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Year 6

Term 1							
Week:	**Week 1 (4 days)**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7 (4 days)**
Block	**Number - Place Value**		**Number - Addition and Subtraction**	**Number - Multiplication and Division**			**Assessment Week**
NC Objectives	• 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		• perform mental calculations, including with mixed operations and large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	• 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 • 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			
Ready To Progress Criteria	• 6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions,		6AS/MD-1 Understand that 2 numbers can be	6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships			

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	and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. • 6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.	related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	restricted to multiplication by a whole number). 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	
White Rose Small Steps	**Step 1 Numbers to 1,000,000** **Step 2 Numbers to 10,000,000** **Step 3 Read and write numbers to 10,000,000** **Step 4 Powers of 10** **Step 5 Number line to 10,000,000** **Step 6 Compare and order any integers** **Step 7 Round any integer** Step 8 Negative numbers	Step 1 Add and subtract integers Step 14 Solve multi-step problems Step 16 Mental calculations and estimation **Step 17 Reason from known facts**	Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number **Step 8 Solve problems with multiplication** Step 9 Short division **Step 10 Division using factors** Step 11 Introduction to long division Step 12 Long division with remainders **Step 13 Solve problems with division** **Step 14 Solve multi-step problems** Step 15 Order of operations Step 16 Mental calculations and estimation **Step 17 Reason from known facts**	

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Yr 5 Revisit (potential gaps in learning from previous year)				
Consolidation Required	Finding the possibilities of numbers that could be rounded to a specific number . eg What is the lowest and highest number that would round to 3,300,000 when rounded to the nearest one hundred thousand?	Adding and subtracting numbers with different numbers of decimal places.	Long division formal method. Problem solving with division - rounding up or down after division.	

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Term 2								
Week:	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Block:	**Algebra**		**Fractions - Adding and Subtracting**		**Fractions - Multiplying and Dividing**		**Measurement - Converting Unit**	**Assessment Week**
NC Objectives	• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables		• 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		• 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 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, $\frac{3}{8}$]		• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 decimal places • convert between miles and kilometres	
Ready To Progress Criteria	6AS/MD-4 Solve problems with 2 unknowns.		• 6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions. • 6F-2 Express fractions in a common denomination and use this to compare		• 6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions. • 6F-2 Express fractions in a common denomination and use this to compare		6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to	

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		fractions that are similar in value. • 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	fractions that are similar in value.	10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).	
White Rose Small Steps	Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions **Step 4 Substitution** **Step 5 Formulae** **Step 6 Form equations** **Step 7 Solve 1-step equations** **Step 8 Solve 2-step equations** **Small steps** **Step 9 Find pairs of values** **Step 10 Solve problems with two unknowns**	**Step 1 Equivalent fractions and simplifying** **Step 2 Equivalent fractions on a number line** **Step 3 Compare and order (denominator)** **Step 4 Compare and order (numerator)** Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems	Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole	Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures	
Yr 5 Revisit (potential gaps in learning from previous year)					
Consolidation Required	2 step equations Solve problems with two unknown	Subtracting mixed numbers where exchange is needed.	Moved to term 3 Can get procedures mixed - ensure use of representations to reason about what needs to happen.	Moved to term 3 Ensuring correct	

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			Move on to dividing fractions by fractions	number of p.v. are moved and knowing relationships between units of measurement.	

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Term 3						
Week:	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Block:	**Decimals (Carried out term 2) Fractions- Multiplying and Dividing - see Term 2**		**Fractions, decimals, and percentages equivalents**		**Percentages of an amount**	**Assessment Week**
NC Objectives	• identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • multiply one-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		• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison	
Ready To Progress Criteria	• 6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000 • 6NPV–2 Recognise the place value of each digit in numbers up to 10 million, **including decimal fractions**, and compose and decompose numbers up					

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	to 10 million using standard and nonstandard partitioning. • 6NPV–3 Reason about the location of any number up to 10 million, **including decimal fractions**, in the linear number system, and round numbers, as appropriate, including in contexts.				
White Rose Small Steps	Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context	Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages		Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values	
Yr 5 Revisit (potential gaps in learning from previous year)					
Consolidation Required	Multistep problems involving decimals.		Ordering FDP (changing units of measurement)	Multi step problems.	

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Term 4						
Week:	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 (4 days)**
Block:	**Ratio**		**Area, Perimeter and Volume**		**Shape**	**Shape Statistics- Pie Charts Assessment Week**
NC Objectives	• solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found		• 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 cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]		• 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 cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	
Ready To Progress Criteria	6AS/MD-3 Solve problems involving ratio		• 6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000 • 6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.		• 6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	
White Rose Small Steps	Step 1 Add or multiply? Step 2 Use ratio language		Step 1 Shapes – same area Step 2 Area and perimeter		**Step 1 Measure and classify angles**	Step 1 Line graphs Step 2 Dual bar

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	Step 3 Introduction to the ratio symbol **Step 4 Ratio and fractions** **Step 5 Scale drawing** **Step 6 Use scale factors** **Step 7 Similar shapes** **Step 8 Ratio problems** **Step 9 Proportion problems** **Step 10 Recipes+**	Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid	**Step 2 Calculate angles** **Step 3 Vertically opposite angles** **Step 4 Angles in a triangle** **Step 5 Angles in a triangle – special cases** **Step 6 Angles in a triangle – missing angles** **Step 7 Angles in a quadrilateral** **Step 8 Angles in polygons** **Step 9 Circles** **Step 10 Draw shapes accurately** Step 11 Nets of 3-D shapes	charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean
Yr 5 Revisit (potential gaps in learning from previous year)				
Consolidation Required				

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Term:	Term 5				
Week:	**Week 1**	**Week 2**	**Week 3 (4 days)**	**Week 4**	**Week 5**
Block:	**Measurement Position and Direction**	**Consolidation Weeks and Revision**		**Assessment Week SATS**	
NC Objectives	• 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				
Ready To Progress Criteria					
White Rose Small Steps	Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections				
Yr 5 Revisit (potential gaps in learning from previous year)					

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Consolidation Required					

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Term 6							
Week:	**Week 1 (4 days)**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Block:	**WHITE ROSE TOURS PROJECT**		**RESIDENTIAL**	**WHITE ROSE BAKERY PROJECT**		**Consolidation and themed investigations TBC**	
NC Objectives	• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Convert between miles and kilometres. • Interpret and construct pie charts and line graphs and use these to solve problems.			• Compare numbers up to 10 million • Solve number and practical problems involving rounding, the four operations, conversions of units of measure, in context • Perform mental calculations, including with mixed operations and large numbers • Use estimation to check answers and calculations • Multiply and divide up to 4-digit numbers by a two-digit • Convert between standard units of measure • Build 3D nets			
Ready To Progress Criteria				• Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • Solve problems involving ratio relationships.			

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				• Draw, compose, and decompose shapes according to given properties • Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.			
White Rose Small Steps	N/A			N/A			
Yr 5 Revisit (potential gaps in learning from previous year)							
Consolidation Required							