

Year 6 Medium Term Planning

Week	Maths topic covered	TS	Objectives covered
1	Ordering numbers and place value	TS1 (5 days)	<ul style="list-style-type: none"> Revise understanding of what each digit represents in a numbers with up to two decimal places Revise using decimal notation for tenths and hundredths Begin to recognise and use decimals with three places Order numbers with up to two decimal places (including different numbers of places) and place them on a number line Round a number with two decimal places to the nearest tenth or to the nearest whole number
2	Ordering numbers and place value Measures: area and perimeter	TS1 (last day) TS_M1 (4 days)	<ul style="list-style-type: none"> Give a number between two numbers with one decimal place, e.g. 2.5 and 2.6, and use correctly the symbols for $>$, $<$ and $=$ Count on and back in steps of 0.1, 0.25 Measure and calculate the perimeter of rectilinear shapes Measure and calculate the area of rectilinear shapes Estimate the area of an irregular shape by counting squares Calculate the perimeter of simple compound shapes that can be split into rectangles Calculate the area of simple compound shapes that can be split into rectangles
3	Shape: 2-D shapes and 3-D solids, angles	TS_S1 (5 days)	<ul style="list-style-type: none"> Describe, identify and visualise parallel and perpendicular edges or faces Use the properties of 2D and 3D shapes to classify 2-D shapes and 3-D solids Visualise 3-D shapes from 2-D drawings and identify different nets for a closed cube Use Venn and Carroll diagrams to show information about shapes Sort and classify quadrilaterals using criteria such as parallel sides, equal sides, equal angles and lines of symmetry Make and draw shapes with increasing accuracy Estimate angles and use a protractor to measure these Draw angles, using a protractor, on their own and in shapes Calculate angles on a straight line, in a triangle or around a point
4	Mental multiplication and division	TS2 (5 days)	<ul style="list-style-type: none"> Revise multiplying two-digit numbers by single digit numbers by partitioning, e.g. $47 \times 6 = (40 \times 6) + (7 \times 6)$ Use brackets Revise dividing two-digit numbers by single-digit numbers, including leaving a remainder Decide whether to group or share (including halving and quartering) to solve division Give an answer to a division as a mixed number when the divisor is 2, 4, 5, 10 or 100, e.g. $39 \div 4 = 9\frac{3}{4}$ Double quickly any two-digit number e.g. 78, 7.8, 0.78, and derive the corresponding halves Double multiples of 10 to 1000, e.g. double 360, and derive the corresponding halves

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5	Written methods for multiplication and division	TS3 (5 days)	<ul style="list-style-type: none"> • Multiply pairs of multiples of 10, e.g. 30×40, or of 10 and 100, e.g. 600×40 • Approximate first before calculating • Revise using the grid method to multiply three-digit numbers by single digit numbers and to multiply two-digit numbers by two-digit numbers • Use the grid method to multiply four-digit numbers by single-digit numbers • Revise using chunking on the ENL to divide three-digit numbers by single digit numbers, including those leaving a remainder • Decide whether to round up or down after division
6	Fractions, percentages, ratio and proportion	TS4 (5 days)	<ul style="list-style-type: none"> • Revise finding fractions of shapes • Change an improper fraction to a mixed number, e.g. $33/8$ to $4 \frac{1}{8}$ • Recognise equivalence between fractions e.g. between $1/16$s, $1/8$s, $1/4$s and $1/2$s; and between $1/100$s, $1/10$s and $1/2$s • Reduce a fraction to its simplest form • Relate finding fractions to division and use them as operators to find fractions including several tenths and hundredths of quantities • Understand percentage as the number of parts in every 100, and express halves, quarters, tenths and hundredths as percentages • Find simple percentages of whole number quantities e.g. 10%, 20%, 40% and 80 % by doubling, and 25% by finding a quarter • Revise using ratio and proportion to describe the relationship between quantities, e.g. 3 red beads for every 2 blue beads, 3 out of every 5 beads are red • Solve simple problems involving direct proportion by scaling quantities up or down
Half term			
7	Reasoning and explaining Handling data: frequency tables, bar charts, pie charts and line graphs	TS5 (3 days) TS_D1 (first 2 days)	<ul style="list-style-type: none"> • Explain methods and reasoning orally • Make general statements about odd and even numbers including their products • Recognise and extend number sequences • Revise finding factors of two-digit numbers • Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask • Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs • Interpret pie charts
8	Handling data: frequency tables, bar charts, pie	TS_D1 (last 2)	<ul style="list-style-type: none"> • Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask • Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs

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	charts and line graphs Mental and written addition and subtraction	days) TS6 (first 3 days)	<ul style="list-style-type: none"> • Interpret pie charts • Add or subtract mentally a near multiple of 10, 100 or 1000, or a near multiple of £1 and adjust, e.g. 3127 + 4998, 5678 -1996. £5.00 ± £2.99 • Use strategies for adding or subtracting two-digit whole numbers, and place value to add or subtract three-digit multiples of 10 and pairs of decimals
9	Mental and written addition and subtraction	TS6 (5 days)	<ul style="list-style-type: none"> • Add or subtract mentally a near multiple of 10, 100 or 1000, or a near multiple of £1 and adjust, e.g. 3127 + 4998, 5678 -1996. £5.00 ± £2.99 • Use strategies for adding or subtracting two-digit whole numbers, and place value to add or subtract three-digit multiples of 10 and pairs of decimals • Approximate first before calculating • Revise using vertical addition to add pairs of four-digit numbers • Revise adding two numbers with the same number of decimal places using vertical addition, including amounts of money, e.g. £35.75 + £26.78 • Revise subtracting four digit numbers by counting up, e.g. 5431 - 2789 • Subtract four digit numbers using decomposition • Subtract numbers with the same number of decimal places by counting up, including amounts of money, e.g. 25.3 - 15.7, 5.24 - 2.76, £50.00 - £26.78 • Choose an efficient method to subtract by choosing for a variety of calculations such as 5412 - 3006, 1524 - 320 or 1524 - 978
10	Mental and written addition and subtraction Using a calculator	TS6 (last 2 days) TS7 (3 days)	<ul style="list-style-type: none"> • Choose an efficient method to subtract by choosing for a variety of calculations such as 5412 - 3006, 1524 - 320 or 1524 - 978 • Choose mental, written or calculator methods to work out addition and subtraction calculations • Approximate first before calculating • Select the correct sequence to carry out calculations needing more than one step • Recognise a negative answer • Know how to clear a calculation and how to clear the last entry • Use the decimal point • Enter and interpret money calculations

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			<ul style="list-style-type: none"> • Check with a different order (e.g. when adding a long list of numbers) or by using the inverse • Choose mental, written or calculator methods to work out addition and subtraction calculations
11	Problem solving	TS8 (5 days)	<ul style="list-style-type: none"> • Use all four operations to solve single- and multi-step word problems • Use brackets • Decide whether to round up or down after division • Solve mathematical puzzles • Use ordered lists/systematic working to find all possibilities • Solve logic problems
12	Assess and review	TS9 (5 days)	<ul style="list-style-type: none"> • Understand what each digit represents in a numbers with up to two decimal places • Begin to recognise and use numbers with three decimal places • Order numbers with up to three decimal places (including different numbers of places) and place them on a number line • Recognise equivalence between fractions e.g. between $\frac{1}{16}$s, $\frac{1}{8}$s, $\frac{1}{4}$s, and $\frac{1}{2}$s; $\frac{1}{100}$s, $\frac{1}{10}$s, and $\frac{1}{2}$s • Understand percentage as the number of parts in every 100 and express halves, quarters, tenths and hundredths as percentages • Compare fractions and percentages • Find simple percentages of shapes and of whole number quantities e.g. 10%, 20%, 40% and 80 % by doubling, and 25% by finding a quarter • Multiply two-digit numbers by single digit numbers by partitioning, e.g. $47 \times 6 = (40 \times 6) + (7 \times 6)$ • Divide two-digit numbers by single-digit numbers, including those leaving a remainder • Give an answer to a division as a mixed number, e.g. $39 \div 4 = 9\frac{3}{4}$ • Approximate first before calculating • Revise using the grid method to multiply three-digit numbers by single-digit numbers and to multiply two-digit numbers by two-digit numbers • Use the grid method to multiply four-digit numbers by single-digit numbers • Using chunking on the ENL to divide three-digit numbers by single digit numbers, including those leaving a remainder • Revise adding two numbers with the same number of decimal places using vertical addition, including amounts of money, e.g. $\pounds 35.75 + \pounds 26.78$ • Revise subtracting four digit numbers by counting up, e.g. $5431 - 2789$ • Choose mental, written or calculator methods to work out addition and subtraction calculations

