

Year 6	
Autumn 1	
Week	Topic
1 – Place Value	<ul style="list-style-type: none"> I can read and write numbers to at least 10,000,000 both in digits and words I can say the value of each digit in any number to 10,000,000 and compare these numbers by ordering and using the symbols \lt \gt \leq \geq I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000 I can solve problems related to the above knowledge presented in different ways using increasingly large numbers (to 10,000,000)
2 – Add and Subtract (including decimals, missing number, inverse and reverse) Begin multiplication early if children are ready to progress to this – If children secured all the related problem solving and fluency then progress to multiplication HA will progress onto multiplication early allowing for additional time on more challenging concepts at the end of the term	<ul style="list-style-type: none"> I can use the formal methods of column addition and subtraction for numbers of 6 digits and beyond I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can make a reasonable estimate of the answer to any of my calculations by using rounding I can add and subtract decimal numbers together
3 – Add Subtract (including decimals, missing number, inverse and reverse) Begin multiplication early if children are ready to progress to this If children secured all the related problem solving and fluency then progress to multiplication HA will progress onto multiplication early allowing for additional time on more challenging concepts at the end of the term	<ul style="list-style-type: none"> I can use the formal methods of column addition and subtraction for numbers of 6 digits and beyond I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can make a reasonable estimate of the answer to any of my calculations by using rounding I can add and subtract decimal numbers together
4 – Multiplication – including decimals	<ul style="list-style-type: none"> I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can multiply decimals and whole numbers I can use my knowledge of BIDMAS
5 – Division – including Decimals	<ul style="list-style-type: none"> I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can divide decimals and whole numbers I can use my knowledge of BIDMAS to carry out calculations involving the four operations
6/7 – Factors and multiples, squares, primes, BIDMAS	<ul style="list-style-type: none"> I can identify multiples and factors, including finding all the factor pairs of a number and the common factors of two numbers I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can identify prime numbers

Year 6	
Autumn 2	
Week	Topic
1 Fraction adding and subtracting	<ul style="list-style-type: none"> I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
2 Fractions 4 Operations – Including all the mixed numbers Continue into second week as needed	<ul style="list-style-type: none"> I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can multiply simple pairs of proper fractions, writing the answer in its simplest form, for example, $\frac{1}{2} \times \frac{2}{3} = \frac{1}{3}$ I can divide proper fractions by whole numbers, for example, $\frac{1}{2} \div 2 = \frac{1}{4}$ I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, for example, $\frac{3}{8} = 0.375$ I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
3 Place value and multiply and divide decimals 10 100 1000 Apply using conversions	<ul style="list-style-type: none"> I can 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 I can multiply one-digit numbers with up to two decimal places by whole numbers I can use written division methods in cases where the answer has up to two decimal places I can solve problems which require answers to be rounded to specified degrees of accuracy Recap all of the focus from Autumn 1 I can convert between different units of measure of length, weight and capacity I can convert between different units of time
4	SCIENCE WEEK
5 Percentages	<ul style="list-style-type: none"> I can solve problems which require answers to be rounded to specified degrees of accuracy I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if $\frac{1}{4}$ of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$)
6 Measurement	<ul style="list-style-type: none"> MAPs I can convert between different units of measure of length, weight and capacity I can convert between different units of time HAPs I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places I can convert between miles and kilometres and understand this and other conversions when presented graphically I can convert between units of time
7 Place Value Co-ordinates	<ul style="list-style-type: none"> I can read and write numbers to at least 10,000,000 both in digits and words I can say the value of each digit in any number to 10,000,000 and compare these numbers by ordering and using the symbols $<=>$ I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000 I can use negative numbers in context and calculate intervals across zero I can solve problems related to the above knowledge presented in different ways using increasingly large numbers (to 10,000,000) I can describe positions in all four quadrants I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Year	
Spring 1	
Week	Topic
1. Fractions 4 operations Week 1 mainly paper based arithmetic practise G1- Addition	<ul style="list-style-type: none"> I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can multiply simple pairs of proper fractions, writing the answer in its simplest form, for example, $\times =$ I can divide proper fractions by whole numbers, for example, $\div 2 =$ I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, for example, I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
2 F/D/P <ul style="list-style-type: none"> Equivalent fractions Ordering Fractions Order Decimals Order Mixed Decimals and Percentages with fractions G1 – Subtraction + inverse	<ul style="list-style-type: none"> MAPs and HAPs I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can understand of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$). HAPs I can solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division I can solve problems involving the calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison I can solve problems involving similar shapes where the scale factor is known or can be found
3/4 Mixed Arithmetic G1 - Multiplication	<ul style="list-style-type: none"> I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can solve problems using reasoning and all 4 operations I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc
5 Measurement Conversion G 1 – Division	<ul style="list-style-type: none"> MAPs I can convert between different units of measure of length, weight and capacity I can convert between different units of time HAPs I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places I can convert between miles and kilometres and understand this and other conversions when presented graphically I can convert between units of time
6 Place Value Application G1 Rounding	<ul style="list-style-type: none"> I can read and write numbers to at least 10,000,000 both in digits and words I can say the value of each digit in any number to 10,000,000 and compare these numbers by ordering and using the symbols \leq and \geq I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000 I can solve problems related to the above knowledge presented in different ways using increasingly large numbers (to 10,000,000)

Year	
Spring 2	
Week	Topic
<p>1 Multiplication</p> <p>G1 – Place Value</p>	<ul style="list-style-type: none"> I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can multiply decimals and whole numbers I can use my knowledge of BIDMAS
<p>2 Division</p> <p>G1 – Arithmetic</p>	<ul style="list-style-type: none"> I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can divide decimals and whole numbers I can use my knowledge of BIDMAS to carry out calculations involving the four operations
<p>3 Place Value Negative Numbers Negative Number Problems Compare and Order Numbers Mental Calculations Place Value Problems</p> <p>G1 – Multiplication</p>	<ul style="list-style-type: none"> I can read and write numbers to at least 10,000,000 both in digits and words I can say the value of each digit in any number to 10,000,000 and compare these numbers by ordering and using the symbols $\lt \Rightarrow$ I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000 I can solve problems related to the above knowledge presented in different ways using increasingly large numbers (to 10,000,000)
<p>4 Arithmetic</p> <p>G3 – Can do problem solving applications to support and further the arithmetic applications</p> <p>G1 - Division</p>	<ul style="list-style-type: none"> I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I continue to apply my quick recall of all of the times tables and related facts to calculate mentally I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can solve problems using reasoning and all 4 operations I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc
<p>5 F/D/P Arithmetic</p> <p>G1 – Mixed 4 Operation application</p>	<ul style="list-style-type: none"> I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can multiply simple pairs of proper fractions, writing the answer in its simplest form, for example, $\times =$ I can divide proper fractions by whole numbers, for example, $\div 2 =$ I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, for example, I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
<p>6 Geometry – Shape including Circles</p>	<ul style="list-style-type: none"> I can draw to the nearest mm/degree 2-D shapes using given dimensions and angles I can recognise, describe and build simple 3-D shapes, including making nets I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Year 6	
Summer 1	
Week	Topic
<p>1 .</p> <p>Measurement and Problem Solving</p> <p>Including Time application, reasoning and problem solving</p> <p>Conversions and problem solving</p>	<ul style="list-style-type: none"> • MAPs • I can convert between different units of measure of length, weight and capacity • I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • HAPs • I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • I can convert between miles and kilometres and understand this and other conversions when presented graphically
<p>2</p> <p>Area Perimeter and Volume</p>	<ul style="list-style-type: none"> • MAPs/HAPs • I recognise that shapes with the same areas can have different perimeters and vice versa • I recognise when it is possible to use formulae for area and volume of shapes • HAPs • I can calculate the area of parallelograms and triangles • I can find the volume of shapes using formula • I can use reasoning to identify missing lengths and solve volume based problems
<p>3 and 4</p> <p>F/D/P</p> <ul style="list-style-type: none"> • Equivalent fractions • Ordering Fractions • Shading Fractions • Order Decimals • Order Mixed Decimals and Percentages with fractions • Problem Solving Decimals, fractions and percentages 	<ul style="list-style-type: none"> • MAPs and HAPs • I can 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 • I can multiply one-digit numbers with up to two decimal places by whole numbers • I can use written division methods in cases where the answer has up to two decimal places • I can solve problems which require answers to be rounded to specified degrees of accuracy • MAPs • I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • I can understand of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$). • HAPs • I can solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division • I can solve problems involving the calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison • I can solve problems involving similar shapes where the scale factor is known or can be found
<p>5</p> <p>Ratio and Proportion</p>	<ul style="list-style-type: none"> • Some MAPs (NOT CONFIDENT WITH THIS) • I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication • I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). • I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context • Some MAPs and HAPs (CONFIDENT WITH THE MULTIPLICATION AND DIVISION APPLICATION) • I can solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division • I can solve problems involving the calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison • I can solve problems involving similar shapes where the scale factor is known or can be found
<p>6</p> <p>Contextual Problem Solving/ Measurement</p> <p>Group 2 – continue with ratio /proportion before application</p>	<ul style="list-style-type: none"> • I can solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division • I can solve problems involving the calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison • I can solve problems involving similar shapes where the scale factor is known or can be found • I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • I can convert between miles and kilometres and understand this and other conversions when presented graphically

Year 6	
Summer 2	
Week	Topic
1 Angles	<ul style="list-style-type: none"> • MAPS • I can recognize and solve problems based around a right angle, straight line and whole turn • MAPs/HAPs • I can draw to the nearest mm/degree 2-D shapes using given dimensions and angles • I can recognise, describe and build simple 3-D shapes, including making nets • I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • HAPs • I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
2 Co-Ordinates	<ul style="list-style-type: none"> • I can describe positions in all four quadrants • I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • I can draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes.
3 Statistics	<ul style="list-style-type: none"> • MAPs/HAPs • I can interpret and analyse line graphs, bar charts, pictograms and a range of timetables • HAPs • I can interpret and construct pie charts (using work on angles, fractions and percentages) and line graphs and use these to solve problems • I can calculate and interpret the mean as an average, recognising when it is appropriate to do so
4 F/D/P ALGEBRA HAPs Group 2 could do and be introduced to some of the concepts of the algebra – instead of the F/D/P	<ul style="list-style-type: none"> • MAPs/HAPs • I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • I can multiply simple pairs of proper fractions, writing the answer in its simplest form, for example, $\times =$ • I can divide proper fractions by whole numbers, for example, $\div 2 =$ • I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, for example, • I can 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 • I can solve problems which require answers to be rounded to specified degrees of accuracy • HAPs • I can recall and use equivalences between simple fractions, decimals and percentages, including in different context • I can understand the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$)
5 Shape Could begin the project	<ul style="list-style-type: none"> • I can draw to the nearest mm/degree 2-D shapes using given dimensions and angles • I can recognise, describe and build simple 3-D shapes, including making nets • I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
6 Problem solving and reasoning application project Group 2 could do and be introduced to some of the concepts of the algebra Mixed Reasoning Applications	<ul style="list-style-type: none"> • I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) • I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) • I can express missing number problems algebraically (for example $34 + a = 2a + 2$) • I can find pairs of numbers that satisfy an equation with two unknowns • I can enumerate possibilities of combinations of two variables, for example $c=a$ or $2 \times (n - 1) + 2$ • I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication

	<ul style="list-style-type: none"> • I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). • I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context • I can use my knowledge of BIDMAS to carry out calculations involving the four operations • I can use estimation and rounding to check answers are appropriate (in the context of large numbers) • I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) • I can solve problems using reasoning and all 4 operations • I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc • • Measurement – Solving Problems linked to the measurement • I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • I can use a number line to add and subtract positive and negative integers for measures such as temperature. • I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. • I can use and understand percentages in a range of ways and applications
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Year 6	
Summer 1	
Week	Topic

<p style="text-align: center;">1 SATs Revision Algebra – MA Begin HA - Revisit</p>	<ul style="list-style-type: none"> I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) I can express missing number problems algebraically (for example $34 + a = 2a + 2$) I can find pairs of numbers that satisfy an equation with two unknowns I can enumerate possibilities of combinations of two variables, for example $c=ab$ or $2 \times (n - 1) + 2$ SEE BELOW FOR ALL THE FURTHER REASONING APPLICATIONS AND OBJECTIVES
<p style="text-align: center;">2 Arithmetic/ Measurement Problem Solving / Ratio and Proportion SATs Revision</p>	<ul style="list-style-type: none"> I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can solve problems using reasoning and all 4 operations <p>I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc</p> <p>Measurement – Solving Problems linked to the measurement</p> <ul style="list-style-type: none"> I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places I can use a number line to add and subtract positive and negative integers for measures such as temperature. I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
<p style="text-align: center;">3 SATs Revision</p>	<ul style="list-style-type: none"> I can read and write numbers to at least 10,000,000 both in digits and words I can say the value of each digit in any number to 10,000,000 and compare these numbers by ordering and using the symbols $<=>$ I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000 I can use negative numbers in context and calculate intervals across zero I can solve problems related to the above knowledge presented in different ways using increasingly large numbers (to 10,000,000) <ul style="list-style-type: none"> I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) I can express missing number problems algebraically (for example $34 + a = 2a + 2$) I can find pairs of numbers that satisfy an equation with two unknowns <ul style="list-style-type: none"> I can enumerate possibilities of combinations of two variables, for example $c=ab$ or $2 \times (n - 1) + 2$ I can draw to the nearest mm/degree 2-D shapes using given dimensions and angles I can recognise, describe and build simple 3-D shapes, including making nets I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I can describe positions in all four quadrants I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. I can draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes.
<p style="text-align: center;">4</p>	<p style="text-align: center;">SATs Week</p>
<p style="text-align: center;">5/6 Place Value Algebra Statistics</p>	<ul style="list-style-type: none"> I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I continue to apply my quick recall of all of the times tables and related facts to calculate mentally I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) I can express missing number problems algebraically (for example $34 + a = 2a + 2$) I can find pairs of numbers that satisfy an equation with two unknowns I can enumerate possibilities of combinations of two variables, for example $c=ab$ or $2 \times (n - 1) + 2$

COMPLETE PROBABILITY AND OTHER EXTENSIONS FOR THE HA GROUP
FURTHER THE STATISTICS, OPERATIONS AND OTHER HIGHER AREAS OF APPLICATION

Week	Topic
1 Ratio Proportion Extend for the HA - Link to Probability for HA	<ul style="list-style-type: none"> I can solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division I can solve problems involving the calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison I can solve problems involving similar shapes where the scale factor is known or can be found
2 and 3 4 Operation problem solving – full mathematical application – investigation and enterprise BEGIN TO APPLY THE FOLLOWING WEEKS PLAN AND CHALLENGE WITH ADDITIONAL TARGETED OPERATION PROBLEM SOLVING TO FURTHER THE REASONING OF THE CHILDREN BEYOND THE ENTERPRISE PROJECT	<ul style="list-style-type: none"> I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) I can express missing number problems algebraically (for example $34 + a = 2a + 2$) I can find pairs of numbers that satisfy an equation with two unknowns I can enumerate possibilities of combinations of two variables, for example $c=ab$ or $2 \times (n - 1) + 2$ I can multiply a multi-digit number by a two-digit whole number using the formal written method of long multiplication I can divide numbers of up to 4 digits by a two digit whole number using the formal written method of long division, as (for example, $1598 \div 4 = 1598/4 = 399 \text{ r } 2 = 399 = 399.5 \approx 400$). I can divide numbers of up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting numbers according to the context I can use my knowledge of BIDMAS to carry out calculations involving the four operations I can use estimation and rounding to check answers are appropriate (in the context of large numbers) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (up to and beyond 5 digits) I can solve problems using reasoning and all 4 operations I can round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc • • Measurement – Solving Problems linked to the measurement I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places I can use a number line to add and subtract positive and negative integers for measures such as temperature. I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. I can use and understand percentages in a range of ways and applications
4 Algebra EXTEND FOR HA – Link to BIDMAS and/or Target probability	<ul style="list-style-type: none"> I can use simple formulae using symbols and letters to represent unknowns/variables in situations they are already familiar with (for example coordinates, lengths, number puzzles) I can generate and describe linear number sequences (using formula to represent generalisations for example $n=2a + 1$) I can express missing number problems algebraically (for example $34 + a = 2a + 2$) I can find pairs of numbers that satisfy an equation with two unknowns I can enumerate possibilities of combinations of two variables, for example $c=ab$ or $2 \times (n - 1) + 2$
5 Multiplication/ Division/Factors/ Multiples And percentages EXTEND FOR THE HA AND APPLY PRIME FACTORISATION	<ul style="list-style-type: none"> I can perform mental calculations including with mixed operations and large numbers I can identify common factors, multiples and prime numbers I can use and understand percentages in a range of ways and applications