

Llangyfelach Primary School



Numeracy Scheme

Year 6

NUMBER

Number and place value

Number

number
numeral
zero
one, two, three ... twenty
teens numbers, eleven, twelve ... twenty
twenty-one, twenty-two ... one hundred, two hundred ... one thousand ... ten thousand, hundred thousand, million
none
how many ...?
count, count (up) to, count on (from, to), count back (from, to)
forwards
backwards
count in ones, twos, fives, tens, threes, fours, eights, fifties, sixes, sevens, nines, twenty-fives and so on to hundreds, thousands
equal to
equivalent to
is the same as
more, less
most, least
tally
many
odd, even
multiple of, factor of
factor pair
sequence
continue
predict
few
pattern
pair, rule
relationship
next, consecutive
> greater than
< less than

\geq greater than or equal to
 \leq less than or equal to
Roman numerals
integer, positive, negative
above/below zero, minus
negative numbers
formula
divisibility
square number
prime number
factorise
prime factor
ascending/descending order
digit total

Place value
ones
tens, hundreds
digit
one-, two- or three-digit number
place, place value
stands for, represents
exchange
the same number as, as many as
more, larger, bigger, greater
fewer, smaller, less
fewest, smallest, least
most, biggest, largest, greatest
one more, ten more, one hundred more, one thousand more
one less, ten less, one hundred less, one thousand less
equal to
compare
order
size
first, second, third ... twentieth
twenty-first, twenty-second ...
last, last but one
before, after
next
between

halfway between
above, below

Estimating

guess
how many ...?
estimate
nearly
roughly
close to
approximate, approximately
about the same as
just over, just under
exact, exactly
too many, too few
enough, not enough
round, nearest, round to the nearest ten, hundred, thousand, ten thousand
round up, round down

Addition and subtraction

addition
add, more, and
make, sum, total
altogether
double
near double
half, halve
one more, two more ... ten more ... one hundred more
how many more to make ...?
how many more is ... than ...?
how much more is ...?
subtract
take away
how many are left/left over?
how many have gone?
one less, two less, ten less ... one hundred less
how many fewer is ... than ...?
how much less is ...?

difference between
equals
is the same as
number bonds/pairs/facts
missing number
tens boundary, hundreds boundary, ones boundary, tenths boundary
inverse

Multiplication and division

multiplication
multiply
multiplied by
multiple, factor
groups of
times
product
once, twice, three times ... ten times
repeated addition
division
dividing, divide, divided by, divided into
left, left over, remainder
grouping
sharing, share, share equally
one each, two each, three each ... ten each
group in pairs, threes ... tens
equal groups of
doubling
halving
array
row, column
number patterns
multiplication table
multiplication fact, division fact
inverse
square, squared
cube, cubed

Fractions (including decimals, percentages, ratio and proportion)
fraction, proper/improper fraction

equivalent fraction
mixed number
numerator, denominator
equivalent, reduced to, cancel
equal part
equal grouping
equal sharing
parts of a whole
half, two halves
one of two equal parts
quarter, two quarters, three quarters
one of four equal parts
one third, two thirds
one of three equal parts
sixths, sevenths, eighths, tenths ...
hundredths, thousandths
decimal, decimal fraction, decimal point,
decimal place, decimal equivalent
proportion, in every, for every
ratio
percentage, per cent, %

Algebra

formula, **formulae**
equation
unknown
variable

MEASUREMENT

measure
measurement
size
compare
unit, standard unit
metric unit, imperial unit
measuring scale, division
guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, close to, about the same as,

approximately
roughly
just over, just under

Length

centimetre, metre, millimetre, kilometre,
mile, **yard, foot, feet, inch, inches**
length, height, width, depth, breadth
long, short, tall
high, low
wide, narrow
thick, thin
longer, shorter, taller, higher ... and so on
longest, shortest, tallest, highest ... and so on
far, further, furthest, near, close
distance apart ... between ... to ... from
edge, perimeter, **circumference**
area, covers
square centimetre (cm²), square metre (m²),
square millimetre (mm²)
ruler
metre stick, tape measure

Weight

mass: big, bigger, small, smaller
weight: heavy/light, heavier/lighter, heaviest/
lightest
tonne, kilogram, half kilogram, gram, **pound**,
ounce
weigh, weighs, balances
heavy, light
heavier than, lighter than
heaviest, lightest
scales

Capacity and volume

litre, half litre, millilitre, **centilitre**
cubic centimetres(cm³), **cubic metres** (m³),
cubic millimetres (mm³), **cubic kilometres**
(km³)
capacity
volume

full
empty
more than
less than
half full
quarter full
holds, contains
container, measuring cylinder
pint, gallon

Temperature

temperature
degree
centigrade

Time

time
days of the week, Monday, Tuesday ...
months of the year (January, February ...)
seasons: spring, summer, autumn, winter
day, week, weekend, fortnight, month, year,
leap year, century, millennium
birthday, holiday
morning, afternoon, evening, night
bedtime, dinner time, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
noon, midnight
calendar, date, date of birth
now, soon, early, late, earliest, latest
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
how long ago?
how long will it be to ...?
how long will it take to ...?

how often?
always, never, often, sometimes
usually
once, twice
hour, o'clock, half past, quarter past,
quarter to
5, 10, 15 ... minutes past
a.m., p.m.
clock, clock face, watch, hands
digital/analogue clock/watch, timer
hour hand, minute hand
hours, minutes, seconds
timetable, arrive, depart
Roman numerals
12-hour clock time, 24-hour clock time
**Greenwich Mean Time, British Summer
Time, International Date Line**

Money

money
coin
penny, pence, pound
price, cost
buy, bought, sell, sold
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much ...?
how many ...?
total
discount
currency
profit, loss

GEOMETRY

Properties of shape

shape, pattern
flat, line

curved, straight
round
hollow, solid
sort
make, build, construct, draw, sketch
perimeter
centre, radius, diameter
circumference, concentric, arc
net, open, closed
surface
angle, right-angled
congruent
intersecting, intersection
plane
base, square-based
size
bigger, larger, smaller
symmetry, symmetrical, symmetrical pattern
line symmetry
reflect, reflection
axis of symmetry, reflective symmetry
pattern, repeating pattern
match
regular, irregular

2-D shape

2-D, two-dimensional
corner, side
point, pointed
rectangle (including square), rectangular, oblong
rectilinear
circle, circular
triangle, triangular
equilateral triangle, isosceles triangle, scalene triangle
pentagon, pentagonal
hexagon, hexagonal
heptagon
octagon, octagonal
quadrilateral

parallelogram, rhombus, trapezium, kite
polygon
right-angled
parallel, perpendicular
x-axis, y-axis, quadrant

3-D shape

3-D, three-dimensional
face, edge, vertex, vertices
cube, cuboid
pyramid
sphere, hemisphere, spherical
cone
cylinder, cylindrical
prism, triangular prism
tetrahedron, polyhedron
octahedron
dodecahedron
net, open, closed

Position and direction

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction
journey, route
left, right
up, down

higher, lower
forwards, backwards, sideways
across
next to, close, near, far
along
through
to, from, towards, away from
clockwise, anticlockwise
compass point
north, south, east, west, N, S, E, W
north-east, north-west, south-east, south-west, NE, NW, SE, SW
horizontal, vertical, diagonal
translate, translation
coordinate
movement
slide
roll
turn
stretch, bend
whole turn, half turn, quarter turn, three-quarter turn
rotate, rotation
angle, is a greater/smaller angle than degree
right angle
acute angle
obtuse angle
reflex angle
reflection
straight line
ruler, set square
angle measurer, compass, protractor

STATISTICS

count, tally, sort, vote
survey, questionnaire, data, database
graph, block graph, pictogram
represent
group, set

list, table, chart, bar chart, frequency table, bar line chart
Carroll diagram, Venn diagram
line graph
pie chart
label, title, axis, axes
diagram
most popular, most common
least popular, least common
maximum/minimum value
outcome
mean (mode, median, range as estimates for this)
statistics, distribution

GENERAL

pattern
puzzle
problem, problem solving
mental, mentally
what could we try next?
how did you work it out?
show how you ...
explain your thinking
explain your method
describe the pattern
describe the rule
investigate
recognise
describe
draw
compare
sort
greatest value, least value
mental calculation
written calculation
statement
justify
make a statement
explain your reasoning

**Daily Counting and Remembered Facts:
Rapid Recall**

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------------------------|--------------------------------------|---|---------------------------------------|---|---|---|--|--|---|
| Number bonds | All pairs of numbers with total of 5 | Introduction of pair of numbers to total 10 | All pairs of numbers with total of 10 | All pairs of numbers with total of 20 | All pairs of numbers with total of 50 | Pairs of numbers with a total of 100 | Pairs of numbers with a total of 1000 | Pairs of numbers with a total of 1000 and 1 (1dp) | Pairs of numbers with a total of 1000 and 1 (up to 3dp) |
| Adding and subtracting | | | Addition and subtraction facts to 5 | Addition and subtraction facts to 10 | Addition and subtraction facts to 20 | Addition and subtraction facts to at least 20 | Pairs of decimals that total 1 | Pairs of decimals that total 10 | |
| Halves and doubles | | | Doubles of all numbers to 5 | Doubles of numbers to 15 Halves of even numbers to 20 | Doubles of numbers to 20 Doubles of multiples of 5 to 100 Halves of any multiple | Doubles and halves of numbers up to 100 | Doubles and halves of numbers up to 100 Doubles of multiples of 10 to 1,000 Doubles of multiples of 100 to 10,000 | Doubles and halves of numbers up to 100. Double and half decimal fractions to 2 decimal places | |
| Multiply and divide | | | | Multiplication facts 2 and 10 times table and corresponding division facts Multiplication facts up to 5x5 | Multiplication and division facts for the 2, 5 and 10 times-table | Multiplication and division facts for the 2, 3, 4, 5 and 10 times table | Multiplication and division facts to 10x10 Squares of all numbers to 10 x10 | Multiplication and division facts to 10x10 Squares of all numbers to 12 x12 Prime numbers | |

**Daily Counting and Remembered Facts:
Counting**

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---|--|---|--|--|--|--|--|--|---|
| Rote counting | Rote count to beyond 10 | Rote count to 20 | Rote count to 100 | Count on or back to at least 100 | Count on or back to at least 1,000 | Count on or back to at least 10,000 | Count on or back to at least 100,000 | Count on or back to 1,000,000 | Count on or back to and beyond 1,000,000 |
| Count Objects Reliably | Count reliably up to 5 objects | Count reliably up to 10 objects | Count on or back in ones to at least 20 | Count sets of objects by grouping in sets of 2, 5 & 10 | | | | | |
| Counting on from given starting point | Count in ones from any single digit number | Count on or back in ones from any number up to 20 | Count on or back in ones from any number up to 100 | Count on or back in ones from any number beyond 100 | Count on or back in ones from any number beyond 1,000 | Count on or back in ones from any number beyond 10,000 and negative single numbers | Count on or back in whole numbers and 1dp numbers and negative numbers | Count on or back in whole numbers, 2dp numbers and negative numbers | Count on or back in whole numbers, 3dp numbers and negative numbers in halves |
| Recognising more/less and before/after | Say a number that is 1 before/after than a given number from 1 to 10 | Say a number that is 1 more/less than a given number from 1 to 10 | Say a number that is 1 more/less than a given number to 50 | Say a number that is 1, 10 or 20 more/less than any 2-digit number | Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number | Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number | Say a number that is 1, 10, 100 or 1,000 more/less than any number | Say a number that is 1, 10, 100, 1,000, 10 th or 100 th more/less than any number or decimal | Say a number that is any place value more/less than any number or decimal |

| | | | | | | | | | |
|---------------------------------|------------------------|--------------------------------|---|--|--|--|---|---|---|
| Bridging across the 10 | Identify the number 10 | Bridging through 10 and 20 | Bridging through multiples of 10 | Bridging through multiples of 10 and 100 | Bridging through multiples of 100 up to 1,000 | Bridging through multiples of 100 up to 10,000 | Bridging through multiples of 100 up to 100,000 | Bridging through multiples of 100 up to 1,000,000, including 2dp numbers | Bridging through multiples of 100 up to 1,000,000, including 3dp numbers |
| Counting in powers of 10 | Identify the number 10 | Count in 10s | Count on and back in 10s to 100 | Count on and back in 10s from any 2-digit number | Count on and back in 10s and 100s from any 2 or 3-digit number | Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers |
| Counting in multiples | | Begin to count in 2s to 10 | Count in 2s and 5s to 100 | Count in 2s and 5s to 100 from any given number (100 square) | Count in 2s and 5s to 100 from any given number | Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond | Count in 6s, 7s, 8s and 9s from any number to 100 | Count in 6s, 7s, 8s and 9s from any number to 100 and beyond | Count in any multiple from any given number |
| Recognising multiples | | Recognise odd and even numbers | Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square) | Recognise multiples of 2, 5, 10 and 100 (understand and explain) | Recognise multiples of 2, 5, 10, 50 and 100 | Recognise multiples in the 2, 3, 4 and 5 times tables | Recognise multiples in the 6, 7, 8 and 9 times tables | Recognise multiples to at least 10 x 10 and beyond (x25, x75) | Recognise multiples to at least 12 x 12 and beyond (x25, x75) |
| Divisibility | | | | Recognise whole numbers divisible by 2 | Recognise whole numbers that are divisible by 2 and 10 | Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100 |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|----|--|---|--|
| 2 | <p>Day 1: Place value in 1, 2, 3-place decimal numbers</p> <p>Day 2: Adding to the next whole number from 1-place decimal nos</p> <p>Day 3: Placing 1 and 2-place decimal numbers on a human number line</p> <p>Day 4: Mixed addition facts bingo</p> <p>Day 5: Convert between units of time</p> | <p>Addition and number</p> <p>Day 1: 1. Understand the effect of multiplying and dividing by 10 and 100. 2. Understand place value in numbers with 2 decimal places. 3. Solve place value addition and subtractions.</p> <p>Day 2: 1. Understand the effect of multiplying and dividing by 10 and 100. 2. Understand place value in numbers with 2 decimal places.</p> <p>Day 3: 1. Place numbers with 2 decimal places on a number line empty between neighbouring wholes. 2. Compare and order numbers with 1 or 2 decimal places.</p> <p>Day 4: 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79.</p> <p>Day 5: 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. 2. Use rounding to estimate totals of pairs of amounts of money.</p> | <p>Addition and number</p> <p>Day 1: 1. Understand the effect of multiplying and dividing by 10, 100 and 1000. 2. Understand place value in numbers with 3 decimal places. 3. Solve place value addition and subtractions.</p> <p>Day 2: 1. Understand the effect of multiplying and dividing by 10 and 100. 2. Understand place value in numbers with 3 decimal places.</p> <p>Day 3: 1. Place numbers with 3 decimal places on landmarked and empty number lines. 2. Use knowledge of decimals to solve puzzles.</p> <p>Day 4: 1. Use column addition to add three amounts of money, e.g. £45.78 + £25.79 + £24.85.</p> <p>Day 5: 1. Use column addition to add three distances, e.g. 9.34m + 6.45m + 4.78m. 2. Use rounding to estimate totals.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|---|---|--|
| 3 A U T U M N | <p>Day 1: Bonds to £1, £10, £100</p> <p>Day 2: Change from £1, £10</p> <p>Day 3: Subtraction facts</p> <p>Day 4: 24 hour clock</p> <p>Day 5: Place numbers with 2 decimal places on a line</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Find the change from £20, £50 and £100 using counting up (Frog).</p> <p>Day 2: 1. Find the difference between 4-digit prices using counting up (Frog).</p> <p>Day 3: 1. Use column subtraction (decomposition) to subtract pairs of 4-digit numbers where one or two moves are necessary.</p> <p>Day 4: 1. Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers.</p> <p>Day 5: 1. Use frog (counting up) to subtract pairs of 4-digit numbers. 2. Choose Frog or column subtraction to subtract pairs of 4-digit numbers.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Add several prices, and then find the change from £20, £50 and £100 using counting up (Frog).</p> <p>Day 2: 1. 1. Find the difference between 5-digit prices using counting up (Frog).</p> <p>Day 3: 1. Use column subtraction (decomposition) to subtract pairs of 5-digit numbers.</p> <p>Day 4: 1. Use column subtraction (decomposition) to subtract 3-digit and 4-digit numbers from 5-digit numbers.</p> <p>Day 5: 1. Use frog (counting up) to subtract pairs of 5-digit numbers. 2. Choose Frog or column subtraction to subtract pairs of 5-digit numbers.</p> |
| 4 A U T U M N | <p>Day 1: Find lines of symmetry, properties</p> <p>Day 2: Bonds to 100</p> <p>Day 3: Times tables</p> <p>Day 4: Reading scales</p> <p>Day 5: Place value in 4, 5 and 6-digit numbers</p> | <p>Shape and Multiplication</p> <p>Day 1: 1. Know properties of different quadrilaterals.</p> <p>Day 2: 1. Use a range of mathematical vocabulary to describe 2D shapes.</p> <p>Day 3: 1. Find properties of polygons incl. parallel and perpendicular sides.</p> <p>Day 4: 1. Use rules of divisibility for 2, 3, 4, 5 and 9.</p> <p>Day 5: 1. Find factors of numbers to 50. 2. Recognise that square numbers have an odd number of factors.</p> | <p>Shape</p> <p>Day 1: 1. Sort quadrilaterals.</p> <p>Day 2: 1. Name parts of circles (radius, diameter, circumference) and know that the diameter is twice radius.</p> <p>Day 3: 1. Know that angles around a point add up to 360° and use this to work out missing angles.</p> <p>Day 4: 1. Know the totals of angles inside triangles and quadrilaterals and use this and rules about angles on straight line and about a point to find missing angles</p> <p>Day 5: 1. Know that opposite angles are equal. 2. Find angles in polygons.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|---|--|---|
| 5 A U T U M N | <p>Day 1: Double numbers to 100 and beyond</p> <p>Day 2: Double and halve numbers to 100</p> <p>Day 3: Interpret data (graphs)</p> <p>Day 4: Divisibility by 3, 8, and 9</p> <p>Day 5: Times tables</p> | <p>Multiplication and Fractions</p> <p>Day 1: 1. Find common multiples.</p> <p>Day 2: 1. Find prime numbers to at least 50.</p> <p>Day 3: 1. Recognise equivalent fractions. 2. Simplify fractions.</p> <p>Day 4: 1. Compare fractions with related denominators.</p> <p>Day 5: 1. Find unit and non-unit fractions of amounts.</p> | <p>Multiplication and Fractions</p> <p>Day 1: 1. Recognise common multiples and find highest common factors.</p> <p>Day 2: 1. Begin to find how a number can be made by multiplying prime factors together.</p> <p>Day 3: 1. Recognise equivalent fractions 2. Simplify fractions.</p> <p>Day 4: 1. Compare fractions with unrelated denominators.</p> <p>Day 5: 1. Find $\frac{1}{5}$s and $\frac{1}{8}$s of amounts of money using short division, giving exact answers.</p> |
| 6 A U T U M N | <p>Day 1: 'Zap' digits in 5 and 6-digit number</p> <p>Day 2: Count on/back in 10s, 100s, 1000s from 6-digit numbers.</p> <p>Day 3: Times tables</p> <p>Day 4: Multiply by multiples of 10 (e.g. 24 x 30)</p> <p>Day 5: Find the time later using 24-hour clock</p> | <p>Place value and Multiplication</p> <p>Day 1: 1. Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000.</p> <p>Day 2: 1. Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000.</p> <p>Day 3: 1. Use the grid method to multiply 3-digit numbers by single-digit numbers. 2. Make approximations.</p> <p>Day 4: 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. 2. Make approximations</p> <p>Day 5: 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. 2. Make approximations.</p> | <p>Place value and Multiplication</p> <p>Day 1: 1. Place 5-digit numbers on a line and round to the nearest 10, 100 or 1000.</p> <p>Day 2: 1. Place 6-digit numbers on a line and round to the nearest 10, 100, 1000, 10,000 or 100,000.</p> <p>Day 3: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Round 4-digit numbers to the nearest 100 to make approximations.</p> <p>Day 4: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Round 4-digit numbers to the nearest 100 to make approximations.</p> <p>Day 5: 1. Use short multiplication to multiply 4-digit prices by single-digit numbers. 2. Round 4-digit prices to the nearest pound to make approximations.</p> |

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|---------------------------------|--|--|--|
| 7 A U T U M N | <p>Day 1: Times tables</p> <p>Day 2: Reading scales</p> <p>Day 3: Place 5-digit numbers on a human number line</p> <p>Day 4: Convert between units of time</p> <p>Day 5: Addition facts to 20</p> | <p>Fractions, Multiplication and division</p> <p>Day 1: 1. Convert improper fractions to mixed numbers.</p> <p>Day 2: 1. Use the vertical layout of chunking to divide numbers, answers up to 30.</p> <p>Day 3: 1. Use the vertical layout of chunking to divide numbers, answers up to 60.</p> <p>2. Choose to divide using a written or mental method.</p> <p>Day 4: 1. Round up or down after division according to the context.</p> <p>Day 5: 1. Round up or down after division according to the context.</p> | <p>Fractions, Multiplication and division</p> <p>Day 1: 1. Know decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$s, $\frac{1}{5}$, $\frac{1}{8}$s, $\frac{1}{10}$s and $\frac{1}{100}$s.</p> <p>Day 2: 1. Use short division to divide 4-digit numbers by 1-digit numbers and by 11 and 12, with fraction parts of answers, e.g. $23\frac{3}{4}$.</p> <p>Day 3: 1. Use short division to divide 4-digit numbers by 1-digit numbers and by 11 and 12, writing fraction parts of answers as decimals, e.g. $23\frac{3}{4}$, as 23.75.</p> <p>Day 4: 1. Use short division to divide 3-digit by 1-digit numbers and by 11 and 12; round up or down.</p> <p>Day 5: 1. Decide whether to round up, round down or give an exact answer after division depending on the context.</p> |
| 8 A U T U M N | <p>Day 1: Multiply and divide by 10, 100 and 1000</p> <p>Day 2: How much to next pound?</p> <p>Day 3: Pairs to 100 and 1000</p> <p>Day 4: Double 2-digit numbers</p> <p>Day 5: Change from £1 and £10</p> | <p>Place value and subtraction</p> <p>Day 1: 1. Add/subtract 0.1 and 0.01 to/from numbers with 2 decimal places.</p> <p>Day 2: 1. Add and subtract multiples of 0.1 or 0.01 without crossing multiples of 0.1 or 1.</p> <p>Day 3: 1. Subtract pairs of numbers with one decimal place by counting up or counting back.</p> <p>Day 4: 1. Count up to subtract pairs of numbers with two decimal places.</p> <p>Day 5: 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.</p> | <p>Place value and subtraction</p> <p>Day 1: 1. Count on and back in steps of 0.001 and 0.01.</p> <p>Day 2: 1. Add and subtract multiples of 0.1, 0.01 or 0.001 beginning to cross multiples of 1, 0.1 and 0.01.</p> <p>Day 3: 1. Add/subtract multiples of 0.01 to/from numbers with two decimal places, crossing multiples of 0.1 and 1.</p> <p>Day 4: 1. Count up to subtract pairs of numbers with one or two decimal places.</p> <p>Day 5: 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|----------------------------------|--|--|--|
| 9 A U T U M N | <p>Day 1: Multiply and divide by 10, 100 and 1000</p> <p>Day 2: Place numbers with 2 and 3 decimal places on a line</p> <p>Day 3: Times tables</p> <p>Day 4: Read the 24-hour clock</p> <p>Day 5: Pairs to 60</p> | <p>Measures and data</p> <p>Day 1: 1. Convert between grams and kilograms, millilitres and litres (mainly to one decimal place).</p> <p>Day 2: 1. Convert between metres and kilometres. 2. Know approximate conversion between miles and km.</p> <p>3. Begin to draw line graph and read intermediate points.</p> <p>Day 3: 1. Know regularly used imperial units and approximate metric equivalents.</p> <p>Day 4: 1. Calculate time intervals using the 24-hour clock.</p> <p>Day 5: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals (up to 3 hours).</p> | <p>Measures and data</p> <p>Day 1: 1. Convert between grams and kilograms, millilitres and litres (to three decimal places).</p> <p>Day 2: 1. Convert between metres and kilometres. 2. Know approximate conversion between miles and km.</p> <p>3. Draw line graph and read intermediate points.</p> <p>Day 3: 1. Know regularly used imperial units and approximate metric equivalents.</p> <p>2. Draw line graph and read intermediate points.</p> <p>Day 4: 1. Calculate time intervals using the 24-hour clock. 2. Add lengths of times, giving an answer in hours and minutes.</p> <p>Day 5: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals (including over 3 hours).</p> |
| 10 A U T U M N | <p>Day 1: Factors</p> <p>Day 2: Count in $\frac{1}{4}$s and $\frac{1}{8}$s along a number line</p> <p>Day 3: Reading scales</p> <p>Day 4: Mental multiplication</p> <p>Day 5: Mental division</p> | <p>Shape and Fractions</p> <p>Day 1: 1. Use a range of mathematical vocabulary to describe 3D shapes. 2. Sort 3D shapes according to their properties using Carroll diagrams.</p> <p>Day 2: 1. Visualise 3D shapes from 2D representational drawings. 2. Describe properties of prisms and pyramids.</p> <p>Day 3: 1. Compare and order fractions with unrelated denominators.</p> <p>Day 4: 1. Add fractions with related denominators.</p> <p>Day 5: 1. Subtract fractions with related denominators.</p> | <p>Fractions</p> <p>Day 1: 1. Recognise nets for a cube.</p> <p>Day 2: 1. Make nets and use to make polyhedral.</p> <p>Day 3: 1. Compare and order fractions with unrelated denominators.</p> <p>Day 4: 1. Add fractions with unrelated denominators.</p> <p>Day 5: 1. Subtract fractions with unrelated denominators.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
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| 11 | <p>Day 1: Count in $\frac{1}{4}$s and $\frac{1}{8}$s along a number line</p> <p>Day 2: Revise addition facts to 20 and 100</p> <p>Day 3: Pairs to 60 and 100</p> <p>Day 4: Times tables</p> <p>Day 5: Factors and multiples</p> | <p>Addition and subtraction/ Multiplication and division</p> <p>Day 1: 1. Use place value to add and subtract. 2. Add and subtract near multiples.</p> <p>Day 2: 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers.</p> <p>Day 3: 1. Use short multiplication to multiply 3-digit amounts of money by single-digit numbers.</p> <p>Day 4: 1. Use column addition to add pairs of five-digit numbers (five-digit answers). 2. Use rounding to approximate answers.</p> <p>Day 5: 1. Use decomposition to subtract pairs of five-digit numbers.</p> | <p>Addition and subtraction/ Multiplication and division</p> <p>Day 1: 1. Use the grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 2: 1. Use long multiplication to multiply 3-digit numbers by numbers between 10 and 20.</p> <p>Day 3: 1. Use long multiplication to multiply 3-digit numbers by numbers between 20 and 30.</p> <p>Day 4: 1. Choose how to solve a mix of +, -, \times and \div mental and written calculations.</p> <p>Day 5: 1. Choose which operations are necessary to solve single-step and multi-step word problems.</p> |



Year 6 – Spring Term

GREEN – Place Value & Number

ORANGE – Addition & Subtraction

PURPLE – Multiplication & Division

GREY – Fractions/Decimals/Percentages/Ratio

BLUE – Geometry/Shape/Measures/Data

BROWN – Algebra

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|-------------------------------------|--|---|--|
| 1 S P R I N G | <p>Day 1: Place value in 5 and 6 -digit numbers.</p> <p>Day 2: Count on/back in 10s, 100s, 1000s from 5 and 6-digit numbers.</p> <p>Day 3: Add and subtract near multiples of 10, 100 and 1000 to 4-digit numbers.</p> <p>Day 4: Double 2 and 3-digit numbers.</p> <p>Day 5: Pairs to 100</p> | <p>Addition and place value</p> <p>Day 1: 1. Say what each digit represents in a 6-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 6-digit numbers.</p> <p>Day 2: 1. Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p> <p>Day 3: 1. Place 6-digit numbers on empty number lines. 2. Round 6-digit numbers to the nearest 100 to 1000.</p> <p>Day 4: 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature.</p> <p>Day 5: 1. Find a difference between a negative temperature and positive temperature.</p> | <p>Addition and place value</p> <p>Day 1: 1. Say what each digit represents in a 7-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 7-digit numbers.</p> <p>Day 2: 1. Add and subtract 1, 10, 100, 1000, 10,000, 100,000 and 1,000,000 to/from 7-digit numbers.</p> <p>Day 3: 1. Place 7-digit numbers on empty number lines. 2. Round 7-digit numbers to the nearest 10, 100, 1000, 10,000, 100,000 or 1,000,000.</p> <p>Day 4: 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature.</p> <p>Day 5: 1. Calculate intervals across zero.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|--|--|---|
| 2 S P R I N G | <p>Day 1: Place value in 4, 5 and 6-digit numbers.</p> <p>Day 2: Rounding whole numbers to nearest 1000, 10,000 and 100,000.</p> <p>Day 3: Add to the next whole number from a 2-place decimal number.</p> <p>Day 4: Mental \div, answer as fractions.</p> <p>Day 5: Find intervals using 24 hour clock.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Use place value to add and subtract. 2. Add and subtract near multiples of 100 and 1000.</p> <p>Day 2: 1. Use counting up (Frog) to subtract four digit-numbers from multiples of 1000. 2. Find all possibilities by working systemically.</p> <p>Day 3: 1. Subtract pairs of 2-digit numbers with one decimal place, choosing to count back or count up (Frog).</p> <p>Day 4: 1. Use Frog to find change from £100. 2. Use column addition to add 2 or 3 amounts of money.</p> <p>Day 5: 1. Use Frog to find the difference between amounts of money. 2. Estimate differences.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Add and subtract near multiples of integers including decimals (e.g. +/- 2.99, 3.02).</p> <p>Day 2: 1. Understand that calculations are carried out in a specific order: brackets first, then multiplication and division before addition and subtraction.</p> <p>Day 3: 1. Use knowledge of the order of operations and brackets to carry out calculations.</p> <p>Day 4: 1. Use Frog to find change from £100 or £200. 2. Use column addition to add 3 or 4 amounts of money.</p> <p>Day 5: 1. Solve multi-step word problems. 2. Use brackets to record the necessary calculations.</p> |
| 3 S P R I N G | <p>Day 1: 2 and 3-place decimals.</p> <p>Day 2: Adding to the next whole number from a 2-place decimal number.</p> <p>Day 3: Difference between negative numbers.</p> <p>Day 4: Add single digit numbers.</p> <p>Day 5: Place numbers with 2 and 3 decimal places on a line.</p> | <p>Place Value, Addition and subtraction</p> <p>Day 1: 1. Say what each digit represents in a number with 2 decimal places. 2. Use place value to add and subtract.</p> <p>Day 2: 1. Multiply and divide by 10, 100 and 1000 to give answers with two decimal places.</p> <p>Day 3: 1. Round numbers with 2 decimal places to the nearest whole and tenth.</p> <p>Day 4: 1. Add pairs of 3-digit numbers with 1 decimal place, 2 decimal places or both. 2. Use rounding to make an estimate.</p> <p>Day 5: 1. Add three 4-digit numbers with 2 decimal places. 2. Use rounding to make an estimate.</p> | <p>Place Value, Addition and subtraction</p> <p>Day 1: 1. Say what each digit represents in a number with 3 decimal places. 2. Use place value to add and subtract.</p> <p>Day 2: 1. Multiply and divide by 10, 100 and 1000 to give answers with three decimal places.</p> <p>Day 3: 1. Round numbers with 3 decimal places to the nearest whole, tenth and hundredth.</p> <p>Day 4: 1. Add pairs of numbers with 3 decimal place, or 2 and 3 decimal places. 2. Use rounding to make an estimate.</p> <p>Day 5: 1. Add pairs of numbers with 3 decimal places. 2. Use rounding to make an estimate.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|-------------------------------------|--|---|--|
| 4 S P R I N G | <p>Day 1: Revise finding lines of symmetry, properties of shape.</p> <p>Day 2: Pairs to 100, 1000.</p> <p>Day 3: Reading scales.</p> <p>Day 4: Times tables.</p> <p>Day 5: Round decimal numbers to nearest hundredth, tenth and whole.</p> | <p>Shape, Measures and data</p> <p>Day 1: 1. Plot points in two quadrants.</p> <p>2. Draw polygons and identify the co-ordinates of their vertices.</p> <p>Day 2: 1. Translate polygons on a grid in one direction.</p> <p>2. Begin to predict the new co-ordinates after a translation in one direction.</p> <p>Day 3: 1. Reflect polygons in the y-axis.</p> <p>2. Begin to predict the new co-ordinates after a reflection in the y-axis.</p> <p>Day 4: 1. Draw line graphs of times tables.</p> <p>2. Revise the times tables.</p> <p>Day 5: 1. Draw conversion graphs and read off intermediate values.</p> <p>2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> | <p>Shape, Measures and data</p> <p>Day 1: 1. Plot points in four quadrants.</p> <p>2. Draw polygons and identify the co-ordinates of their vertices.</p> <p>Day 2: 1. Reflect polygons in the y-axis and x-axis.</p> <p>2. Begin to predict the new co-ordinates after a reflection in the y-axis or x-axis.</p> <p>3. Describe a translation.</p> <p>Day 3: 1. Interpret and compare pie charts.</p> <p>Day 4: 1. Construct pie charts, working out how big each segment needs to be in degrees.</p> <p>Day 5: 1. Draw conversion graphs and read off intermediate values.</p> <p>2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|--|---|--|
| 5 S P R I N G | <p>Day 1: Divisibility by 3, 8, or 9.</p> <p>Day: Double 3-digit numbers.</p> <p>Day 3: Halve 3-digit numbers.</p> <p>Day 4: Graphs (interpret data).</p> <p>Day 5: Times table bingo.</p> | <p>Multiplication and division, Place value</p> <p>Day 1: 1. Find the highest common factor of three 2-digit numbers. 2. Find the lowest common multiple of at least 3 single-digit numbers.</p> <p>Day 2: 1. Use mental strategies to multiply two and 3-digit numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication.</p> <p>Day 3: 1. Use mental strategies to divide 'friendly' numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication.</p> <p>Day 4: 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.</p> <p>Day 5: 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.</p> | <p>Multiplication and division, Place value</p> <p>Day 1: 1. Solve problems involving rate.</p> <p>Day 2: 1. Use mental strategies to scale up.</p> <p>Day 3: 1. Use mental strategies to scale down.</p> <p>Day 4: 1. Use tables facts and place value to multiply and divide numbers with up to 2 decimal places.</p> <p>Day 5: 1. Use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate.</p> |
| 6 S P R I N G | <p>Day 1: Convert improper fractions and mixed numbers.</p> <p>Day 2: Find fractions of amounts within tables.</p> <p>Day 3: Division facts.</p> <p>Day 4: Mental division.</p> <p>Day 5: Add/subtract 0.1/0.01s.</p> | <p>Fractions and number</p> <p>Day 1: 1. Compare and order fractions with related denominators.</p> <p>Day 2: 1. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.</p> <p>Day 3: 1. Use mental division strategies to find unit fractions of amounts.</p> <p>Day 4: 1. Find non-unit fractions of amounts.</p> <p>Day 5: 1. Find fractions, multiply and divide to solve word problems.</p> | <p>Fractions and number</p> <p>Day 1: 1. Compare and order fractions with unrelated denominators.</p> <p>Day 2: 1. Know decimal equivalents for halves, quarters, fifths, eighths, tenths and hundredths.</p> <p>Day 3: 1. Use mental division strategies to find non-unit fractions of amounts.</p> <p>Day 4: 1. Recognise equivalent fractions, decimals and percentages.</p> <p>Day 5: 1. Find percentages of amounts.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|---|--|---|
| 7 S P R I N G | <p>Day 1: Times tables</p> <p>Day 2: Find highest common factors</p> <p>Day 3: Doubles and halves</p> <p>Day 4: Find the lowest common multiple</p> <p>Day 5: Units of time</p> | <p>Multiplication and division, fractions</p> <p>Day 1: 1. Multiply unit fractions by whole numbers, writing any improper fractions as mixed numbers.</p> <p>Day 2: 1. Multiply non-unit fractions by whole numbers, writing any improper fractions as mixed numbers.</p> <p>Day 3: 1. Use short division to divide 3-digit numbers by single-digit numbers.</p> <p>Day 4: 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor.</p> <p>Day 5: 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. 2. Divide any remainders to give fractions.</p> | <p>Multiplication and division, fractions</p> <p>Day 1: 1. Multiply pairs of fractions.</p> <p>Day 2: 1. Divide fractions by whole numbers.</p> <p>Day 3: 1. Multiply pairs of fractions and divide fractions by whole numbers.</p> <p>Day 4: 1. Use long division to divide 3-digit numbers by 2-digit numbers.</p> <p>Day 5: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.</p> |
| 8 S P R I N G | <p>Day 1: Round decimals to the nearest whole, tenth or hundredth</p> <p>Day 2: Compare numbers with 2 decimal places and position on a line</p> <p>Day 3: Multiply and divide by 10/100/1000</p> <p>Day 4: Multiply by 100 and 1000</p> <p>Day 5: Multiply 3 numbers together</p> | <p>Shape and measure</p> <p>Day 1: 1. Find the perimeters of rectangles and composite shapes.</p> <p>Day 2: 1. Work out the missing lengths of sides in order to find perimeters.</p> <p>Day 3: 1. Find the area of rectangles including squares by multiplying the lengths of two adjacent sides together.</p> <p>Day 4: 1. Estimate then count to find the area of irregular shapes. 2. Calculate the area from scale drawings.</p> <p>Day 5: 1. Estimate and find the volume of shapes by making it with cm cubes. 2. Use factors to find different cuboids with the same volume.</p> | <p>Shape and measure</p> <p>Day 1: 1. Find a formula to find the area of a triangle.</p> <p>Day 2: 1. Find a formula to find the area of a parallelogram.</p> <p>Day 3: 1. Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Day 4: 1. Understand and use a formula to find the volume of cuboids. 2. Know that volume is measured in cm^3, m^3 or km^3.</p> <p>Day 5: 1. Find volumes of cuboids using prime factors.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|--------------------------------------|--|---|---|
| 9 S P R I N G | <p>Day 1: Round 4-digit numbers to nearest 10, 100 or 1000</p> <p>Day 2: Pairs to 100/1000</p> <p>Day 3: Revise subtraction facts to 20/100</p> <p>Day 4: Finding change from £1, £10, £20</p> <p>Day 5: Count up to the next 1000, 10,000</p> | <p>Place Value , Addition and subtraction, Shape and measure</p> <p>Day 1: 1. Use place value to add and subtract to/from 6-digit numbers.</p> <p>Day 2: 1. Compare 6-digit numbers. 2. Round 6-digit numbers to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Day 3: 1. Use decomposition to subtract pairs of 5-digit numbers.</p> <p>Day 4: 1. Use decomposition to subtract pairs of 5-digit numbers including where there is a zero in the first number.</p> <p>Day 5: 1. Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers. 2. Solve word problems.</p> | <p>Place Value , Addition and subtraction, Shape and measure</p> <p>Day 1: 1. Solve problems involving similar shapes where the scale factor is known. 2. Find areas of triangles, rectangles and parallelograms.</p> <p>Day 2: 1. Solve problems involving similar shapes where the scale factor can be found.</p> <p>Day 3: 1. Use ratio to solve problems, e.g. to adapt a recipe for a different number of people.</p> <p>Day 4: 1. Solve problems involving fractions and ratios.</p> <p>Day 5: 1. Use fractions and percentages to describe proportions.</p> |
| 10 S P R I N G | <p>Day 1: Place 6-digit no.'s on a number line</p> <p>Day 2: Place value additions and subtractions</p> <p>Day 3: Pairs with a total of 1 metre, 10 metre</p> <p>Day 4: Subtracting numbers with 2 decimal place</p> <p>Day 5: Reading scales</p> | <p>Number, Addition and subtraction, Algebra</p> <p>Day 1: 1. Multiply and divide by 10, 100 and 1000 (answers with 2 or fewer decimal places).</p> <p>Day 2: 1. Place numbers with two decimal places on an empty line, round to the nearest tenth or whole.</p> <p>Day 3: 1. Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places.</p> <p>Day 4: 1. Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places, e.g. $3.2 - 1.78$ and $5.34 - 3.7$.</p> <p>Day 5: 1. Solve single and two-step word problems involving subtraction. 2. Choose an appropriate strategy to solve subtraction.</p> | <p>Number, Addition and subtraction, Algebra</p> <p>Day 1: 1. Multiply and divide by 10, 100 and 1000 (answers with 3 or fewer decimal places). 2. Identify missing functions.</p> <p>Day 2: 1. Understand and use simple formulae.</p> <p>Day 3: 1. Solve simple equations. 2. Find pairs of numbers which satisfy pairs of equations.</p> <p>Day 4: 1. Continue and describe linear sequences. 2. Work out the 10th term without working out the all the terms up to that point. 3. Generalise the nth term.</p> <p>Day 5: 1. Continue and describe linear sequences. 2. Work out the 10th term without working out the all the terms up to that point. 3. Generalise the nth term.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|----|--|--|---|
| 11 | <p>Day 1: Count in 1/4s and 1/8s</p> <p>Day 2: Addition facts to 20, 100</p> <p>Day 3: Pairs to 100, 1000</p> <p>Day 4: Factors and multiples</p> <p>Day 5: Times table bingo</p> | <p>Addition and subtraction, Multiplication and division</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. 2. Make approximations.</p> <p>Day 2: 1. Use short division to divide 4-digit numbers by single-digit numbers.</p> <p>Day 3: 1. Use column addition to add pairs of 5-digit numbers, three 4-digit numbers, and 4-digit numbers to 5-digit numbers.</p> <p>Day 4: 1. Add and subtract pairs of 5-digit numbers. 2. Make and test predictions, generate rules.</p> <p>Day 5: 1. Use place value to add and subtract to and from 5-digit numbers. 2. Add and subtract near multiples of 100, 1000 and 10,000.</p> | <p>Addition and subtraction, Multiplication and division</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. 2. Make approximations.</p> <p>Day 2: 1. Use short division to divide 4-digit numbers by single-digit numbers. 2. Divide remainders to give fractions/decimals, decide whether to round up or down.</p> <p>Day 3: 1. Use long multiplication to multiply 3-digit numbers, then 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate.</p> <p>Day 4: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Make approximations.</p> <p>Day 5: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.</p> |



Year 6 – Summer Term

GREEN – Place Value & Number

ORANGE – Addition & Subtraction

PURPLE – Multiplication & Division

GREY – Fractions/Decimals/Percentages/Ratio

BLUE – Geometry/Shape/Measures/Data

BROWN – Algebra

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|-------------------------------------|--|---|--|
| 1 S U M M E R | <p>Day 1: Times tables</p> <p>Day 2: 2 and 3-place decimals</p> <p>Day 3: Times tables</p> <p>Day 4: Reading Scales</p> <p>Day 5: Units of time</p> | <p>Number, place value and time</p> <p>Day 1: 1. Compare negative numbers on a line. 2. Order negative and positive numbers.</p> <p>Day 2: 1. Count back in steps through zero.</p> <p>Day 3: 1. Add and subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p> <p>Day 4: 1. Place 6-digit numbers on landmarked lines and empty lines.</p> <p>Day 5: 1. Round 6-digit numbers to the nearest 1000, 10,000, and 100,000.</p> | <p>Number, place value and time</p> <p>Day 1: 1. Order fractions with different denominators. 2. Label positive and negative numbers on a number line.</p> <p>Day 2: 1. Order decimals and place on a line.</p> <p>Day 3: 1. Recognise multiples of 2 to 10 up to the 10th multiple. 2. Find common multiples. 3. Find factors of 2-digit numbers.</p> <p>Day 4: 1. Read and interpret scales on a range of measuring instruments. 2. Know equivalent units of measure.</p> <p>Day 5: 1. Tell the time on digital and analogue clocks. 2. Read and use timetables using the 24-hr clock.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|-------------------------------------|--|--|--|
| 2 S U M M E R | Day 1: Place value additions and subtractions | <p>Number, Addition and subtraction and Measures</p> <p>Day 1: 1. Read and write Roman numerals to 1000 (M).</p> <p>Day 2: 1. Recognise years written in Roman numerals.</p> <p>Day 3: 1. Say what each digit represents in a number with 2 decimal places. 2. Round numbers with 2 decimal places to the nearest whole or tenth. 3. Say a number in between a pair of numbers with 2 decimal places.</p> <p>Day 4: 1. Say what each digit represents in a number with 3 decimal places. 2. Write place value additions and subtractions.</p> <p>Day 5: 1. Multiply and divide by 10, 100 and 100 to give answers with 1, 2 or 3 decimal places.</p> | <p>Number, Addition and subtraction and Measures</p> <p>Day 1: 1. Add two-, three- or 4-digit numbers including decimals using mental or written methods.</p> <p>Day 2: 1. Subtract two-, three- or 4-digit numbers including decimals using mental or written methods.</p> <p>Day 3: 1. Solve word problems. 2. Use inverse operations to solve missing number problems.</p> <p>Day 4: 1. Calculate the area and perimeter of rectangles. 2. Count whole and half squares to find the area of irregular shapes.</p> <p>Day 5: 1. Find the perimeter of compound shapes. 2. Find the area of right-angled triangles and compound shapes.</p> |
| | Day 2: Place value additions and subtractions | | |
| | Day 3: Mixed addition/subtraction facts bingo | | |
| | Day 4: Times tables | | |
| | Day 5: Multiplying three numbers | | |
| 3 S U M M E R | Day 1: Times tables | <p>Multiplication, division and Percentages</p> <p>Day 1: 1. Multiply and divide numbers mentally drawing upon known facts. 2. Express remainders as fractions.</p> <p>Day 2: 1. Solve word problems using mental multiplication or division.</p> <p>Day 3: 1. Begin to understand percentages as part out of 100.</p> <p>Day 4: 1. Know common equivalence between fraction and percentages.</p> <p>Day 5: 1. Use equivalence with fractions to find percentages.</p> | <p>Multiplication, division and Percentages</p> <p>Day 1: 1. Multiply 3 and 2-digit numbers by 2 and 1-digit numbers including decimals choosing an appropriate method and showing workings.</p> <p>Day 2: 1. Divide 3 and 2-digit numbers by 2 and 1-digit numbers including decimals choosing an appropriate method and showing workings.</p> <p>Day 3: 1. Solve mystery number-type problems.</p> <p>Day 4: 1. Solve and write equalities. 2. Solve number puzzles.</p> <p>Day 5: 1. Solve problems involving percentages.</p> |
| | Day 2: Times tables | | |
| | Day 3: Multiplication and division facts | | |
| | Day 4: Divide by 10, 100 and 1000 | | |
| | Day 5: Percentages | | |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|-------------------------------------|---|--|---|
| 4 S U M M E R | Day 1: 24-hour clock | <p>Shape and data</p> <p>Day 1: 1. Measure and draw angles using a protractor to the nearest degree.</p> <p>Day 2: 1. Recognise acute, right, obtuse and reflex angles.</p> <p>Day 3: 1. Use a pair of compasses to draw circle. 2. Know that angles in straight line add up to 180° and use this to work out missing angles. 3. Use a protractor to measure angles.</p> <p>Day 4: 1. Know that angles in straight line add up to 360° and use this to work out missing angles.</p> <p>Day 5: 1. Draw polygons to given dimensions and angles.</p> | <p>Shape and data</p> <p>Day 1: 1. Visualise and draw on grids where a shape will be after rotation through 90 or 180 degrees about its centre or about one of its vertices. 2. Use a 360° protractor to measure angles to the nearest degree.</p> <p>Day 2: 1. Classify and describe 2D shapes, using a range of vocabulary.</p> <p>Day 3: 1. Draw and interpret frequency tables and bar graphs of grouped data. 2. Find the range and mode of a group of data.</p> <p>Day 4: 1. Understand the concept of average, find range, mode, median and mean.</p> <p>Day 5: 1. Interpret a range of graphs including pie charts.</p> |
| | Day 2: Quickly find complements to 100 | | |
| | Day 3: Find the complement to 180 | | |
| | Day 4: All times tables | | |
| | Day 5: Interpret data (graphs) | | |
| 5 S U M M E R | Day 1: Equivalent fractions | <p>Fractions and subtraction</p> <p>Day 1: 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers.</p> <p>Day 2: 1. Add and subtract fractions with related denominators.</p> <p>Day 3: 1. Add and subtract mixed numbers with related denominators.</p> <p>Day 4: 1. Use column subtraction to subtract pairs of 5-digit numbers.</p> <p>Day 5: 1. Choose counting up (Frog), counting back or column subtraction</p> | <p>Fractions and subtraction</p> <p>Day 1: 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers.</p> <p>Day 2: 1. Add and subtract fractions with related denominators.</p> <p>Day 3: 1. Add and subtract mixed numbers with related denominators. 2. Begin to subtract mixed numbers where the first needs to be broken down, e.g. $4\frac{1}{2} - 2\frac{3}{4}$.</p> <p>Day 4: 1. Use column subtraction to subtract pairs of 6-digit numbers.</p> <p>Day 5: 1. Choose counting up (Frog), counting back or column subtraction</p> |
| | Day: Count in steps of $\frac{1}{8}$ | | |
| | Day 3: Fractions with a total of 1 | | |
| | Day 4: Quick subtraction facts to 20 | | |
| | Day 5: Complements to 1000s. | | |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
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| 6 S U M M E R | <p>Day 1: All times tables</p> <p>Day 2: Find unit fractions of amounts within tables.</p> <p>Day 3: Halve 2 and 3-digit numbers</p> <p>Day 4: Times table bingo</p> <p>Day 5: Division facts for the 5-10 times table</p> | <p>Multiplication/division and ratio</p> <p>Day 1: 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers.</p> <p>Day 2: 1. Solve problems requiring scaling by simple fractions.</p> <p>Day 3: 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3.</p> <p>Day 4: 1. Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder.</p> <p>Day 5: 1. Use short division to divide 4-digit numbers by single-digit numbers, expressing remainders as fractions.</p> | <p>Multiplication/division and ratio</p> <p>Day 1: 1. Find lowest common multiples of single-digit numbers and highest common factors of 2-digit numbers.</p> <p>Day 2: 1. Solve problems requiring scaling by simple fractions.</p> <p>Day 3: 1. Recognise prime numbers up to 50. 2. Investigate a general statement.</p> <p>Day 4: 1. Recognise and extend number sequences. 2. Use a calculator and interpret the display.</p> <p>Day 5: 1. Find and use ratios. 2. Interpret and round answers with decimals places on the calculator.</p> |
| 7 S U M M E R | <p>Day 1: Double and halve 3-digit numbers.</p> <p>Day 2: Multiply multiples of ten by 2-digit numbers.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Multiply by multiples of 10.</p> <p>Day 5: Division facts for the 5-10 times table.</p> | <p>Multiplication and division</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: 1. Use grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 4: 1. Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20).</p> <p>Day 5: 1. Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).</p> | <p>Multiplication and division</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: 1. Use long division to divide 3-digit numbers by 2-digit numbers.</p> <p>Day 4: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Make and test general statements.</p> <p>Day 5: 1. Use long or short division to divide 3-digit numbers by 12. 2. Make and test general statements.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|---------------------------------|--|--|---|
| 8 S U M M E R | <p>Day 1: Units of time.</p> <p>Day 2: Pairs to 60.</p> <p>Day 3: Graphs (interpret data)</p> <p>Day 4: Reading scales.</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p> | <p>Time, Line Graphs and rate</p> <p>Day 1: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals.</p> <p>Day 2: 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later.</p> <p>Day 3: 1. Draw and interpret line graphs and read intermediate points.</p> <p>Day 4: 1. Draw and interpret line graphs and read intermediate points. 2. Begin to understand the concept of a constant rate.</p> <p>Day 5: 1. Solve problems involving rate.</p> | <p>Time, Line Graphs and rate</p> <p>Day 1: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals.</p> <p>Day 2: 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later including across midnight.</p> <p>Day 3: 1. Begin to draw and interpret scatter graphs.</p> <p>Day 4: 1. Draw and interpret line graphs and read intermediate points. 2. Understand the concept of a constant rate.</p> <p>Day 5: 1. Solve problems involving rate.</p> |
| 9 S U M M E R | <p>Day 1: Count on and back in steps of 0.001.</p> <p>Day 2: Round numbers with 2 and 3 decimal places to the nearest whole.</p> <p>Day 3: Find complement to the next whole.</p> <p>Day 4: Subtract 2 and 3-digit numbers mentally.</p> <p>Day 5: Find the change from £10, £20.</p> | <p>Decimals and subtraction</p> <p>Day 1: 1. Understand place value in numbers with three decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres.</p> <p>Day 2: 1. Compare and order numbers with three decimal places and place on a line.</p> <p>Day 3: 1. Use counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems.</p> <p>Day 5: 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.</p> | <p>Decimals and subtraction</p> <p>Day 1: 1. Understand place value in numbers with 3 decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres. 3. Compare and order numbers with 1, 2 or 3 decimal places and place on a line.</p> <p>Day 2: 1. Convert fractions to decimals using a calculator, including recurring decimals.</p> <p>Day 3: 1. Use counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems.</p> <p>Day 5: 1. Use counting up (Frog) to find change from £100. 2. Solve problems involving addition and subtraction of money.</p> |

| Wk | Starter | Y5: Weekly Objectives | Y6: Weekly Objectives |
|--------------------------------------|--|---|---|
| 10 S U M M E R | <p>Day 1: Multiplication facts.</p> <p>Day 2: Division facts.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Convert improper fraction to mixed numbers.</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p> | <p>Multiplication and Fractions</p> <p>Day 1: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 2: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 3: 1. Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30. 2. Use rounding to estimate answers.</p> <p>Day 4: 1. Multiply fractions by whole numbers. 2. Simplify fraction answers.</p> <p>Day 5: 1. Multiply mixed numbers by whole numbers. 2. Use brackets.</p> | <p>Multiplication and Fractions</p> <p>Day 1: 1. Describe and predict patterns.</p> <p>Day 2: 1. Describe and predict patterns.</p> <p>Day 3: 1. Make and test predictions.</p> <p>Day 4: 1. Read recurring displays on a calculator. 2. Convert fractions to decimals using a calculator. 3. Know common fraction and decimal equivalents</p> <p>Day 5: 1. Convert fractions to decimals using a calculator.</p> |
| 11 S U M M E R | <p>Day 1: Negative numbers.</p> <p>Day 2: Place value in numbers with three decimal places.</p> <p>Day 3: Division facts.</p> <p>Day 4: 24 hour clock.</p> <p>Day 5: Double and halve numbers with 2 decimal places</p> | <p>Addition and subtraction, Multiplication and Division</p> <p>Day 1: 1. Use column addition to add 4- and 5-digit whole numbers, decimals and money.</p> <p>Day 2: 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use.</p> <p>Day 3: 1. Use short division to divide 4-digit numbers, expressing remainders as fractions.</p> <p>Day 4: 1. Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: 1. Work out missing numbers in equations and write their own equations.</p> | <p>Addition and subtraction, Multiplication and Division</p> <p>Day 1: 1. Use column addition to add 4- and 5-digit whole numbers, decimals and money.</p> <p>Day 2: 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use.</p> <p>Day 3: 1. Interpret a rounding error, e.g. 6.9999999 as 7 on calculators. 2. Read recurring displays e.g. 0.3333333 and know that it represents a third.</p> <p>Day 4: 1. Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: 1. Use the Ac/CE buttons on a calculator. 2. Begin to use the memory (M+, M- and MR) keys.</p> |