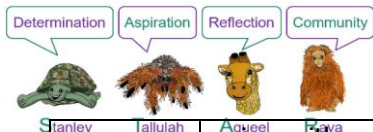




Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. NPV–1 Understand the relationship between 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). (Links to NC identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places)			NPV–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. (make link to % facts) NPV–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 round any whole number to a required degree of accuracy NC interpret and construct line graphs and use these to solve problems (Link to scale)		NC use negative numbers in context, and calculate intervals across zero	SATs papers
Autumn 2	AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation,	multiply one-digit numbers with up to two decimal places by whole numbers NC multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		NC 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 NC 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 NC use written division methods in cases where the answer has up to two decimal places		AS/MD–4 Solve problems with 2 unknowns. NC solve problems involving addition, subtraction, multiplication and division NC use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	



	using arithmetic properties, inverse relationships, and place-value understanding.					
Spring 1	F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions Recap year 5 recognise mixed numbers and improper fractions and convert from one form to the other. (Links to NC use common factors to simplify fractions; use common multiples to express fractions in the same denomination)	F-2 Express fractions in a common denominator and use this to compare fractions that are similar in value. (Links to NC compare and order fractions, including fractions > 1) NC add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	NC multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$]	NC divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{2}$] NC associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $8 \frac{3}{4}$]	NC solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
Spring 2	NC solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate NC use, read, write and convert between standard units, converting	AS/MD-3 Solve problems involving ratio relationships. combinations of two variables.	Algebra: NC use simple formulae NC generate and describe linear number sequences NC express missing number problems algebraically	NC solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts NC solve problems involving similar shapes where the scale factor is	NC recognise that shapes with the same areas can have different perimeters and vice versa NC 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 (cm³) and	



Stanley	Tailulah	Aqueel	Raya					
		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 NC convert between miles and kilometres		NC find pairs of numbers that satisfy an equation with two unknowns NC enumerate possibilities of	known or can be found	cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].		
Summer 1		Pie charts NC describe positions on the full coordinate grid (all four quadrants) NC draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Shape NC draw 2-D shapes using given dimensions and angles NC recognise, describe and build simple 3-D shapes, including making nets NC compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons NC recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	SATS 9 th May – 12 th May 2022				

Determination	Aspiration	Reflection	Community
			
Stanley	Tallulah	Aqueel	Raya