Y1 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number: Place Value				Number: Addition and Subtraction				Measurement: Money		Geometry: Shape	
Spring (T3 and T4)	Place Value		Measures: Length and Height		Measurement: Weight and Volume		Number: Multiplication and Division			Number: Fractions		
Summer (T5 and T6)	Number: Place Value			Time				Assessment Week: Optional SATs	Number: Four Operations		Number Addition and Subtraction	

Caldew Lea Primary School

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Term by Term Objectives

Year 1 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction**	**Measurement: Money**	**Geometry: Shape**
1.1.a.1 (KPI) Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number (Working towards this KPI) 1.1.a.2 (KPI) Given a number, identify one more and one less 1.1.a.3 Count in multiples of twos (working towards this KPI) 1.1.b.1 (KPI) Read and write numbers to 20 in numerals 1.1.b.2 Read and write numbers from 1 to 20 in words 1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line 1.1.c.1 Use the language of: equal to, more than, less than (fewer), most, least 1.1.d.1 Solve number problems with number and place value from the Year 1 curriculum 1.2.d.1 Begin to memorise number bonds to 10 and	1.2.a.1 (KPI) Represent and use number bonds and related subtraction facts within 20 1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	1.1.3 Recognise and know the value of different denominations of coins and notes 1.3.2 Begin to handle coins and become familiar with coins up to 20 pence 1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	1.2.1 & 1.2.2 (KPI) Recognise and name common 2-D shapes in different orientations and sizes including rectangles (including squares), circles and triangles 1.2.3 (KPI) Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres 1.4.1 Describe position using everyday language e.g. top, middle, bottom, in front of, between, near, inside 1.4.2 Recognise and create simple repeating

20, including noticing the effect of adding or subtracting zero			patterns with objects and shapes 1.5.1 Describe movement in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face

Term by Term Objectives

Year 1 **Term 3 and Term 4**

Number: Place Value	**Measurement: Length and Height**	**Measurement: Weight and Volume**	**Number: Multiplication and Division**	**Number Fractions**
1.1.a.1 (KPI) Count to 40 forwards and backwards, beginning with 0 or 1, or from any given number (Working towards this KPI) 1.1.b.1 (KPI) Read and write numbers to 40 in numerals 1.1.b.2 Read and write numbers from 1 to 20 in words 1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line 1.1.a.2 (KPI) Given a number, identify one more and one less 1.1.d.1 Solve number problems with number and place value from the Year 1 curriculum 1.2.d.1 Begin to memorise number bonds to 10 and 20,	1.1.4 Use non-standard units to measure length 1.2.3 Measure and begin to record lengths and heights 1.3.3 (KPI) Compare, describe and solve practical problems for lengths and heights	1.1.4 Use non-standard units to measure mass and capacity 1.2.3 Measure and begin to record mass/weight, capacity and volume 1.3.3 (KPI) Compare, describe and solve practical problems for heights, mass or weight (for example, heavy/light, heavier than/lighter than) and capacity/volume (for example, full/empty, more than/less than, half, half full, quarter	1.1.a.3 (KPI) Count in multiples of twos, fives and tens 1.2.a.2 Begin to understand multiplication, division and doubling through grouping and sharing small quantities 1.2.b.2 Mentally double numbers up to 10 1.2.c.2 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 1.2.e.2 Use arrays to represent multiplication and record grouping when doing division	1.3.a.1 (KPI) Recognise, find and name a half as one of two equal parts of an object, shape or quantity 1.3.a.2 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

including noticing the effect of adding or subtracting zero				

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Term by Term Objectives

Year 1 **Term 5 and Term 6**

Number: Place Value	**Measurement: Time**	**Assessment Week: Optional SATs**	**Number: Four Operations**	**Number: Addition and Subtraction**
1.1.a.1 (KPI) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 1.1.a.2 (KPI) Given a number, identify one more and one less 1.1.b.1 (KPI) Count, read and write numbers to 100 in numerals 1.1.b.2 Read and write numbers from 1 to 20 in words 1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line 1.1.c.1 Use the language of: equal to, more than, less than (fewer), most, least 1.1.d.1 Solve number problems with number and place value from the Year 1 curriculum	1.1.1 Sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) 1.1.2 Recognise and use language relating to dates, including days of the week, weeks, months and years 1.2.1 (KPI) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 1.2.2 Measure and begin to record time (hours, minutes, seconds) 1.3.1 Compare, describe and solve practical problems for time (for example quicker, slower, earlier, later)		1.1.a.3 (KPI) Count in multiples of twos, fives and tens 1.2.a.1 (KPI) Represent and use number bonds and related subtraction facts within 10 1.2.b.1 Mentally add and subtract one- and two-digit numbers to 20, including zero 1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 1.2.c.2 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial	1.2.b.1 Mentally add and subtract one- and two-digit numbers to 20, including zero 1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9

1.2.d.1 Begin to memorise number bonds to 10 and 20, including noticing the effect of adding or subtracting zero			representations and arrays with the support of the teacher	

Y2 Maths Long Term Plan

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td>Autumn (T1 and T2)</td><td colspan="4">Number: Place Value</td><td colspan="3">Number: Addition and Subtraction</td><td colspan="3">Number: Multiplication and Division
Explore fractions of number throughout division</td><td>Measures: Money</td><td>Measures: Mass</td></tr>
<tr><td rowspan="2">Spring (T3 and Y4)</td><td colspan="2" rowspan="2">Place value
Addition and subtraction</td><td colspan="2">Measures: Money</td><td colspan="2">Geometry: Properties of Shape</td><td>Measures: Time</td><td>Measures: Length</td><td rowspan="2">Measures: Temperature and Graphs</td><td colspan="2" rowspan="2">Number: Fractions
1 week of shape
1 week of number</td></tr>
<tr><td colspan="6">Throughout these week the focus needs to be developing the 4 operations</td></tr>
<tr><td>Summer (T5 and T6)</td><td>Place value</td><td colspan="2">Measures: Time</td><td colspan="2">SATs</td><td>Measures: Capacity and Volume</td><td>Assessment Week: Optional SATs</td><td>Themed Maths Week</td><td>Sorting
e.g. Venn and Carroll</td><td colspan="2">4 operations word problems</td></tr>
</table>

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Term by Term Objectives

Year 2 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction**	**Number: Multiplication and Division**	**Measurement: Money**	**Measurement: Mass**
2.1.a.1 (KPI) Count in tens from any number, forward and backward 2.1.a.2 Identify ten more or ten less than any given number 2.1.a.3 (KPI) Count in steps of 2, 3, and 5 from 0, forward and backward 2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones) 2.1.b.2 Read and write numbers to at least 100 in numerals and words 2.1.b.3 Identify, represent and estimate numbers to 100 using different representations, including the number line, and partitioning in different ways 2.1.c.1 (KPI) Compare and order numbers from 0 up to 100; use <, > and = signs 2.1.d.1 (KPI) Solve number problems with number facts and place value from the Year 2 curriculum	2.2.a.1 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 2.2.a.2 Understand that sum and difference indicate addition and subtraction respectively 2.2.b.1 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and adding three one-digit numbers 2.2.b.2 (KPI) Use addition and subtraction facts to 20 and derive related facts up to 100 2.2.c.1 (KPI) Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written	**Explore fractions of number throughout division** 2.2.a.3 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 2.2.a.4 Use a variety of language to describe multiplication and division 2.2.b.3 (KPI) Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables 2.2.c.3 (KPI) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 2.2.d.2 Recall multiplication and	2.1.3 Recognise and use symbols for pounds (£) and pence (p) 2.3.2 Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money	2.1.4 Compare and order measurements of mass and record the results using >, < and = as well as simple multiples 2.2.3 Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales 2.3.4 Solve problems

	methods 2.2.c.2 Use the inverse relationship between addition and subtraction to solve missing number problems 2.2.d.1 (KPI) Recall addition and subtraction facts to 20 fluently, deriving related facts to 100 2.2.e.1 Record addition and subtraction in columns using an expanded format involving partitioning 2.2.f.1 Check subtraction calculations using addition calculations by adding in a different order	division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2.2.e.2 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **Fractions** 2.3.a.1 (KPI) Recognise, find, name and write fractions 1/3 and 1/4 of a length, shape, set of objects or quantity 2.3.a.2 (KPI) Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity		involving comparing measures of mass

Term by Term Objectives

Year 2 **Term 3 and Term 4**

Number: Place Value	**Measurement: Money**	**Geometry: Properties of Shape**	**Measurement: Time**	**Measurement: Length**	**Measurement: Temperature and Graphs**	**Number: Fractions** **1 week of shape** **1 week of number**
2.1.a.1 (KPI) Count in tens from any number, forward and backward 2.1.a.2 Identify ten more or ten less than any given number 2.1.a.3 (KPI) Count in steps of 2, 3, and 5 from 0, forward and backward 2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones) 2.1.b.2 Read and write numbers to at least 100 in numerals and words 2.1.b.3 Identify, represent and estimate numbers to 100 using different representations, including the number line, and	2.1.3 Recognise and use symbols for pounds (£) and pence (p) 2.3.2 Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money 2.3.3 (KPI) Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	2.1.1 Draw lines and shapes using a straight edge 2.1.2 Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid 2.2.1 Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid 2.2.2 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 2.2.3 Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 2.4.1 Use mathematical vocabulary to describe position	2.1.2 Know the number of minutes in an hour and the number of hours in a day 2.2.1 Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 2.2.2 Record the time on an analogue clock in words	2.1.4 Compare and order measurements of length and record the results using >, < and = as well as simple multiples 2.2.3 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using	2.2.3 Choose and use appropriate standard units to estimate and measure temperature (°C) using thermometers 2.1.1 Interpret data from simple pictograms, tally charts, block diagrams and simple tables 2.1.2 (KPI) Present data in simple tables, simple pictograms, tally charts and block	2.3.a.1 (KPI) Recognise, find, name and write fractions 1/3 and 1/4 of a length, shape, set of objects or quantity 2.3.a.2 (KPI) Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity 2.3.b.1 Recognise the equivalence of 2/4 and 1/2 2.3.c.1 Write simple fractions

partitioning in different ways 2.1.c.1 (KPI) Compare and order numbers from 0 up to 100; use <, > and = signs 2.1.d.1 (KPI) Solve number problems with number facts and place value from the Year 2 curriculum		2.4.2 Order and arrange combinations of mathematical objects in patterns and sequences 2.4.3 (KPI) Use mathematical vocabulary to describe movement, including movement in a straight line		rulers 2.3.4 Solve problems involving comparing measures of length	diagrams 2.3.1 (KPI) Ask and answer questions about totalling and comparing categorical data 2.3.2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	

Term by Term Objectives

Year 2 **Term 5 and Term 6**

Number: Place Value	**Measurement: Time**	**SATs**	**Measurement: Capacity and Volume**	**Assessment Week: Optional SATs**	**Themed Maths Week**	**Sorting: Venn and Carroll**	**Four operations word problems**
2.1.a.1 (KPI) Count in tens from any number, forward and backward 2.1.a.2 Identify ten more or ten less than any given number 2.1.a.3 (KPI) Count in steps of 2, 3, and 5 from 0, forward and backward 2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones) 2.1.b.2 Read and write numbers to at least 100 in numerals and words 2.1.b.3 Identify, represent and estimate numbers to 100 using	2.1.1 Compare and sequence intervals of time 2.1.2 Know the number of minutes in an hour and the number of hours in a day 2.2.1 Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 2.2.2 Record the time on an analogue clock in words 2.3.1 Calculate time intervals and develop a sense of the length of		2.1.4 Compare and order measurements of capacity and record the results using >, < and = as well as simple multiples 2.2.3 Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring			2.1.1 Interpret data from simple pictograms, tally charts, block diagrams and simple tables 2.1.2 (KPI) Present data in simple tables, simple pictograms, tally charts and block diagrams	2.2.c.1 (KPI) Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods 2.2.c.3 (KPI) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts,

different representations, including the number line, and partitioning in different ways 2.1.c.1 (KPI) Compare and order numbers from 0 up to 100; use <, > and = signs 2.1.d.1 (KPI) Solve number problems with number facts and place value from the Year 2 curriculum	different units of time		vessels 2.3.4 Solve problems involving comparing measures of capacity/volume				including problems in contexts

Y3 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number and Place Value			Number: Addition and Subtraction				Measures: Length	Number: Multiplication and Division			Measures: Money
Spring (T3 and T4)	Place Value	Number: Multiplication and Division			Geometry: Properties of Shape	Number: Fractions		Measures: Time				Measures: Mass
Summer (T5 and T6)	Number: Fractions				Geometry: Properties of Shapes				Assessment week: Optional SATs	Measures: Capacity	Statistics	All Four Operations

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Term by Term Objectives

Year 3 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction**	**Measurement: Length**	**Number: Multiplication and Division**	**Measurement: Money**
3.1.a.1 (KPI): Count from 0 in multiples of 100 3.1.a.2 (KPI): Find 10 or 100 more or less than a given number using concrete resources and pictorial representations 3.1.a.3 (KPI): Count from 0 in multiples of 4, 8 and 50 3.1.b.1 (KPI): Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3.1.b.2: Read and write numbers up to 1000 in numerals and in words 3.1.b.3: Identify, represent and estimate numbers using different representations and partitioning in different ways 3.1.c.1: Compare and order numbers up to 1000	3.2.a.1 Use understanding of place value and partitioning to develop methods for addition and subtraction with larger numbers 3.2.a.2 Understand the structure of situations that require addition or subtraction 3.2.b.1 (KPI) Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds 3.2.b.2 Continue to use addition and subtraction facts to 20 and derive related facts up to 100 3.2.c.1 Solve problems including missing number problems, using place value and more complex addition and subtraction 3.2.c.2 Solve problems including missing number problems, using number facts and more complex addition and subtraction 3.2.e.1 Add and subtract numbers with up to three digits, using formal columnar methods of addition and subtraction 3.2.f.1 Check addition calculations using subtraction and addition and subtraction calculations using rounding	3.1.4 Record measurements using mixed units (Length) e.g.1m and 52cm 3.2.3 Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures (Length) 3.2.4 Measure the perimeter of simple 2-D shapes 3.3.4 (KPI)	3.2.a.3 Use commutativity (multiplication can be done in any order) and associativity and multiplication facts to derive related facts 3.2.a.4 Understand the structure of situations that require multiplication 3.2.b.3 (KPI) Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers times one-digit numbers 3.2.d.1 Develop recall of number facts linking addition and multiplication 3.2.d.2 (KPI) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3.2.e.2 (KPI) Write and calculate mathematical statements for multiplication and division using the	3.1.3 Become confident in exchanging between £ and p when handling money 3.3.2 Continue to solve problems involving combinations of coins and notes 3.3.3 (KPI) Add and subtract amounts of money to give change, recording £ and p separately

3.1.d.1 (KPI): Solve number problems and practical problems with number and place value from the Y3 curriculum 3.1.e.1: Round whole numbers up to 100 to the nearest 10		Measure, compare, add and subtract: lengths (m/cm/mm) 3.3.5 Measure the distance around shapes in the classroom and outside environment	multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	

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Term by Term Objectives

Year 3 **Term 3 and Term 4**

Place Value	**Multiplication and division**	**Geometry: Properties of Shapes**	**Number: Fractions**	**Measurement: Time**	**Measurement: Mass**
3.1.a.1 (KPI): Count from 0 in multiples of 100 3.1.a.2 (KPI): Find 10 or 100 more or less than a given number using concrete resources and pictorial representations 3.1.a.3 (KPI): Count from 0 in multiples of 4, 8 and 50 3.1.b.1 (KPI): Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3.1.b.2: Read and write numbers up to 1000 in numerals and in words 3.1.b.3: Identify, represent and estimate numbers using different representations and partitioning in different ways	3.2.a.3 Use commutativity (multiplication can be done in any order) and associativity and multiplication facts to derive related facts 3.2.a.4 Understand the structure of situations that require multiplication 3.2.b.3 (KPI) Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers times one-digit numbers 3.2.c.3 Solve calculation problems involving multiplication and division, including missing number problems, simple positive integer scaling and simple correspondence problems in which n objects are connected to m objects 3.2.d.1 Develop recall of number	3.1.2 Make 3-D shapes using modelling materials 3.2.3 Recognise 3-D shapes in different orientations and describe them	3.3.a.1 (KPI) Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators 3.3.a.2 (KPI) Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators 3.3.a.3 Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 3.3.c.3 (KPI) Recognise	3.1.1 Convert between analogue and 12-hour digital clocks 3.1.2 Know the number of seconds in a minute and the number of days in each month, year and leap year 3.2.1 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight 3.2.2 (KPI) Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 3.3.1 Compare durations of events for example to calculate the time taken by particular events or tasks	3.1.4 Record measurements using mixed units (Mass) e.g.1kg and 200g 3.2.3 Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures (Mass) 3.3.4 (KPI) Measure, compare, add and subtract: mass(kg/g)

3.1.c.1: Compare and order numbers up to 1000 3.1.d.1 (KPI): Solve number problems and practical problems with number and place value from the Y3 curriculum 3.1.e.1: Round whole numbers up to 100 to the nearest 10	facts linking addition and multiplication 3.2.d.2 (KPI) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3.2.e.2 (KPI) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		and use fractions as numbers: unit fractions and non-unit fractions with small denominators		

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Term by Term Objectives

Year 3 **Term 5 and Term 6**

Number: Fractions	**Geometry**	**Assessment Week: Optional SATs**	**Measurement: Capacity**	**Statistics**	**All Four Operations**
3.3.b.1 (KPI) Recognise and show, using diagrams, equivalent fractions with small denominators 3.3.b.2 Connect tenths to decimal measures and place value 3.3.c.1 Compare and order unit fractions, and fractions with the same denominators 3.3.c.2 Add and subtract fractions with the same denominator within one whole for example 5/7 + 1/7 = 6/7 3.3.d.1 Solve problems with fractions from the Year 3 curriculum	3.1.1 Draw 2-D shapes with straight sides measured in cm 3.2.1 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 3.2.2 Describe 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle 3.3.1 (KPI) Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn 3.3.2 (KPI) Identify whether angles are greater than or less than a right angle 3.3.3 Recognise angles as a property of shape or a description of a turn 3.4.1 Mark a given square on a grid, e.g. A3 3.4.2 Continue to recognise and devise patterns and sequences in shapes 3.5.1 Give and follow multi-step directions in own		3.1.4 Record measurements using mixed units (Capacity) e.g.1L and 400ml 3.2.3 Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures (Capacity) 3.3.4 (KPI) Measure, compare, add and subtract: Capacity	3.1.1 (KPI) Interpret bar charts, pictograms and tables 3.2.1 Present data in bar charts, pictograms and tables 3.3.1 Solve problems with one or two steps using scaled bar charts, pictograms and tables 3.3.2 Continue to count the number of objects in each	3.2.c.1 3.2.c.2 Solve problems including missing number problems, using place value, number and more complex addition and subtraction Solve problems using all four operations

	environment		(L/ml))	category and sort the categories by quantity	

Y4 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number: Place Value		Number: Addition and Subtraction				Measures: Perimeter and Length		Number: Multiplication and Division			Geometry: Angles
Spring (T3 and Y4)	Number: Place Value	All Four Operations to include Money			Fractions				Decimals		Time	
Summer (T5 and T6)	Number: Place Value	Measurement: Area		Geometry: Shape and Symmetry		Statistics		Assessment Week: Optional SATs	Geometry: Position and Direction			Measures: Perimeter and Area

Term by Term Objectives

Year 4 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction**	**Measurement: Perimeter and Length**	**Number: Multiplication and Division**	**Geometry: Angles**
4.1.a.1 (KPI) Count in multiples of 1000; count backwards through zero to include negative numbers 4.1.a.2 Find 1000 more or less than a given number 4.1.a.3 (KPI) Count in multiples of 6, 7, 9 and 25 4.1.b.1 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) 4.1.b.3 Identify, represent and estimate numbers to 10 000 using different representations 4.1.c.1 (KPI) Order and compare numbers beyond 1000 4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers	4.2.a.2 Understand the inverse relationship between addition and subtraction 4.2.b.1 Mentally add and subtract pairs of three-digit and four-digit numbers 4.2.b.2 Use addition and subtraction facts to 100 and derive related facts up to 1000 4.2.c.1 (KPI) Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why 4.2.c.2 (KPI) Solve calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why 4.2.e.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4.2.f.1 Check answers to addition and subtraction calculations by estimating and using inverse operations	4.1.4 (KPI) Convert from larger to smaller units of metric measure 4.2.3 Estimate and compare different measures, including money 4.2.4 Measure the perimeter of a rectilinear figure 4.3.5 Calculate the perimeter of a rectilinear figure	4.2.a.1 Use the distributive law to multiply two digit numbers by one digit 4.2.a.3 Use commutativity in mental calculations 4.2.a.4 Use factor pairs in mental calculations 4.2.b.3 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 4.2.c.3 Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects 4.2.d.2 (KPI) Recall multiplication and division facts for multiplication tables up to 12 × 12	4.1.1 Measure angles using a protractor 4.3.1 Identify acute and obtuse angles 4.3.2 Compare and order angles up to two right angles by size 4.3.3 Continue to identify types of

4.1.e.1 (KPI) Round whole numbers to 10,000 to the nearest 10, 100 or 1000			4.2.e.2 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4.2.e.3 Divide two-digit and three-digit numbers by a one-digit number using formal written layout 4.2.f.2 Check answers to multiplication and division calculations using rounding 4.1.1 (KPI) Solve calculation problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects 4.1.2 Use the distributive law and associative law to perform mental calculations	angles and to reason about their sizes

Term by Term Objectives

Year 4 **Term 3 and Term 4**

Number: Place Value	**Number: All Four Operations**	**Number: Fractions**	**Number: Decimals**	**Number: Time**
4.1.b.2 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers	4.3.2 Calculate with different measures 4.3.4 Continue to solve problems involving mixed units of length, mass and capacity/volume 4.2.c.1 (KPI) Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why 4.2.c.2 (KPI) Solve calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why 4.2.e.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4.2.f.1 Check answers to addition and subtraction calculations by estimating and using inverse operations	4.3.a.1 Make connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities 4.3.a.2 Use factors and multiples to recognise equivalent fractions and simplify where appropriate 4.3.a.3 (KPI) Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 4.3.b.1 (KPI) Recognise and show, using diagrams, families of common equivalent fractions 4.3.b.2 Recognise that the denominator of a fraction always tells you the number of equal parts that make one whole 4.3.c.1 Continue to compare and order unit fractions, and fractions	4.3.a.4 Divide a one- or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths 4.3.b.3 Recognise and write decimal equivalents of any number of tenths or hundredths and 1/4; 1/2; 3/4 4.3.c.4 (KPI) Rounds decimals with one decimal place to the nearest whole number 4.3.c.5 Compares numbers with the same number of decimal places up to two decimal places	4.1.1 Read, write and convert time between analogue and digital 12- and 24-hour clocks 4.1.2 (KPI) Convert from larger to smaller units of time 4.2.1 Read time from analogue and digital 12- and 24-hour clocks 4.2.2 Write time from analogue and digital 12- and 24-hour clocks 4.3.1 Continue to solve problems relating to the duration of events

	4.2.e.2 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4.2.e.3 Divide two-digit and three-digit numbers by a one-digit number using formal written layout **Measurement money** 4.3.d.2 Solve simple measure and money problems involving fractions and decimals to two decimal places 4.1.3 Record money using decimal notation 4.1.4 (KPI) Convert from larger to smaller units of metric measure 4.2.3 Estimate and compare different measures, including money 4.3.3 Calculate with money in pounds and pence	with the same denominators 4.3.c.2 Add and subtract fractions with the same denominator 4.3.c.3 Understand the relation between non-unit fractions and multiplication and division of quantities 4.3.d.1 Solve problems involving harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number		

Term by Term Objectives

Year 4 **Term 5 and Term 6**

Number: Place Value	**Measurement: Area**	**Geometry: Shape and Symmetry**	**Statistics**	**Assessment Week: Optional SATs**	**Geometry: Position and Direction**	**Measurement: Perimeter and Area**
4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers	4.2.5 Find the area of rectilinear shapes by counting squares and relate it to multiplication arrays	4.1.1 Complete a simple symmetric figure with respect to a specific line of symmetry 4.1.2 (KPI) Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape 4.1.3 Continue to recognise 3-D shapes, using the correct language 4.2.1 (KPI) Compare and classify geometric shapes, including different types of quadrilaterals and	4.1.1 Interpret discrete and continuous data using appropriate graphical methods, including time graphs 4.2.1 Present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 4.3.1 (KPI) Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 4.3.2 Begin to solve problems involving information presented in tables		4.4.1 Describe positions on a 2-D grid as coordinates in the first quadrant 4.4.2 (KPI) Plot specified points and draw sides to complete a given polygon 4.5.1 Describe movement between positions as translations of a given unit to the left/right and up/down	4.1.4 (KPI) Convert from larger to smaller units of metric measure 4.2.3 Estimate and compare different measures, including money 4.2.4 Measure the perimeter of a rectilinear figure 4.2.5 Find the area of rectilinear shapes by counting squares and

		triangles, based on their properties and sizes 4.2.2 Use the vocabulary of the different types of triangle and quadrilateral 4.2.3 Continue to make and classify 3-D shapes, including by the 2-D shapes that form their surface				relate it to multiplication arrays 4.3.2 Calculate with different measures 4.3.5 Calculate the perimeter of a rectilinear figure

Y5 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number and Place Value		Number: Addition and Subtraction			Number: Prime Numbers	Number: Multiplication and Division			Perimeter and Area		Statistics
Spring (T3 and Y4)	Place value	Number: Fractions			Number: Decimals		Number: Percentages		Number: Algebra	Measurement: Time, converting Units and Volume		
Summer (T5 and T6)	Place value	Number: Multiplication and Division	Number: Ratio	Geometry: Shapes and Angles		Number: FDP	Assessment Week: Optional SATs		Geometry: Position and Direction		Number: All four operations	

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Term by Term Objectives

Year 5 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction**	**Number: Prime Numbers**	**Number: Multiplication and Division**	**Geometry: Perimeter and Area**	**Statistics**
5.1.a.1 (KPI) Count forwards and backwards with positive and negative whole numbers, including through zero 5.1.a.2 Count forwards or backwards in steps of powers of 10 for any given number to 1 000 000 5.1.a.3 Continue to count in any multiples of 2 to 10, 25 and 50 5.1.b.1 (KPI) Read and write numbers to at least 1 000 000 and determine the value of each digit 5.1.b.2 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals 5.1.b.3 (KPI) Interpret negative numbers in context 5.1.c.1 (KPI) Order and compare numbers to at least 1 000 000	5.2.a.2 Develop their understanding of the meaning of the equals sign 5.2.b.1 (KPI) Add and subtract numbers mentally with increasingly large numbers 5.2.b.2 Continue to develop knowledge of addition and subtraction facts and to derive related facts 5.2.c.1 Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.e.1 (KPI) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and	5.2.a.3 Establish whether a number up to 100 is prime 5.2.a.4 Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers 5.2.d.3 Recall prime	5.2.a.1 Continue to use the distributive law to partition numbers when multiplying them 5.2.b.3 Multiply and divide numbers mentally drawing upon known facts 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.c.3 (KPI) Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5.2.c.4 (KPI) Solve problems involving scaling by simple fractions and problems involving simple rates 5.2.d.1 (KPI) Identify multiples and factors, including all factor pairs of a number, and common factors of 2	5.1.6 Understand the difference between perimeter as a measure of length and area as a measure of two-dimensional space 5.2.4 (KPI) Measure the perimeter of composite rectilinear shapes 5.2.5 Estimate the area of irregular shapes and volume and capacity 5.3.5 (KPI) Calculate the perimeter of composite rectilinear shapes 5.3.6 (KPI) Calculate and compare the area	5.1.1 Interpret line graphs 5.1.2 (KPI) Interpret more complex tables, including timetables 5.2.1 Decide the best way to present given data 5.2.2 (KPI) Complete tables, including timetables 5.3.1 Solve comparison, sum and

5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum 5.1.e.1 Round any number up to 1000000 to the nearest 10, 100, 1000, 10 000 and 100 000	subtraction) 5.2.f.1 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 5.3.3 Solve problems involving money, using the four operations	numbers up to 19	numbers 5.2.d.2 Recall square numbers and cube numbers and the notation for them 5.2.e.2 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 5.2.e.3 Divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context 5.2.f.2 Check answers to calculations and to multiplication and division calculations using the inverse 5.3.3 Solve problems involving money, using the four operations	of rectangles	difference problems using information presented in a line graph 5.3.2 Solve problems using information in tables, including timetables

Term by Term Objectives

Year 5 **Term 3 and Term 4**

Number: Place Value	**Number: Fractions**	**Number: Decimals**	**Number: Percentages**	**Number: Algebra**	**Measurement: Time, converting units and volume**
Pick up any misconceptions or areas not covered from term 1 and then 5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum	5.3.a.1 Write mathematical statements > 1 as a mixed number 5.3.a.2 Continue to apply their knowledge of multiplication table facts to find equivalent fractions 5.3.b.1 Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5.3.b.2 Recognise mixed numbers and improper fractions and convert from one form to the other 5.3.b.4 (KPI) Read and write decimal numbers as fractions 5.3.c.1 (KPI) Compare and order fractions whose denominators are all multiples of the same number 5.3.c.2 Add and subtract fractions with the same denominator and denominators that are multiples of	5.2.b.4 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 5.3.a.3 Recognise and use thousandths and relate them to tenths and hundredths 5.3.a.3 Divide one- or two-digit numbers by 1000, identifying the value of the digits in the answer as ones, tenths, hundredths and thousandths 5.3.b.3 Relate thousandths to decimal equivalents 5.3.c.4 Round decimals with two decimal places to the nearest whole number and to one decimal place 5.3.c.5 (KPI) Read, write,	5.3.a.4 Recognise the per cent symbol and understand that per cent relates to ''number of parts per hundred'' 5.3.b.5 Write percentages as a fraction with denominator hundred, and as a decimal 5.3.b.6 (KPI) Know percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25 5.3.d.3 (KPI) Solve problems which require knowing key percentage and	5.1.1 Express missing measure questions algebraically 5.1.2 Distributivity can be expressed as a(b + c) = ab + ac 5.2.1 Find all factor pairs of a number 5.3.1 Recognise and describe linear number sequences and find the term to term	5.1.1 Continue to develop understanding of how analogue and digital clocks tell the time 5.1.2 Continue to practise converting between units of time 5.1.3 Develop fluency in using money expressed in £, converting to p when necessary 5.1.4 (KPI) Convert between different units of metric measure 5.1.5 Understand and use approximate equivalences between metric units and common imperial units 5.2.1 Continue to become fluent in telling the time 5.2.2 Continue to become fluent in writing the time 5.2.3 Continue to estimate and

	the same number, including calculations > 1 5.3.c.3 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 5.3.d.1 Solve a variety of problems involving fractions	order and compare numbers with up to three decimal places 5.3.c.6 Add and subtract decimals including those with a different number of decimal places 5.3.d.2 Solve problems involving addition and subtraction involving numbers up to three decimal places	decimal equivalents	rule.	compare different measurements 5.3.1 Solve problems involving converting between units of time 5.3.2 Become familiar with temperature measure using degrees Celsius, realising that the scale becomes negative below the freezing point of water 5.3.4 Solve measurement problems using all four operations and decimal notation, including scaling and conversions

Term by Term Objectives

Year 5 **Term 5 and Term 6**

Number: Place Value	**Number: Multiplication and Division**	**Number: Ratio**	**Geometry: Shapes and Angles**	**Number: Fractions, Decimals and Percentages**	**Assessment Week: Optional SATs**	**Geometry: Position and Direction**	**Number: All Four operations**
Pick up any misconceptions or areas not covered from term 1 and 2 and then: 5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum	5.2.c.3 (KPI) Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5.2.c.4 (KPI) Solve problems involving scaling by simple fractions and problems	5.1.1 Multiply numbers up to 4 digits by a one- or two-digit number using a formal method, including long multiplication for two-digit numbers and divide numbers up to 4 digits by a one-digit number using formal short division, interpreting non-integer answers to division according to context 5.1.2 Recognise the per cent symbol and understand that	5.1.1 (KPI) Draw given angles, and measure them in degrees (*) and draw shapes with sides measured to the nearest millimetre 5.1.2 Use conventional markings for parallel lines and right angles 5.1.3 Identify 3-D shapes, including cubes and other cuboids, from 2-D representations 5.2.1 (KPI) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles 5.2.2 Use the term diagonal	Pick up any misconceptions or areas not covered from term 3 and 4 and then: 5.3.d.1 Solve a variety of problems involving fractions 5.3.d.2 Solve problems involving addition and subtraction involving numbers up to three decimal places 5.3.d.3 (KPI) Solve problems which require knowing key percentage and		5.4.1 Continue to use coordinates in the first quadrant to become fluent in their use 5.4.2 Identify the points required to complete a polygon 5.5.1 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.	5.2.c.1 Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.e.1 (KPI) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and

	involving simple rates	per cent relates to ''number of parts per hundred'' 5.1.3 Use multiplication and division as inverses 5.1.4 Solve calculation problems involving scaling by simple fractions and simple rates	5.2.3 Continue to make and classify 3-D shapes, including identifying all of the 2-D shapes that form their surface 5.3.1 Identify angles at a point and one whole turn, angles at a point on a straight line and ½ a turn and other multiples of 90º 5.3.2 Estimate and compare acute, obtuse and reflex angles 5.3.3 Use the properties of rectangles to deduce related facts and find missing lengths and angles	decimal equivalents			subtraction) 5.3.3 Solve problems involving money, using the four operations 5.2.e.2 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 5.2.e.3 Divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context

Y6 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Decimals		Fractions			Geometry: Position and Direction
Spring (T3 and Y4)	Number: Percentages		Number: FDP		Number: Algebra		Measures: Converting Units	Measurement: Perimeter, Area Volume and Time			Number: Ratio	
Summer (T5 and T6)	Geometry: Properties of Shapes		SATs Week and Problem Solving			Statistics		Optional SATs Week	Investigations			

Caldew Lea Primary School

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Term by Term Objectives

Year 6 **Term 1 and Term 2**

Number: Place Value	**Number: Addition and Subtraction, Multiplication and Division**	**Number: Decimals**	**Number: Fractions**	**Geometry: Position and Direction**
6.1.a.1 Calculate intervals across zero 6.1.a.2 Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000 6.1.a.3 Consolidate counting in multiples of 2, through to 10, 25 and 50 6.1.b.1 Read and write numbers to 10 000 000 and determine the value of digits 6.1.b.2 Consolidate reading Roman numerals to 1000 (M) and recognising years written in Roman numerals 6.1.b.3 (KPI) Use negative numbers in context 6.1.c.1 Order and compare	6.2.a.1 Use knowledge of the order of operations 6.2.a.2 Consolidate their understanding of the equals sign as representing equivalence between two expressions 6.2.a.3 Consolidate understanding of the structure of numbers 6.2.a.4 Consolidate knowledge of types of number 6.2.b.1 Perform mental calculations, including with mixed operations and large numbers 6.2.b.2 Consolidate knowledge of addition facts and the related subtraction facts, deriving further related facts as required 6.2.b.3 Identify common factors, common multiples and prime numbers greater than 100 6.2.b.4 Consolidate multiplying and dividing whole numbers and decimals by 10, 100 and 1000 6.2.c.1 Solve multi-step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why 6.2.c.2 Consolidate solving problems using more than one of the four operations 6.2.c.3 Solve multi-step calculation problems involving combinations of all four operations 6.2.c.4 Consolidate solving calculation problems involving scaling by simple fractions and simple rates 6.2.d.1 Consolidate knowledge of multiples and factors, including all factor pairs of a number,	6.3.a.3 Identify the value of each digit in numbers given to three decimal places 6.3.a.4 Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places 6.3.b.3 Consolidate understanding of the relation between tenths, hundredths and thousandths and decimal notation 6.3.b.4 Calculate decimal fraction equivalents for a simple fraction 6.3.d.3 Solve problems with FDP from the Year 6 curriculum 6.3.c.5 Round	6.3.a.1 Associate a fraction with division 6.3.a.2 Consolidate understanding of equivalent fractions by extending to improper fractions 6.3.b.1 Use common factors to simplify fractions 6.3.b.2 Use common multiples to express fractions in the same denomination 6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages 6.3.b.6 (KPI) Recall and use equivalences between simple fractions, decimals and percentages, including	6.4.1 Use positions on the full coordinate grid (all four quadrants) 6.4.2 Draw and label rectangles (including squares), parallelograms and rhombuses specified by coordinates in the four quadrants, predicting missing coordinates using the properties of

numbers up to 10 000 000 6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum 6.1.e.1 (KPI) Round whole numbers to 10 000 000 to a required degree of accuracy	and common factors of two numbers 6.2.d.2 Consolidate recall of square numbers and cube numbers and the notation for them 6.2.d.3 Consolidate recall of prime numbers up to 19 6.2.e.1 Consolidate adding and subtracting whole numbers with more than 4 digits, including using formal written columnar addition and subtraction 6.2.e.2 (KPI) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 6.2.e.3 (KPI) Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding 6.2.f.1 Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy 6.2.f.2 Check answers to calculations with all four operations involving any numbers by rounding	decimals to three decimal places or other approximations depending on the context 6.3.c.6 (KPI) Use written division methods in cases where the answer has up to two decimal places 6.3.c.7 Multiply one-digit numbers with up to two decimal places by whole numbers 6.3.d.2 (KPI) Solve problems which require decimal answers to be rounded to specified degrees of accuracy 6.3.d.3 Solve problems with FDP from the Year 6 curriculum	in different contexts 6.3.c.1 Compare and order fractions, including fractions > 1 6.3.c.2 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6.3.c.3 Multiply simple pairs of proper fractions 6.3.c.4 Divide proper fractions by whole numbers 6.3.d.1 Multiply a quantity that represents a unit fraction to find the whole quantity 6.3.d.3 Solve problems with FDP from the Year 6 curriculum	shapes 6.5.1 (KPI) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Term by Term Objectives

Year 6 **Term 3 and Term 4**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Percentages 6.1.2 (KPI) Solve problems involving the calculation of percentages and the use of percentages for comparison 6.3.a.5 Consolidate recognition of the per cent symbol and understanding that per cent relates to ''number of parts per hundred''		**Number: FDP** 6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages 6.3.d.3 Solve problems with FDP from the Year 6 curriculum 6.3.b.6 (KPI) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		**Number: Algebra** 6.1.1 Express missing number problems algebraically 6.1.2 (KPI) Use simple formulae 6.2.1 Find pairs of numbers that satisfy an equation with two unknowns 6.2.2 Enumerate possibilities of combinations of two variables 6.3.1 Generate and describe linear number sequences		**Measures: Converting Units** 6.1.2 Consolidate understanding of converting between units of time 6.1.4 (KPI) Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa 6.1.5 Convert between miles	**Measures: Perimeter, Area, Volume and Time** 6.1.1 Continue to develop understanding of how analogue and digital clocks tell the time 6.1.3 Consolidate fluency in using money expressed in £ and p 6.1.6 Recognise that shapes with the same areas can have different perimeters and vice versa 6.2.1 Consolidate fluency in working with time 6.2.2 Consolidate fluency in recording the time 6.2.3 Continue to measure and compare using different standard units of measure 6.2.4 Consolidate skills in identifying and measuring perimeter 6.2.5 Estimate volume of cubes and			**Number: Ratio** 6.1.1 Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 6.1.2 (KPI) Solve problems involving the calculation of percentages and the use of percentages for comparison 6.1.3 Solve problems involving similar shapes where the scale factor is known or can be found 6.1.4 Solve problems involving unequal sharing and grouping using knowledge of	

			and kilometres and use a conversion graph 6.3.1 Consolidate skills in solving problems converting between units of time	cuboids 6.3.2 Add and subtract positive and negative measurements such as temperature 6.3.3 Continue to solve problems involving money using the four operations 6.3.4 Solve measurement problems with decimal notation up to three decimal places and approximate equivalences between metric and imperial measurements 6.3.5 Consolidate skills in calculating perimeter 6.3.6 Calculate the area of parallelograms and triangles 6.3.7 Recognise when it is possible to use formulae for area and volume of shapes 6.3.8 Calculate and compare volume of cubes and cuboids using standard units	fractions and multiples

Term by Term Objectives

Year 6 **Term 5 and Term 6**

Geometry: Properties of Shapes	**SATs Week and Problem Solving**	**Statistics**	**Optional SATs Week**	**Investigations**
6.2.2 Illustrate and names parts of circles, including radius, diameter and circumference and know that the diameter of a circle is twice the radius 6.1.1 Draw 2-D shapes accurately using given dimensions and angles 6.1.2 Use conventional markings and labels for lines and angles 6.1.3 Build simple 3-D shapes, including making nets 6.2.1 (KPI) Compare and classify geometric shapes based on increasingly complex geometric properties and sizes 6.2.3 Recognise 3-D shapes from their nets 6.3.1 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite,	6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum 6.2.c.1 Solve multi-step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why 6.2.c.3 Solve multi-step calculation problems involving combinations of all four operations 6.3.d.3 Solve problems with FDP from the Year 6 curriculum 6.3.4 Solve measurement problems with decimal notation up to three decimal places and approximate equivalences between metric and imperial measurements 6.3.1 (KPI) Solve problems using pie charts and line graphs	6.1.1 (KPI) Interpret data in pie charts 6.1.2 Consolidate skills in interpreting more complex tables, including timetables 6.2.1 Present data using pie charts and line graphs 6.2.2 Consolidate skills in completing tables, including timetables 6.3.1 (KPI) Solve problems using pie charts and line graphs 6.3.2 (KPI) Calculate and interpret the mean as an average		

and find missing angles 6.3.2 Check solutions to missing angle problems by estimating 6.3.3 (KPI) Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons				