiplication expressions with a common factor (addition) Pupils use their knowledge of the distributive law to solve equations including multiplication, addition and subtraction Pupils explain how addition and subtraction can help to solve division problems efficiently Pupils explain how the distributive law applies to division expressions with a common divisor (addition) Pupils explain how the distributive law applies to division expressions with a common divisor (subtraction) Pupils use their knowledge of the distributive law to solve equations including division, addition and subtraction		**Termly Assessments - NFER**	**Revision Linked to Assessments**	

Mathematics Medium Term Plan (Linked to NCETM Curriculum Prioritisation Plans)

Summer Term- Year 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Unit 13 **Mean Average** Pupils explain the relationship between the mean and sharing equally Pupils explain how to calculate the mean of a set of data Pupils explain how the mean changes when the total quantity or number of values changes Pupils explain how to calculate the mean when one of the values in the data set is zero or missing Pupils explain how to use the mean to make comparisons between two sets of information Pupils explain when the mean is not an appropriate representation of a set of data	**KS2 Tests Preparation**		**KS2 Tests**	**Unit 10** **Calculating using known Structures (2)** Pupils explain how to balance equations with addition expressions Pupils explain how to balance equations with subtraction expressions Pupils explain how to balance equations with addition or subtraction expressions Pupils explain how to balance equations with addition and subtraction expressions Pupils use their knowledge of balancing equations to solve problems		

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Unit 11 **Solving problems with two unknowns** Pupils compare the structure of problems with one or two unknowns Pupils compare the structure of problems with two unknowns Pupils represent the structure of contextual problems with two unknowns Pupils represent a problem with two unknowns using a bar model Pupils explain why sometimes there is only one solution to a sum and difference problem Pupils explain why sometimes there is only one solution to a sum and multiple problem Pupils explain the values a part-whole model could represent Pupils use a bar model to visualise how to solve a problem with two unknowns Pupils use diagrams to explain how to solve a spatial problem Pupils explain how to represent an equation with a bar model Pupils solve problems with two unknowns in a range of contexts Pupils systematically solve problems with two unknowns using 'trial and improvement' (one and several solutions) Pupils explain how I know I have found all possible solutions to problems with two unknowns Pupils explain how to balance an equation with two unknowns Pupils systematically solve problems with two unknowns using 'trial and improvement' (one, several and infinite solutions)		**Consolidation of long multiplication and long division**	**Y6 Residential Trip**	**Consolidation of fractions, decimals and percentages**		**Maths Puzzles - NRich**

Year 6 Yearly Overview (Linked to NCETM Curriculum Prioritisation Materials)

	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	Week 15
Autumn	**NCETM Unit 1** Calculating using knowledge of structures (1)			**NCETM Unit 2** Multiples of 1,000		**NCETM Unit 3** Numbers up to 10,000,000				**NCETM Unit 5** Multiplication and Division			**NCETM Unit 4** Shape	**Assessment**	**NCETM Unit 6** Area and Perimeter
Spring	**NCETM Unit 7** Fractions and Percentages						**NCETM Unit 9** Ratio and Proportion		**Unit 8** Statistics	**NCETM Unit 12** Order of operations		**Assessment**	Revision linked to assessments		
Summer	**NCETM Unit 13** Mean Average	KS2 Tests Preparation: Consolidation and fluency practice		**KS2 Tests**	**NCETM Unit 10** Calculating using known structures (2)		**NCETM Unit 11** Solving Problems with two unknowns		Revisit Long multiplication and long division	**Y6 Residential Trip**	Revisit Fractions, Decimals and Percentages		Maths Puzzles NRich		

Notes:

'Constructing and presenting data' is not covered by the prioritisation materials and ideally can be addressed in the foundation subjects in a relevant context such as science, geography or history.