Long Term Plan of Content Coverage for Mathematics

St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Subject Intent: Each child will develop a deep understanding of Maths, equipping them with the skills of calculation, reasoning and problem-solving that they need in life.
Big Ideas: **Fluency, Reasoning, Problem-Solving**

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)		Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	
Statements from National Curriculum	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 10. • Add and subtract one-digit and two-digit numbers to 10, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.		• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … − 9. • Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 50 in numerals and words. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal		• Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. • Describe position, direction and movement,	

		- Recognise and name common 2D shapes, including (for example, rectangles (including squares), circles and triangles). - Recognise and name common 3D shapes (for example, cuboids (including cubes), pyramids and spheres). - Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 20 in numerals and words. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	- to, more than, less than (fewer), most, least. - Count in multiples of twos, fives and tens. - Measure and begin to record lengths and heights. - Compare, describe and solve practical problems for lengths and heights (for example long/short, longer/shorter, tall/short, double/half). - Measure and begin to record mass/weight, capacity and volume. - Compare, describe and solve practical problems for mass/weight (for example: heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).	- including whole, half, quarter and three quarter turns. - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. - Measure and begin to record time (hours, minutes, seconds).
	SMSC and FBV Connections	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners

and respect and support those working at a different level.	and respect and support those working at a different level.	and respect and support those working at a different level.
Good Samaritan	Good Samaritan	Good Samaritan
• Being a helpful learning partner, supporting and encouraging those who are struggling.	• Being a helpful learning partner, supporting and encouraging those who are struggling.	• Being a helpful learning partner, supporting and encouraging those who are struggling.
School Christian values: be resilient	School Christian values: be resilient	School Christian values: be resilient
• All children are challenged and struggling is encouraged as a place that learning happens.	• All children are challenged and struggling is encouraged as a place that learning happens.	• All children are challenged and struggling is encouraged as a place that learning happens.

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division		Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height		Geometry: Position and Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations	
Statements from National Curriculum	• Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete		• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.		• Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C);	

		objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×),and equals (=) signs. • Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts. • show that multiplication of 2 numbers can be done in any order (commutative)	• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Recognise, find, name and write fractions 1/2 , 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity. • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
	SMSC and FBV Connections	SMSC – social • Providing opportunities for children to work cooperatively.	SMSC – social • Providing opportunities for children to work cooperatively.	SMSC – social • Providing opportunities for children to work cooperatively.

SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.

Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of shape Measurement: Mass and Capacity	
Statements from National Curriculum	• Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). • Compare and order numbers up to 1,000. • Read and write numbers up to 1,000 in numerals and in words. • Solve number problems and practical problems involving these ideas.		• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and		• Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole [for example, 5 7 + 1 7 = 6 7]. • Solve problems that involve all of the above. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.	

- Count from 0 in multiples of 4, 8, 50 and 100. - Add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s. - Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. - Count from 0 in multiples of 4 and 8. - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects.	- correspondence problems in which *n* objects are connected to *m* objects. - Add and subtract amounts of money to give change, using both £ and p in practical contexts. - Interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2- D shapes. - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Solve problems that involve all of the above.	- Estimate and read time with increasing accuracy to the nearest minute. - Record and compare time in terms of seconds, minutes and hours. - Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events [for example to calculate the time taken by particular events or tasks]. - Recognise angles as a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel line. - Draw 2-D shapes and make 3-D shapes using modelling materials. - Recognise 3-D shapes in different orientations and describe them. - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
SMSC and FBV Connections	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners and respect and support those working at a different level. Good Samaritan	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners and respect and support those working at a different level. Good Samaritan	SMSC – social - Providing opportunities for children to work cooperatively. SMSC - spiritual - Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty - Pupils choose their challenge level. British values – mutual respect and tolerance - Children work with different learning partners and respect and support those working at a different level. Good Samaritan

• Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.		• Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.		• Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division		Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction	
Statements from National Curriculum	• Count in multiples of 6, 7, 9, 25 and 1,000. • Find 1,000 more or less than a given number. • Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s). • Order and compare numbers beyond 1,000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1,000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Count backwards through 0 to include negative numbers. • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		• Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two-digit and three-digit numbers by a one digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects. • Find the area of rectilinear shapes by counting squares. • Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise		• Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Recognise and write decimal equivalents to 1/4 , 1/2 and ¾. • Understand the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Estimate, compare and calculate different measures, including money in pounds and pence. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Read, write and convert time between analogue and digital 12- and 24-hour clocks.	

		• Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre]. • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Count in multiples of 6, 7 and 9. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit.	that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Convert between different units of measure [for example, kilometre to metre].	• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. • Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry.
	SMSC and FBV Connections	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area		Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting units Measurement: Volume	
Statements from National Curriculum	- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. - Solve number problems and practical problems that involve all of the above. - Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. - Add and subtract numbers mentally with increasingly large numbers. - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. - Solve addition and subtraction multi-step problems in contexts, deciding which operations		- Multiply and divide numbers mentally drawing upon known facts. - Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. - Divide numbers up to 4 digits by a 1- digit number using the formal written method of short division and interpret remainders appropriately for the context. - Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. - Compare and order fractions whose denominators are multiples of the same number. - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 2/5 + 4/5 = 6/5 = 1 1/5]. - Add and subtract fractions with the same denominator and denominators that are multiples of the same number.		- Recognise and write decimal equivalents of any number of tenths or hundredths. - Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. - Solve simple measure and money problems involving fractions and decimals to two decimal places. - Convert between different units of measure [for example, kilometre to metre]. - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. - Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Draw given angles, and measure them in degrees. - Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°. - Identify, describe and represent the position of a	

		and methods to use and why. • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables. • Multiply and divide numbers mentally, drawing upon known facts. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.	• Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.	shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time.
	SMSC and FBV Connections	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all

pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Number: Place Value Number: Addition, Subtraction, Multiplication & Division Number: Fractions Geometry: Position and Direction		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio		Geometry: Properties of shape Problem solving Statistics Investigations	
Statements from National Curriculum	• 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 0. • Solve number and practical problems that involve all of the above. • Solve addition and subtraction multi-step		• Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply 1-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Solve problems involving the calculation of		• Draw 2-D shapes using given dimensions and angles. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Illustrate and name parts of circles, including radius, diameter and circumference and know	

problems in contexts, deciding which operations and methods to use and why.

- 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.

- 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 4 operations.

- 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.

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

- Compare and order fractions, including fractions >1.

- Generate and describe linear number sequences (with fractions).

- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].

- Divide proper fractions by whole numbers [for

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percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.
- 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 3 dp.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 , m^3 and extending to other units (mm^3 , km^3).
- 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

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that the diameter is twice the radius.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate the mean as an average.

		example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • Describe positions on the full coordinate grid (all 4 quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	grouping using knowledge of fractions and multiples.	
	SMSC and FBV Connections	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.	SMSC – social • Providing opportunities for children to work cooperatively. SMSC - spiritual • Developing a climate or ethos within which all pupils can grow and flourish. British values – individual liberty • Pupils choose their challenge level. British values – mutual respect and tolerance • Children work with different learning partners and respect and support those working at a different level. Good Samaritan • Being a helpful learning partner, supporting and encouraging those who are struggling. School Christian values: be resilient • All children are challenged and struggling is encouraged as a place that learning happens.