	Week Week	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week Week
Reception	Getting to know the class	Subitising 1-3	Counting to 5	Composition 2, 3, 4	Subitise 2-4	Comparison more than fewer than	Count and represent to 5	Comparison Equal, too much, not enough	Composition – wholes and parts	Composition – different parts making the same whole	Counting to 10, numerals to 5	Shape and space Select, rotate and manipulate shapes Repeating patterns
Year 1	PI	Numb ace value v	_			Addition	Numb and subtra	er action within	10	Geometry 2D & 3D Shape	Assessment and consolidation	
Year 2	Ni Plac			_	lumber and subtra	ction		eometry Shape	Assessment and consolidation			
Year 3	Numbe Place va			Additio	Number n and sub	traction			on	Assessment and consolidation		
Year 4		umber ce value			Number and sub	traction	Measurement Area			ımber on and divisi	on	Assessment and consolidation
Year 5	Number Number Place value Addition and subtraction					Number Multiplication and division				ımber ıdd & subtrac	:t)	Assessment and consolidation
Year 6	Number Number Place value Four operation				ns		Fraction	(add and Converting Fractions (Number s (multiply and divide)	Assessment and consolidation

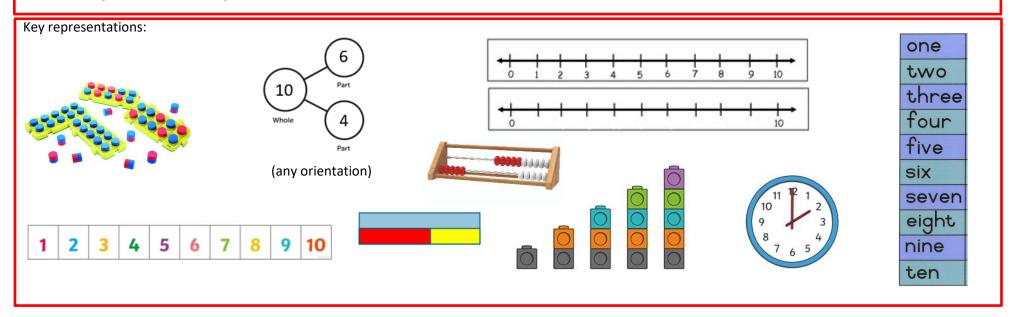
- Subitise groups and arrangements up to 4 objects
- Count to 10
- Compare 2 sets of objects and say which is 'more than', 'fewer than' or if they are the same
- Know that we have 5 fingers on 1 hand and represent numbers to 5 on their fingers
- Count accurately and follow the rules of counting (say numbers in order, the last number tells us how many, count each object once)
- Understand that when a set is rearranged, the quantity remains the same
- Identify the whole and parts in familiar contexts e.g. body & body parts
- Understand that different parts can make the same whole
- Know some ways to make the numbers 1 − 5
- Begin to recognise numerals to 5
- Have experience of selecting, rotating and manipulating shapes, developing spatial reasoning skills
- Continue, copy and create repeating patterns



Week	Focus	Focus numbers	Key objectives
3	Subitising (perceptual)	1 - 3	Perceptually subitise groups of 1, 2 and 3 objects
			Represent on fingers
			Recognise in larger arrangements
			Make and describe spatial patterns
4	Counting, cardinality &	0 - 5	Count to 5
	ordinality		That counting tells us 'how many'
			That the last number in the count tells us 'how many altogether' (cardinality)
			One to one correspondence (counting each object only once)
5	Composition	2, 3,4	Know that two is made of 'one and another one'
			Know that 3 is made of `1 and 1 and 1'
			Know that 4 is made of 4 ones
		2.2.4	Use this information to identify collections of 2, 3 or 4 and produce their own collections of 2, 3, or 4.
6	Subitising (perceptual	2, 3, 4	Subitise arrangements of 2 and 3
	and conceptual)		Represent on fingers I doubt's when a small pollarity is assumed as the assumbly about the small pollarity is assumed.
			Identify when a small collection is rearranged or the quantity changed
		111 10	Use positional language to describe arrangements of 4
7	Comparison	within 10	Compare 2 sets of objects and say which is 'more than' or 'fewer than'. Parameters 2 - 4 or financial different ways.
- 0	C. II. II. II.	-	Represent 0 – 4 on fingers in different ways
8	Counting, ordinality and	5	One to one correspondence (counting each object only once) Country 5
	cardinality		Count to 5 Contact to 5
			See that we have 5 fingers on one hand Make 8 was a set of the set of t
			Make & represent numbers to 5 on fingers Provided to the delicate solutions and dis finance.
			 Represent 5 with objects, counters and die frame 5 and 5 makes 10 altogether
9	Comparison	within 10	Subitise numbers to 4
9	Comparison	WILIIII 10	Compare 2 sets of objects and say which is 'more than' or 'fewer than' by looking.
			Compare 2 sets of objects and say which is more than of fewer than by looking. Compare groups of objects by matching them 1:1
			Say when there is an equal number, too much or not enough
10	Composition	1, 2, 3	Hear the language of `whole' and `parts'
10	Composition	1, 2, 3	Identify the whole and parts in familiar contexts e.g. body & body parts
			Recognise that some whole objects have parts that cannot be removed.
			Know that 1 and 2 are parts of 3
11	Composition	3, 4, 5	Investigate ways to compose and de-compose 3, 4 and 5
1 1	Composition	3, 1, 3	Use spatial language to describe shapes
			Explain that different parts can make the same whole
12	Counting, ordinality and	to 10	Count to 10
	cardinality	10 10	Use fingers to represent quantities (exploring up to 10)
	33. 3		Begin to recognise numerals to 5
			Represent quantities in a range of ways including more abstract representations e.g. clapping, jumping
			Understand that when a set is rearranged, the quantity remains the same
			That the last number in the count tells us 'how many altogether' (cardinality)
13 & 14	Shape & space	-	Select, rotate and manipulate shapes, developing spatial reasoning skills
			Continue, copy and create repeating patterns
			Children copy increasingly complex 2D pictures & patterns with 3D materials e.g. building blocks, magnetic tiles, jigsaws Make patterns with your increase (AB, ABB, ABBC) for abildren to complete and find
			 Make patterns with varying rules (AB, ABB, ABBC) for children to copy, continue and find and fix mistakes.

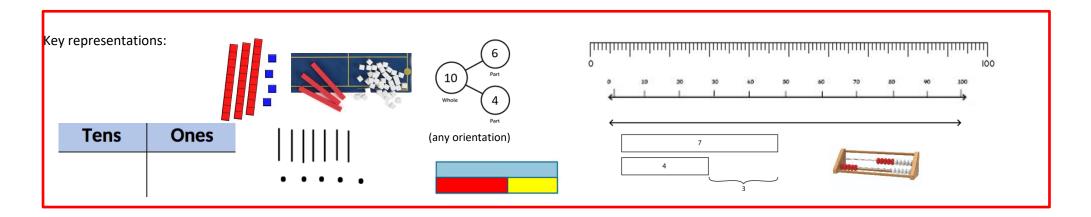
St Denys Primary School Year 1 Overview

- Fluently count forwards and backwards within 10 from any starting number
- Represent groups of objects with manipulatives, numerals and words (0-10)
- Find and recognise 1 more and 1 less (within 10)
- Compare and order groups and numbers of objects using the language: fewer, more, same
- Compare and order numerical values using the language: less than, greater than, equal to and the symbols <>=
- Use the number line as a representation, including recognising 5 as the mid-point between 0 and 10.
- Use the language of parts and wholes and the 'cherry model' representation.
- Recognise and use the addition (+), equals (=) and subtraction (-) symbols
- Find and represent fact families for addition and subtraction
- Be able to work systematically (finding number bonds)
- Understand addition as adding together and as adding more
- Understand subtraction as finding a part and as taking away.
- Recognise, name and describe 2D shapes: squares, triangles, circles, rectangles; and 3D shapes: cubes, cuboids, cylinders, pyramids, cones, spheres
- Recognise when an analogue clock shows 'o'clock'



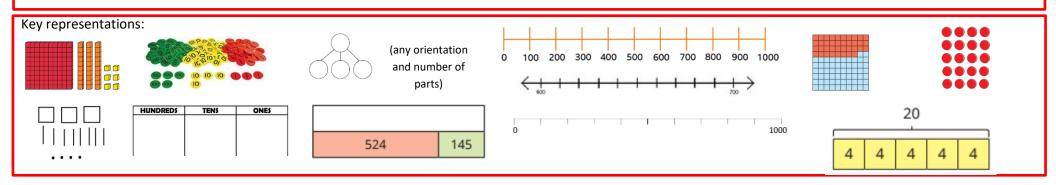
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week Week
Unit title	_		Numbe	er			Addition ar	Number nd subtract	on within 1		Geometry 2D & 3D Shape	Measurement Time (o'clock)	Assessment and consolidation
Key learning objectives	 Fluently count forwards and backwards within 10 from any starting number Represent groups of objects with manipulatives, numerals and words (0-10) Find and recognise 1 more and 1 less (within 10) Compare and order groups and numbers of objects using the language: fewer, more, same Compare and order numerical values using the language: less than, greater than, equal to and the symbols <> = Use the number line as a representation, including recognising 5 as the mid-point between 0 and 10. 				any ts with nd words and 1 less and he ne ical values an, greater bols <>= ecognising	•	the 'cherry Recognise equals (=) Find and re addition and Be able to number be Understand and as additional	and subtrace epresent fa nd subtract work system onds) d addition a ling more d subtraction	oresentation e addition (- ction (-) sym ct families f ion matically (fi as adding to	n. +), nbols for nding	• Recognise, name and describe 2D shapes: squares, triangles, circles, rectangles; and 3D shapes: cubes, cuboids, cylinders, pyramids, cones, spheres	Recognise when an analogue clock shows 'o'clock'	
Additional resources / planning links	NCETM PD materials: 1:1, 1:3, 1:4 Numberblocks Series 1 How to Count Numberblocks Series 3 Blockzilla The Button Box by M. Reid Gingerbread Man				Nu		s Series 1 Tl locks Series ocks Series	ne Whole of 2 Blast Off 3 Fruit Salad	f Me : d		The Bad Tempered Ladybird by E. Carle	WR Autumn Paper 1 & 2.	
Mastering Number focus		E	Use ofSubitise	Turnip rekenrek e within 5 sition of 5	5			• 0	se language more and 1 less ding doubling) . 8, and 10 e differences betwee	n them			

- Count objects to 100 by making tens
- Unitise tens and say how many tens and ones are in a number to 100
- Use a place value chart (tens and ones)
- Partition numbers into tens and ones using standard and flexible partitioning, and express this as an addition equation
- Write numbers to 100 in words
- Locate and place numbers on marked and unmarked 0-100 numberlines, showing an understanding of midpoints
- Compare and order objects and numbers to 100 using the language: (objects) fewer, more, same and (numerical values) less than, greater than, equal to and the symbols <> =
- Recall or have strategies to quickly calculate number bonds to and within 20, representing these in fact families
- Use their knowledge of number bonds within 10 to add and subtract related multiples of 10 (ie 2+3=5 so 20+30 = 50) and find bonds to 100
- Add and subtract ones to/from 2 digit numbers, including across a 10
- Add 3 1-digit numbers
- Add and subtract multiples of ten from 2-digit numbers
- Add and subtract two, 2-digit numbers, including across a 10
- Compare number sentences
- Understand that difference is one of the structures of subtraction.
- Solve a range of addition and subtraction problems including missing number problems, determining which operation to use.
- Recognise, name and describe the properties of 2D and 3D shapes including: sides, vertices, faces, edges.
- Sort, identify and draw/make 2D and 3D shapes based on their properties.
- Recognise symmetry and identify vertical lines of symmetry within shapes.



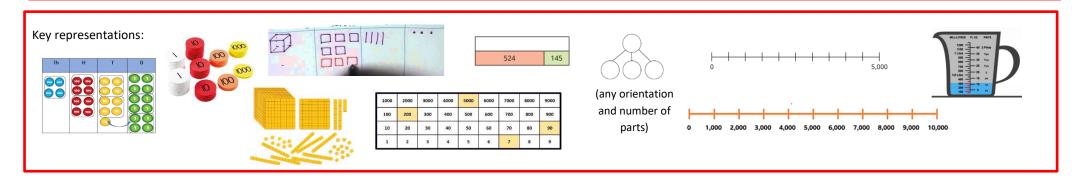
	Week Week Week 3 Week 4	Week 5 Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit title	Number Place value		Nu Addition ar		metry ape	Asses a	ssment nd lidation			
Key learning objectives	 Count objects to 100 by making tens Unitise tens and say how many tens and ones are in a number to 100 Use a place value chart (tens and ones) Partition numbers into tens and ones using standard and flexible partitioning, and express this as an addition equation Write numbers to 100 in words Locate and place numbers on marked and unmarked 0-100 numberlines, showing an understanding of midpoints Compare and order objects and numbers to 100 using the language: (objects) fewer, more, same and (numerical values) less than, greater than, equal to and the symbols <> = 	within 20, rep Use their kno related multip 100 Add and subt Add 3 1-digit Add and subt Add and subt Compare nun Solve a range number prob	ract multiples of ract two, 2-digit ober sentences of addition and ems, determininat difference is	in fact familieser bonds within s=5 so 20+30 = m 2 digit numbers and the subtraction programs which operation programs with the programs which operation programs which operation programs which operation programs with the program with the programs with the pro	n 10 to add a 50) and find pers, including git numbers uding across a oblems inclustion to use.	and subtract bonds to g across a 10 a 10 ding missing	and prop and inclusivert edge of Sort draw and base prop Records symiden lines	ognise, name describe the perties of 2D 3D shapes uding: sides, ices, faces, es. i, identify and w/make 2D 3D shapes ed on their perties. ognise metry and utify vertical is of symmetry in shapes		
Additional resources / planning links	NCETM: 1.8, 1.9		ETM: 1.11, 1.12,			Pape	utumn r 1 & 2			
Mastering Number focus	 Review the composition of the numbers 6 to 9 as '5 and a bit' Compare numbers using the language of comparison and use the symbols <> = 	• review the sti	ructure of even or t ructure of odd no consolida solidate their un	ach of 6, 8 and abers can be c ach of 7 and 9 and 20 as '10	d 10 composed of o)) and a bit'	one odd _l				

- Know that there are 10 tens in 100 and use this knowledge to explore other multiples of 100 within 1000.
- Count in 100s to 1000
- Represent numbers to 1000
- Identify the value of any given digit in a 3-digit number
- Partition numbers to 1000 in standard and flexible ways
- Use place value counters as a representation
- Find 1, 10 or 100 more or less than a given number
- Locate, estimate and place numbers on marked and unmarked 0-1000 numberlines (and sections of numberlines), showing an understanding of midpoints
- Compare and order numbers to 1000
- Count in 50s to 1000
- Recall their knowledge of number bonds to and within 10 and apply this to 10s and 100s
- Mentally add and subtract 1s, 10s and 100s from 3 digit numbers, including across 10s and 100s.
- Notice and explore patterns and connections between number facts when adding and subtracting
- Add two, 2 and 3 digit numbers using the formal written method (column addition), including with 1 or more exchange
- Subtract two, 2 and 3 digit numbers using the formal written method (column subtraction), including with 1 or more exchange
- Recall or efficiently calculate complements to 100
- Check answers using estimation and inverse operations
- Make decisions about which operation and which method to use to solve a problem, including multi-step problems.
- Build and use arrays to represent multiplication, including understanding the link between multiplication and repeated addition
- Identify multiples of 2, 5 and 10 and explain why a number is or isn't a multiple of 2, 5 or 10.
- Understand division as both sharing and grouping (quotitive & partitive)
- Multiply and divide by 3, 4 and 8, showing fluency with the 3, 4 and 8 times-tables
- Make and explain links between multiplying and dividing by 2, 4 and 8 (doubling and halving)



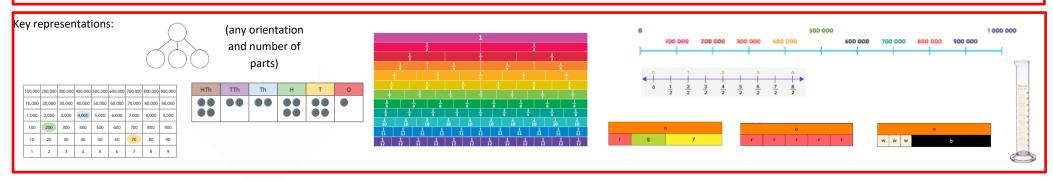
	Week We		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit title		Numbe	ue			Numb dition and s	ubtraction	da to and	n.:il	Assess ar consoli	sment nd			
Key learning objectives	in 1 kno mul Cou Rep Ider give nun Part star Use repi Finc less Loca nun unn nun und con to 1 Cou	oo and use whedge to tiples of 1 ant in 100s are sent numer tition numer tition numer tition numer tition numer tition numer to than a given bers on numer to 1, 10 or 1 than a given t	explore other 00 within 1000. to 1000 mbers to 1000 alue of any a 3-digit bers to 1000 in flexible ways are counters as a number at and place narked and 1000 more or early and sections of showing an gof midpoints order numbers to 1000	•	within 10 a Mentally a digit numb Notice and between n subtracting Add two, 2 written me 1 or more of Subtract tv formal writ including w Recall or et Check answ operations Make decis method to step proble	and apply this dd and subtracers, including explore patt umber facts of and 3 digit nethod (column exchange vo, 2 and 3 ditten method with 1 or more fficiently calcivers using estables about was to solve ems.	ulate complem timation and ir which operation a problem, inc	100s from 3 dd 100s. ections and the formal luding with sing the action), eents to 100 overse and which	mul link add Ider why 10. Und grou Mul flue Mal and halv	d and use array tiplication, include between multiplication of a number is or a n	uding understa plication and r of 2, 5 and 10 a r isn't a multip n as both shar e & partitive) e by 3, 4 and 8, 4 and 8 times inks between in 1 and 8 (doubli	anding the epeated and explain te of 2, 5 or and showing tables multiplying ng and		
Additional resources / planning links	NCET	M 1.8, 1.:			NCET	M 1.17, 1.1	9, 1.20, 1.21		NC	WR Autumn Paper 1 & 2				
TTRS focus		10x, 5x,	2x			10x, 5x, 2	2x, 4x							

- Know that there are 10 hundreds in 1000 and use this knowledge to explore other multiples of 1000
- Count forwards and backwards in 1000s
- Represent numbers to 10,000
- Partition numbers to 10,000 in standard and flexible ways
- Find 1, 10, 100 or 1000 more or less than a given number
- Locate, estimate and place numbers on marked and unmarked 0-10000 numberlines (and sections of numberlines), showing an understanding of midpoints
- Compare and order numbers to 10,000
- Represent and read numbers in Roman numerals to 100
- Round to the nearest 10, 100 or 1000
- Mentally add and subtract 1s, 10s, 100s and 1000s from 4 digit numbers, including across 10s, 100s and 1000s
- Notice and explore patterns and connections between number facts when adding and subtracting
- Add two, 2, 3 and 4 digit numbers using the formal written method (column addition), including with 1 or more exchange
- Subtract two, 2, 3 and 4 digit numbers using the formal written method (column subtraction), including with 1 or more exchange
- Make decisions about which operation and which method to use to solve a problem, including identifying when mental strategies may be more efficient
- Estimate by rounding and use this to check answers, alongside inverse operations
- Know that area is the space taken up by a two-dimensional shape and find area by counting squares
- Multiply and divide by 3, 6 and 9, showing fluency with the 3, 6 and 9 times-tables and making and using links between them to calculate efficiently
- Multiply and divide by 7, showing fluency with the 7 times table
- Understand and explain what happens when multiplying by 1 or 0
- Understand and explain what happens when dividing a number by 1 or itself
- Apply their knowledge of multiplication and times tables to multiply 3 numbers together



	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit title	Nu	mber e value	10		Number n and subtrace y add and sub		Measurement Area Know that		N Multiplicat Multiply and		sment nd		
Key learning objectives	hundreds in knowledge multiples of Count forwin 1000s Represent Partition in standard at Find 1, 10, less than at Locate, est numbers of unmarked (and section showing at midpoints) Compare at 10,000 Represent Roman nu Round to the 1000	n 1000 and to explore of 1000 wards and be numbers to numbers to numbers to numbers to numbers and or numbers to 10000 numbers to 100000 numbers to 10000 numbers to 100000 numbers to 10000 numb	d use this e other backwards to 10,000 10,000 in e ways 00 more or hber place and umberlines berlines), nding of numbers to	100s and number 100s and Notice a connect facts when Add two using the (column or more Subtract number method includin Make do operation use to so identify may be Estimate to check inverse in the solution of the column of the	d 1000s from 4 s, including ac d 1000s and explore parions between the adding and 2, 2, 3 and 4 die formal writter addition), increased two, 2, 3 and s using the for (column subtron and which rolve a problem ing when mening when mening when mening answers, aloroperations	4 digit cross 10s, atterns and number d subtracting git numbers en method cluding with 1 I 4 digit rmal written raction), ore exchange which method to n, including tal strategies cand use this ngside	area is the space taken up by a two-dimensional shape and find area by counting squares	•	showing flue times-tables links betwee efficiently Multiply and fluency with Understand when multip Understand when dividir Apply their k multiplicatio multiply 3 no	ency with the sand making a en them to calconduction to calconduction them to calconduction to calconduction the 7 times to cand explain when and explain when and explain when and times to cand times to cand times to cand the calconduction to calconduction and times to calconduction to calcondu	a, 6 and 9 nd using culate howing ble hat happens hat happens y 1 or itself ables to her		
Additional resources / planning links		™ 1.22			19, 1.20, 1.2	1, 1.22	NCETM 2:16 (without expecting children to calculate)	1	WR Autumn Paper 1 & 2				
TTRS focus	2x, 4	x, 8x, 3x		2:	x, 4x, 8x, 3x		6x						

- Represent and read numbers in Roman numerals to 1000
- Read, write and represent numbers to 1,000,000 in numbers and words
- Make links and describe the relationship between numbers in different columns as powers of 10
- Find 1, 10, 100 or 1000, 10,00 and 100,000 more or less than a given number
- Partition numbers to 1,000,000 in standard and flexible ways
- Locate, estimate and place numbers on marked and unmarked 0-1,000,000 numberlines (and sections of numberlines), showing an understanding of midpoints
- Compare and order numbers to 1,000,000
- Round any number up to 1,000,000 to any power of 10 up to 100,000
- Use a range of strategies including: knowledge of number bonds, unitising, multiples, compensation and adjustment to mentally calculate answers
- Use the formal written method (column addition/subtraction) to add and subtract whole numbers up to 1,000,000
- Estimate by rounding and use this to check answers, alongside inverse operations
- Solve addition and subtraction problems with more than one step, including representing them (usually with bar models)
- Notice connections and compare calculations
- Multiply and divide by multiples of 10, 100 and 1000
- Find missing numbers in calculations using the inverse relationship and by comparing calculations
- Find multiples and common multiples
- Use the language: 'factor', 'multiple', 'common multiple', 'product' accurately
- Find factors and common factors
- Understand what is meant by 'prime numbers' and 'composite numbers' and be able to determine whether numbers to 100 are prime.
- Understand what is meant by square numbers, use the notation ² and recognise square numbers to 12x12
- Understand what is meant by cube numbers, use the notation ³ and describe how to calculate them.
- Multiply and divide by 10, 100 and 1000
- Multiply and divide by multiples of 10, 100 and 1000
- Find and recognise equivalent fractions
- Convert between improper fractions and mixed numbers
- Compare and order sets of fractions less than and greater than 1
- Add and subtract fractions and mixed numbers, including finding a common denominator where necessary

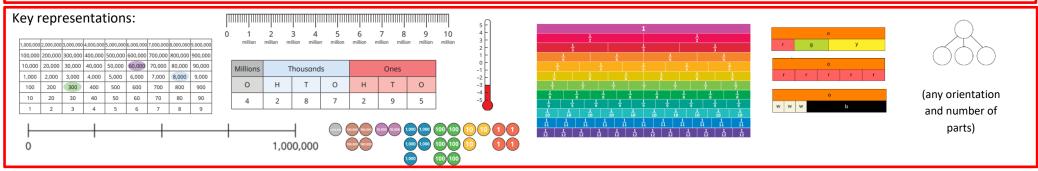


St Denys Primary School
Year 5 Overview

	Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week	Week	
Key learning objectives	Number Place value Represent and read numbers in Roman numerals to 1000 Read, write and represent numbers to 1,000,000 in numbers and words Make links and describe the relationship between numbers in different columns as powers of 10 Find 1, 10, 100 or 1000, 10,00 and 100,000 more or less than a given number Partition numbers to 1,000,000 in standard and flexible ways Locate, estimate and place numbers on marked and unmarked 0-1,000,000 numberlines (and sections of numberlines), showing an understanding of midpoints Compare and order numbers to 1,000,000 Round any number up to 1,000,000 to any power of 10 up to 100,000	Use a rangincluding: number b multiples, adjustmer calculate a Use the formethod (ormalism) and subtraction with the stocker alongside Solve add subtraction more than including (usually with the stocker alongside) Notice concompare or sincluding comparing the stocker alongside with the subtraction more than including compare or sincluding comparing the stocker alongside with the subtraction more than including comparing the subtraction comparing the subtraction more compared to the subtraction more comparing the subtraction of the subtraction more comparing the subtraction of the subtraction more comparing the subtraction of the subt	ormal written column subtraction) to add act whole numbers 10,000 by rounding and use eck answers, inverse operations ition and on problems with a one step, representing them with bar models) nnections and calculations ng numbers in ns using the inverse ip and by g calculations	• Fill mm • Use 'mm acc • Fill fa • Ull 'pp 'ccl abl nu • Ull sq re 12 • Ul by de th • MM mm	Number lication and of mitiples and ultiples se the language nultiple', 'comm ultiple', 'comm ultiple', 'product curately and factors and of ctors anderstand what rime numbers' composite numb alle to determine umbers to 100 a anderstand what quare numbers a accognise square ext12 Inderstand what quare numbers accognise square ext2 Inderstan	d common : 'factor', non ct' common : is meant by and pers' and be e whether are prime. : is meant by and numbers to t is meant and calculate de by 10, de by 00 and 1000	•	Find and reco fractions Convert betw and mixed nu Compare and less than and Add and subt numbers, incl common den necessary	mber itions regnise equivar reen improper imbers I order sets of greater than ract fraction luding finding ominator wh	er fractions of fractions of 1 s and mixed g a nere	Assess an consoli	Assessment and consolidation	
Additional resources / planning links	NCETM 1.26 (1.17, 1.18, 1.22)	NCETM 1.26	5, 1.29, 1.28	NC	ETM 2.13, 2.	.21,	NCETM 3.4, 3.5, 3.7, 3.8				WR Au Paper		
TTRS focus	All 2x-12x to identify focus tables		Focus x tables Mixed all tables for speed recall										

St Denys Primary School
Year 6 Overview

- Read, write and represent numbers to 10,000,000, partitioning them in standard and non-standard ways
- Identify numbers that are powers of 10 and multiples of powers of 10, describing how moving a digit in the columns of a place value chart changes the value of the digit
- Locate, estimate and place numbers on marked and unmarked 0-10,000,000 numberlines (and sections of numberlines), showing an understanding of midpoints
- Compare and order any integer
- Round any integer
- Use negative numbers in real-life contexts, including finding the difference between numbers, including across 0.
- Add and subtract integers, including in multi-step problems, choosing the most appropriate strategy each time (mental or written)
- Apply their knowledge of common factors and common multiples to solve problems
- Recall rules of divisibility for 2, 5, 10, 4, 8, 3, 9, 11 and know how to combine these rules to explore other potential factors e.g. 6.
- Multiply integers, including in multi-step problems, choosing the most appropriate strategy each time (mental or written)
- Divide by single digit numbers using short division, including interpreting any remainders in context
- Find factors then use repeated division to divide by a 2-digit number
- Use the algorithm for long division, including where there is a remainder
- Solve multi-step problems in real life contexts involving more than one calculation, including representing the problem using a model
- Know and apply the order of priority for operations in a calculation
- Reason from known facts and identify and use related calculations, including the inverse
- Use their knowledge of equivalent fractions to recognise when fractions are/are not in their simplest form
- Compare and order fractions including placing them on a number line
- Add and subtract any two fractions and/or mixed numbers
- Apply their knowledge of fractions to solve multi-step problems
- Recognise, read, write and convert between all metric measures for length, mass and capacity
- Use and apply their conversion skills to solve measurement problems in context
- Convert between metric and imperial measurements including: miles / kilometres, inches / cm, stone / pounds, feet / inches, gallons / pints, pounds / ounces
- Multiply fractions and mixed numbers by integers and fractions
- Divide fractions by integers
- Solve single and multi-step fractions problems, applying their knowledge of using the four operations with fractions
- Find fractions of amounts and the whole amount given a fraction of it



St Denys Primary School
Year 6 Overview

	Week 1	Week 2	Week 3	Week	Week	Week	Week 7	Week	Week	Week 10	We	eek 11	Week	Week	Week
Unit title Key learning objectives	numbers partitioni	ite and represent to 10,000,000, ing them in and non-		Add and sul step proble appropriate written) Apply their	ms, choosin strategy ea	ers, including the most ach time (me	ental or	- Use thei knowledg	e of t fractions ise when	Measurement Converting units - Recognise, read, write and convert between all metric measures for length, mass	•	Number Fraction Multiply fra mixed numl integers and Divide fract integers	ctions and bers by d fractions	Assess ar consoli	nd
	 Identify r powers of multiples describin digit in the place value. Locate, e numbers unmarke numberli of number an under midpoint. Compare integer Round ar Use negareal-life of including difference numbers o. 	numbers that are full and and a of powers of 10, g how moving a ne columns of the digit stimate and place on marked and d 0-10,000,000 nes (and sections erlines), showing standing of s and order any ny integer tive numbers in contexts, finding the e between including across	•	and common Recall rules 9, 11 and kr to explore of Multiply int problems, of strategy each Divide by sindivision, incremainders Find factors divide by a 2 Use the algorithm where there Solve multicontexts in calculation, problem using Know and a operations of Reason from use related inverse	on multiples of divisibility mow how to other potent egers, including the chime (mengle digit nutled in context at then use reading a model poly the ordinal calculations of divisions and calculations of divisions of divi	to solve proty for 2, 5, 11 combine the tial factors edding in multiple most appropriate that or writte the most appropriate division, ander that one epresenting der of prioritistion cts and identis, including the total process.	oblems 0, 4, 8, 3, ese rules e.g. 6. i-step opriate e.en) g short sion to including fe the ty for tify and	not in the form - Compar- order fracincluding them on a line - Add and any two f and/or m numbers - Apply th knowledg fractions multi-step	e and tions placing number subtract ractions exed eir e of so solve problems	and capacity - Use and apply their conversion skills to solve measurement problems in context - Convert between metric and imperial measurements including: miles / kilometres, inches / cm, stone / pounds, feet / inches, gallons / pints, pounds / ounces	•	Solve single step fractio problems, a their knowl using the fo operations fractions Find fractio amounts an amount give of it	ns applying edge of our with ns of ad the whole en a fraction		
Additional resources / planning links	NCETM 1	NCET	NCETM 1.30, 2.23, 2.24, 2.28, 2.22, 2.12, 2.14, 2.15					3.5, 3.7, .8	NCETM measures examples through all PV units	NCETM 3.6, 3.9 (3.2, 3.3)			WR Au Paper		
TTRS focus	Mixed all ta	ecall	call Using x tables in routine &					ıtine prob	lems		ng x tables blems esp.				