



Year 1-6 Long Term Curriculum Coverage & Sequence of Lessons  
*(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)*

**Mathematics: Year 6 - Term 1 & 2**

Year 6	Term 1					
Week 1: Number/ Place value	Week 2: Number/Place Value	Week 3: Four Operations	Week 4: Four Operations	Week 5: Four Operations	Week 6: Four Operations	Week 7: Four Operations
<ul style="list-style-type: none"> <li>- To work with numbers up to 10 000 000 and know what each digit represents. <b>Y6:NP1</b></li> <li>- To round a whole number as requested - for example to the nearest 10 or 1000 or 100000. <b>Y6:NP2</b></li> </ul>	<ul style="list-style-type: none"> <li>- I understand and use negative numbers in my work, for example - working out how much is between - 7 and +8. <b>Y6:NP3</b></li> <li>- To solve number and practical problems that involve large numbers, rounding and negative numbers. <b>Y6:NP4</b></li> </ul>	<ul style="list-style-type: none"> <li>- To multiply 4 digit numbers by a two-digit number (for example <math>4307 \times 34</math>) using the written method of long multiplication. <b>Y6:ASMD1</b></li> <li>- To divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder. <b>Y6:ASMD2</b></li> </ul>	<ul style="list-style-type: none"> <li>- To choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible. <b>Y6:ASMD3</b></li> <li>- To multiply, divide, add and subtract large numbers in my head. <b>Y6:ASMD4</b></li> </ul>	<ul style="list-style-type: none"> <li>- I identify common factors, common multiples and prime numbers. <b>Y6:ASMD5</b></li> <li>- I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems. <b>Y6:ASMD6</b></li> </ul>	<ul style="list-style-type: none"> <li>- To solve addition and subtraction multi-step problems, deciding where to add or subtract. <b>Y6:ASMD7</b></li> <li>- To solve problems involving addition, subtraction, multiplication and division. <b>Y6:ASMD8</b></li> </ul>	<p>I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct. <b>Y6:ASMD9</b></p>
Year 6	Term 2					
Week 1: Fractions	Week 2: Fractions	Week 3: Fractions	Week 4: Fractions & Decimals	Week 5: Assessments	Week 6: Fractions & Decimals	Week 7: % / Decimals
<ul style="list-style-type: none"> <li>- To use common factors to simplify fractions and use common multiples to express fractions in the same denomination. <b>Y6:FD1</b></li> <li>- I add fractions with different denominators and mixed numbers. <b>Y6:FD3</b></li> </ul>	<ul style="list-style-type: none"> <li>- I subtract fractions with different denominators and mixed numbers. <b>Y6:FD3</b></li> <li>- To multiply fractions such as <math>1/4 \times 1/2 = 1/8</math>. <b>Y6:FD4</b></li> </ul>	<ul style="list-style-type: none"> <li>- I know how to divide proper fractions by whole numbers [for example, <math>1/3 \div 2 = 1/6</math>]. <b>Y6:FD5</b></li> <li>- To compare and order fractions, including fractions greater than 1. <b>Y6:FD2</b></li> </ul>	<ul style="list-style-type: none"> <li>- To change a fraction into a decimal - for example, To change <math>3/8</math> to 0.375 by dividing 1 by 8 and multiplying by 3. <b>Y6:FD6</b></li> <li>- I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and <math>1/2</math>. <b>Y6:FD11</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Week</li> </ul>	<ul style="list-style-type: none"> <li>- To solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000. <b>Y6:FD10</b></li> <li>- To multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places. <b>Y6:FD7</b></li> </ul>	<ul style="list-style-type: none"> <li>- To find the percentage of an amount - such as finding 15 per cent of 360. <b>Y6:R2</b></li> <li>- To multiply numbers such as 1.45 by a one digit number - for example <math>1.45 \times 7</math>. <b>Y6:FD8</b></li> </ul>



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**Mathematics: Year 6 - Term 3 & 4**

Year 6	Term 3					
Week 1: Decimals cont.	Week 2: Measurement	Week 3: Measurement	Week 4: Measurement	Week 5: Assessments	Week 6: Measurement/Algebra	
<ul style="list-style-type: none"> <li>- I use written division methods in cases where the answer has up to two decimal places. <b>Y6:FD9</b></li> </ul>	<ul style="list-style-type: none"> <li>- I solve problems about different units of measures with three decimal places. <b>Y6:M1</b></li> <li>- To convert measurements of length, weight, volume and time up to three decimal places in length (for example <math>0.345\text{kg} = 345\text{g}</math>). <b>Y6:M2</b></li> </ul>	<ul style="list-style-type: none"> <li>- I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas. <b>Y6:M4</b></li> <li>- To use a formulae for area and volume of shapes. <b>Y6:M5</b></li> </ul>	<ul style="list-style-type: none"> <li>- To calculate the area of parallelograms and triangles. <b>Y6:M6</b></li> <li>To work with the volume of cubes and cuboids using cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and other units too such as <math>\text{mm}^3</math> and <math>\text{km}^3</math>. <b>Y6:M7</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Week</li> </ul>	<ul style="list-style-type: none"> <li>- To convert between miles and kilometres. <b>Y6:M3</b></li> <li>- I know how to use simple formulae such as <math>n - 10 = 2</math>. <b>Y6:A1</b></li> </ul>	
Year 6	Term 4					
Week 1: Algebra	Week 2: Algebra	Week 3: Shape	Week 4: Shape	Week 5: Assessments	Week 6: Shape	
<ul style="list-style-type: none"> <li>- To create a sequence of numbers that follow a rule. <b>Y6:A2</b></li> <li>- To use a letter (such as <math>n</math> or <math>x</math>) to show a missing number - such as <math>10 - x = 5</math>. <b>Y6:A3</b></li> </ul>	<ul style="list-style-type: none"> <li>- To find pairs of numbers that satisfy an equation with two unknowns. <b>Y6:A4</b></li> <li>To list possible answers to missing numbers such as listing the possible answers of <math>a</math> and <math>b</math> in <math>a + 6 = b - 10</math> <b>Y6:A5</b></li> </ul>	<ul style="list-style-type: none"> <li>- I accurately draw 2-D shapes using given dimensions and angles. <b>Y6:S1</b></li> <li>- To recognise, describe and build 3-D shapes, including making nets. <b>Y6:S2</b></li> </ul>	<ul style="list-style-type: none"> <li>- To classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. <b>Y6:S3</b></li> <li>- To work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <b>Y6:S5</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Week</li> </ul>	<ul style="list-style-type: none"> <li>- I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. <b>Y6:S4</b></li> </ul>	



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**Mathematics: Year 6 - Term 5 & 6**

Year 6	Term 5					
Week 1: Position & Direction	Week 2: Ratio	Week 3: Statistics	Week 4:	Week 5:	Week 6:	
<ul style="list-style-type: none"> <li>- To use the four quadrants in a coordinate grid. <b>Y6:PD1</b></li> <li>- To draw and translate shapes using coordinates or reflect a shape on the grid. <b>Y6:PD2</b></li> </ul>	<ul style="list-style-type: none"> <li>- To solve problems about relative sizes (ratio). <b>Y6:R1</b></li> <li>- To solve similar shape problems. <b>Y6:R3</b></li> <li>- To solve problems about unequal sharing <b>Y6:R4</b></li> </ul>	<ul style="list-style-type: none"> <li>- To use and construct pie charts and line graphs and use these to solve problems. <b>Y6:ST1</b></li> <li>- To calculate the mean as an average. <b>Y6:ST2</b></li> </ul>	<ul style="list-style-type: none"> <li>- Consolidation &amp; SATs Revision</li> </ul>	<ul style="list-style-type: none"> <li>- SATs Week</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	
Year 6	Term 6					
Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	
<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Year 6 Residential Trip</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	



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**Mathematics: Year 5 - Term 1 & 2**

Year 5	Term 1					
Week 1: Number/ Place value	Week 2: Number/ Place value	Week 3: Number/ Place value	Week 4: Addition/Subtraction	Week 5: Addition/Subtraction	Week 6: Statistics	Week 7: Multiplication/Division
<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit <b>Y5:NP1</b></li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 <b>Y5:NP2</b></li> </ul>	<ul style="list-style-type: none"> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero <b>Y5:NP3</b></li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 <b>Y5:NP4</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve number problems and practical problems that involve all of the above <b>Y5:NP5</b></li> <li>Read roman numerals to 1000 (m) and recognise years written in roman numerals. <b>Y5:NP6</b></li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) <b>Y5:AS1</b></li> <li>Add and subtract numbers mentally with increasingly large numbers <b>Y5:AS2</b></li> </ul>	<ul style="list-style-type: none"> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <b>Y5:AS3</b></li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <b>Y5:AS4</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph <b>Y5:ST1</b></li> <li>Complete, read and interpret information in tables, including timetables. <b>Y5:ST2</b></li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 <b>Y5:MD7</b></li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers <b>Y5:MD2</b></li> </ul>
Year 5	Term 2					
Week 1: Multiplication/Division	Week 2: Measurement	Week 3: Multiplication/Division	Week 4: Multiplication/Division	Week 5: Multiplication/Division	Week 6: Assessments	Week 7: Multiplication/Division
<ul style="list-style-type: none"> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19 <b>Y5:MD3</b></li> <li>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) <b>Y5:MD8</b></li> </ul>	<ul style="list-style-type: none"> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <b>Y5:M3</b></li> <li>Calculate and compare the area of rectangles/squares and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes <b>Y5:M4</b></li> </ul>	<ul style="list-style-type: none"> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers <b>Y5:MD4</b></li> <li>Multiply and divide numbers mentally drawing upon known facts <b>Y5:MD5</b></li> </ul>	<ul style="list-style-type: none"> <li>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context <b>Y5:MD6</b></li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes <b>Y5:MD9</b></li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving + - X ÷, and a combination of these, including understanding the meaning of the equals sign <b>Y5:MD10</b></li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <b>Y5:MD11</b></li> </ul>	Assessment Week	<ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers <b>Y5:MD1</b></li> </ul>



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**Mathematics: Year 5 - Term 3 & 4**

Year 5	Term 3					
Week 1: Fractions/Decimals/%	Week 2: Fractions/Decimals/%	Week 3: Fractions/Decimals/%	Week 4: Fractions/Decimals/%	Week 5: Fractions/Decimals/%	Week 6: Fractions/Decimals/%	
<ul style="list-style-type: none"> <li>- Compare and order fractions whose denominators are all multiples of the same number <b>Y5:FDP1</b></li> <li>- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths <b>Y5:FDP2</b></li> </ul>	<ul style="list-style-type: none"> <li>- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <b>Y5:FDP3</b></li> <li>- Add and subtract fractions with the same denominator and denominators that are multiples of the same number <b>Y5:FDP4</b></li> </ul>	<ul style="list-style-type: none"> <li>- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <b>Y5:FDP5</b></li> <li>- Read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>] <b>Y5:FDP6</b></li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents <b>Y5:FDP7</b></li> <li>- Round decimals with two decimal places to the nearest whole number and to one decimal place <b>Y5:FDP8</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read, write, order and compare numbers with up to three decimal places <b>Y5:FDP9</b></li> <li>- Solve problems involving number up to three decimal places <b>Y5:FDP10</b></li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal <b>Y5:FDP11</b></li> <li>- Solve problems which require knowing percentage and decimal equivalents <b>Y5:FDP12</b></li> </ul>	
Year 5	Term 4					
Week 1: Shape	Week 2: Shape	Week 3: Shape	Week 4: Shape	Week 5: Shape	Week 6: Shape	
<ul style="list-style-type: none"> <li>- Identify 3-d shapes, including cubes and other cuboids, from 2-d representations <b>Y5:S1</b></li> <li>- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles <b>Y5:S2</b></li> </ul>	<ul style="list-style-type: none"> <li>- Draw given angles, and measure them in degrees (o) <b>Y5:S3</b></li> <li>- Identify angles at a point and one whole turn (total 360o) <b>Y5:S4</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identify angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180o) <b>Y5:S5</b></li> <li>- Identify other multiples of 90o <b>Y5:S6</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Week</li> </ul>	<ul style="list-style-type: none"> <li>- Use the properties of rectangles to deduce related facts and find missing lengths and angles <b>Y5:S7</b></li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles <b>Y5:S8</b></li> </ul>	



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**Mathematics: Year 5 - Term 5 & 6**

Year 5	Term 5					
Week 1: Position & Direction	Week 2: Measurement	Week 3: Measurement	Week 4: Measurement	Week 5: Measurement		
<ul style="list-style-type: none"> <li>- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <b>Y5:PD1</b></li> </ul>	<ul style="list-style-type: none"> <li>- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) <b>Y5:M1</b></li> </ul>	<ul style="list-style-type: none"> <li>- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints <b>Y5:M2</b></li> </ul>	<ul style="list-style-type: none"> <li>- Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] <b>Y5:M5</b></li> </ul>	<ul style="list-style-type: none"> <li>- Solve problems involving converting between units of time <b>Y5:M6</b></li> </ul>		
Year 5	Term 6					
Week 1: Measurement	Week 2:	Week 3:	Week 4:	Week 5: Assessments	Week 6:	
<ul style="list-style-type: none"> <li>- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <b>Y5:M7</b></li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	Assessment Week	<ul style="list-style-type: none"> <li>- Teaching of any objectives not yet approached.</li> <li>- Maths Investigations</li> <li>- Problem Solving</li> <li>- Consolidation through Active Maths</li> </ul>	