Medium Term Plans for Mathematics (revised 2020) - Year Six (Spring Term)

Suggested oral mental starters (ongoing, throughout the term):
- Count from (and back to) 0 in multiples of 3, 4, 6, 7, 8, 9, 11,12, 15, 25, 50, 100 and 1000
- Count from (and back to) 0 in multiples of 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 0.25,1.1,1.2,1.5 (using known multiples and knowledge of place value)
- Recall and use multiplication and division facts for multiplication tables up to 12 x 12 **(See Multiplication Tables Guidance, 2020)**
- Multiply decimal numbers by whole numbers, using knowledge of multiplication facts and place value e.g. 0.4 x 7 = 2.8; 1.2 x 6 = 7.2
- Identify factors, common factors, common multiples, prime factors
- Use a range of mental calculation strategies, using all four operations **(see Mental Calculation Strategies, 2017)**
- Read, write, compare and order numbers within 10,000,000
- Read, write, compare and order numbers with up to three decimal places; identify the value of each digit in numbers with up to three decimal places
- Round numbers with one or two decimal places to the nearest whole number; round numbers with two decimal places to one decimal place
- Use understanding of place value to multiply and divide whole numbers and decimals by 1, 10, 100 and 1,000
- Use negative numbers in context and calculate intervals across zero
- Consolidate understanding of fraction, decimal and percentage equivalents e.g. know that 25% = 0.25 = 1/4 (25/100)
- Compare and order fractions (including those greater than one)
- Consolidate and use square numbers and the notation e.g. 12^2 = 12 x 12 = 144
- Consolidate and use cube numbers and the notation e.g. 4^3 = 4 x 4 x 4 = 64
- Calculate the mean average of a set of data
- Solve missing number problems using algebra e.g. 2n = 36 so n = 18; n x m = 60. What are the possible values of m and n?
- Convert between different units of measurement (including time), using decimal notation up to three decimal places if appropriate

Areas of Study	No of days	Statutory requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value **Week 1**	3 - 5	Read and write numbers to 10,000,000; order and compare numbers within 10,000,000 Round numbers up to 10,000,000 to the nearest 10, 100, 1000, 10,000, 100,000 and 1,000,000 Recognise the place value of each digit in a seven-digit number Partition seven-digit numbers into millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones/units; continue to use place value cards and charts to support, if necessary Use knowledge of place value to solve **word problems** by adding and subtracting 10, 100, 1000, 10,000, 100,000 or 1,000,000 to any number up to 10,000,000 e.g. A house in Chelsea is for sale for £2,365,000. The house next door is £100,000 cheaper. How much does the house next door cost? The population of London is approximately 9,300,000. If the population increases by 200,000 over the next year, what will the population be?	Partition, Place Value Digit, number Units/ones, Tens, Hundreds, Thousands, Ten thousands, Hundred thousands, Millions Order Compare More than, Less than, <, > Round

Number Negative Numbers & Roman Numerals **Week 2**	3	Count forwards and backwards in steps through zero to include positive and negative whole numbers, e.g. 12, 7, 2, -3, -8 (describe the term to term rule) Interpret and use negative numbers in context e.g. temperature or depth below sea level Respond to questions about negative numbers e.g. fill in the missing numbers on a number line; put these temperatures in order from coldest to warmest (8°C, 18°C, - 18°C , - 8°C, 0°C)	Positive, negative (numbers) Temperature, ° C degrees Celsius	
		Calculate intervals including those across zero e.g. the average nightly temperature in September was 15°C and in February it was - 2°C. How many degrees colder was it in February? Yesterday the temperature during the day was 8°C. It dropped by 10 degrees last night. What was the temperature during the night? A diver is swimming below the surface of the water at - 30m. He swims up 12m and then down 4 metres. Where is he now?	interval, depth	
	2	Consolidate reading and writing Roman numerals to 1,000 (M) Recognise years written in Roman numerals e.g. How do you write this year in Roman numerals? Write the year of your birth in Roman numerals (taken from Y5 programmes of study) Extend with more challenging examples e.g. The Great Fire of London was in MDCLXVI - what year was this? (1666)	Roman numerals I, V, X, L, C, D, M	
Number Multiplication **Week 3**	2	Consolidate calculating mathematical statements for all multiplication tables (up to 12 x 12) ; include multiplying by 0; solve missing number problems; use knowledge of multiplication facts and place value to derive other facts e.g. if you know that 7 x 8 = 56 what else do you know? How does 9 x 12 = 108 help you to calculate 18 x 6? (consider as mental/oral starters) Consolidate recognising and using square numbers up to 12 x 12 and the notation for squared number (^{2}) e.g. $9^2 = 9 \times 9 = 81$ Consolidate recognising and using simple cube numbers and the notation (^{3}) e.g. $4^3 = 4 \times 4 \times 4 = 64$; $10^3 = 10 \times 10 \times 10 = 1,000$; relate to volume of a cube and cm³	Square numbers (^{2}) Cube numbers (^{3}) Multiply, multiplication, times, product	
		Solve problems using knowledge of square and cube numbers e.g. Last year my age was a square number. Next year it will be a cube number. How old am I? How long must I wait until my age is both a square number and a cube number?		
	3	Consolidate the formal written method of **short multiplication and long multiplication,** including multiplication of decimal numbers by whole numbers **(See Written Calculation Policy, 2017)**	Formal method of short multiplication Formal method of long multiplication	
		Solve word problems, which involve short and long multiplication, including money and measures problems (consider the use of previous SATs questions)		

Number Division Week 4	2	Consolidate all mathematical vocabulary related to division including the terms **divisor, dividend, quotient** e.g. In this calculation, what is the divisor, the dividend and the quotient? $120 \div 12 = 10$	Divide, division, divisor, dividend, quotient
		Find all factors of a given number; find common factors of two given numbers Understand that **prime numbers** have exactly two factors; recall prime numbers up to 19; establish whether a number, up to 100, is prime; find prime factors of a given number	Factors, common factors, prime factors, prime numbers
	3	Consolidate the formal written method of **short division** with and without remainders **(See Written Calculation Policy, 2017);** interpret remainders as whole number remainders, fractions or decimals depending on the context	Short division, long division
		Introduce the formal written method of **long division** of three and four digit whole numbers by a two-digit divisor **(See Written Calculation Policy, 2017**); interpret remainders as whole number remainders, fractions or decimals depending on the context	Formal layout $\overline{)}$
		Solve word problems, which involve short and long division, with and without remainders; interpret remainders appropriately for the context (consider the use of previous SATs questions)	Round up/down, remainder
Algebra & Geometry (angles) Week 5	3	Express missing number problems **algebraically** e.g.$180° - n = 135°$, $n = 45°$; $9n = 63$, $n = 7$	Algebra, algebraically symbol, equation, formula, variable, unknown, n^{th} term
		Find pairs of numbers that satisfy an equation with two unknowns e.g. $9 \times a = 20 + b$, $a = 3$ and $b = 7$ Enumerate all possibilities of combinations of two variables e.g. $n \times m = 48$. What are the possible values of m and n? (use knowledge of factor pairs)	
		Recognise, generate and describe linear number sequences, first using words and then algebra e.g. 5, 9, 13, 17…(multiples of 4 plus 1), formula for the nth term $4n + 1$	
		Solve **mathematical problems** and describe rules using a formula, first in words and then algebraically e.g. 'Paddy's Party' **(See Mathematical challenges for all pupils, 2016)**	Problem, puzzle, solution, rule
	2	Use knowledge that angles in a straight line total $180°$ and that angles at a point total $360°$ to calculate and reason about missing angles on a straight line and at a point; express missing numbers algebraically	
		Know the internal angles of a triangle total $180°$ and the internal angles of a quadrilateral total $360°$; use a protractor to check; calculate and reason about missing angles in triangles and quadrilaterals; express missing angles algebraically; extend with knowledge of internal angles of other polygons	Degrees $°$ Protractor
		Know that **vertically opposite angles** are equal; use a protractor to check; calculate and reason about missing angles that are vertically opposite; express the missing angle algebraically	Internal angles, vertically opposite angles

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Number Fractions (including decimals and percentages) **Week 6**	5	Consolidate understanding of fractions in problem solving contexts e.g. I have saved £450 in my bank account. I spend 2/9 of my savings on a new coat. How much does my coat cost? How much money do I have left? What fraction of my savings do I have left? Add and subtract fractions with different denominators and mixed numbers in problem solving contexts e.g. I have 1/2 a cheese and tomato pizza and 3/8 of a mushroom pizza. How much pizza do I have on my plate? There are 1¾ pizzas in the fridge and I eat 7/8 of a pizza. How much pizza is left for later? Multiply simple pairs of proper fractions, writing the answer in its simplest form 2/3 x 1/2 = 2/6 = 1/3 (consider the use of diagrams to support understanding) Introduce dividing proper fractions by whole numbers e.g. 1/ 2 ÷ 2 = 1/ 4; 1/3 ÷ 2 = 1/6; 3/ 4 ÷ 3 = 1/ 4 (consider the use of diagrams to support understanding) Consolidate understanding of fraction, decimal and percentage equivalents e.g. understand that 43% = 0.43 = 43/100; know decimal and percentage equivalents of 1/2, 1/4, 3/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25 Associate fractions with division e.g. 3/4 = 0.75 because 3 ÷ 4 = 0.75 (consider using a calculator to support understanding) **Reason** about fractions, decimals and percentages e.g. put these in order starting with the smallest-0.28, 25%, 1/5, 3/10, 0.35. How did you work it out?	Numerator, denominator Equivalent fractions, mixed number, improper fractions Common factors, common multiples Decimal, fraction, percentage equivalents, %
Ratio and proportion (including percentages)	2	Find **percentages** of whole number quantities e.g. 10% of £86 = £8.60; 20% of £86 = £17.20; 5% of £86 = £4.30; 1% of £86 = 86p Extend with 15% of £86 = £8.60 + £4.30 = £12.90 15% x £86 = £12.90 Solve problems involving the calculation of percentages and the use of percentages for comparison e.g. A computer game costs £37. Today there is a 10% off sale. How much does the game cost today? What if there was a 15% off sale? Anthony scored 23/50 in a test. What was his percentage score? Emily scored 13/25 in a different test. Who did better, Anthony or Emily?	Per cent, percentages, %
	1	Consolidate **ratio** and understand that it is a comparison of part to part e.g. in this recipe, for every egg you need three spoonful's of flour; use the notation 1:3 (a:b) Describe ratio using words and notation e.g. Make a drink with 100ml of orange squash and 500ml of water. What is the ratio of orange squash to water in this recipe? Explain how to use integer multiplication or division to make larger or smaller amounts of drink?	Ratio (:)

Week 7	2	Introduce **proportion** as a way to express relationships using fractions e.g. In this tower of bricks there are 3 blue bricks and 5 green bricks. What proportion of the bricks is blue? 3/8. What proportion of the bricks is green? 5/8; Make a drink with 100ml of orange squash and 500ml of water. What proportion (fraction) of the drink is orange squash? (1/6) What proportion is water? (5/6) Solve ratio and proportion word problems (consider previous SATs questions)	Proportion, fraction
Geometry Properties of shapes **Week 8**	5	Consolidate identifying, describing, comparing and classifying 2-D shapes (polygons), including all triangles and quadrilaterals, using the properties taught in previous years (acute/obtuse/reflex/right angle; regular/irregular; lines of symmetry/symmetric/symmetrical; 'pairs of parallel sides'); use conventional marking for parallel lines and right angles Consolidate recognising and naming 3D shapes (polyhedrons), from 2D representations; describe the properties of 3D shapes using vocabulary from previous years including vertices, faces, edges, parallel faces, perpendicular faces Recognise **nets** of 3D shapes (polyhedron) e.g. cube, cuboid, triangular prism, tetrahedron Build 3D shapes, including using modelling materials such as Polydron and by making nets **Investigate** the different nets that would make given 2D representations of 3D shapes Consolidate the names of the **parts of a circle**: radius, diameter, circumference; know that the diameter is twice the radius; express the relationship algebraically (d = 2 x r or d = 2r)	All relevant vocabulary relating to names and properties of shapes from previous years including: parallel, perpendicular polygon, polyhedron Net Radius, diameter, circumference
Statistics (Data handling and mean average) **Week 9**	2	Interpret and construct **line graphs**, with a range of scales e.g. Interpret a line graph showing the temperature throughout the day; answer related questions Construct a conversion chart for £s to Polish Zloty and answer related questions; construct and interpret a line graph showing average temperature each month for a year	Straight line graph, scale, conversion chart
	2	Interpret **pie charts** and extend by constructing **simpl**e pie charts e.g. Interpret information represented on a simple pie chart showing children's favourite fruit Construct a simple pie chart to show children's favourite way to eat potatoes (mash, roast, chips, wedges); answer related questions NB connect work on angles, fractions and percentages to the interpretation of pie charts	Pie chart
	1	Calculate and interpret the **mean** as an average for simple sets of discrete data in different contexts e.g. Tom has been keeping a record of his mental maths test scores each week. His scores are 12, 10, 14, 13, 12 and 11. What is his mean average score? Consider when it is appropriate to find the mean of a set of data	Mean average, set of data

Number (mental methods of calculation) **Week 10**	5	Consolidate **mental methods** of calculation (with jottings, as appropriate), for all operations, choosing the most efficient/ appropriate strategies for the numbers involved e.g. 2,258 + 999 (add 1,00 and subtract 1) 3,015 – 2,998 (count up to find a small difference) 9 x 18 = 9 x 9 x 2 = 81 x 2 = 162 (use factor pairs) 5,400 ÷ 9 = 600 (use known facts and knowledge of place value) **(See Mental Strategies Policy, 2017 for other examples and strategies)** Use a mental method (with jottings) of choice to solve word problems e.g. My niece was born in 1994. How old is she now? There are 25,545 people at the theme park. 998 more people arrive. How many are there now? After lunch 2,001 people leave- how many will be left in the theme park? Explore the order of operations using brackets (BODMAS) e.g. (7 + 5) x 8 = 12 x 8 = 96 ; 7 + (5 x 8) = 7 + 40 = 47	Vocabulary relating to all four operations taught in previous term and years BODMAS
Number Problem solving with all operations **Week 11**	5	Solve one-step, two-step and **multi-step word problems**, including money and measures problems (using decimal notation, where appropriate), using all 4 operations; decide which operations to use; decide whether to use a written calculation method or a mental strategy; use rounding and inverse operations to estimate and check answers to calculations e.g. There is space in the multi-storey car park for 17 rows of 30 cars on each of the 4 floors. How many cars can park in this car park? What if there were already 154 cars in the car park - how many spaces would be left? One toffee apple needs: 1 stick, 100g of sugar and 1 apple 50 sticks cost £6.50, 1kg of sugar costs £1.20 and 100 apples cost £22.50 Children make 100 toffee apples for charity. They sell them for £1 each. The profit goes to charity. Work out how much money goes to charity. (Consider the use of previous SATs questions) **Reason** about addition/subtraction e.g. Two four-digit whole numbers total 14,843. What numbers could they be? Convince me! **Reason** about multiplication/ division e.g. How would you use this fact, 8 x 9 = 72, to solve the following: 0.8 x 9 ; 72 ÷ 0.9; 80 x 90	Word problems, puzzles, solution Estimate, inverse, rounding

Measurement (Perimeter, area and volume) **Week 12**	3	Solve problems involving similar shapes where the **scale factor** is known or can be found e.g. Draw a rectangle with given dimensions. What is the perimeter? What is the area? Enlarge by a scale factor of two (double the lengths of the sides). What is the new perimeter? What is the new area? Understand that a scale factor of three means multiply the lengths by 3 Extend by calculating the area of triangles and then parallelograms by dissecting and relating to the area of a rectangle; understand and use the formula (in words and symbols) for the area of triangles and parallelograms	Scale factor, enlarge, Perimeter Area Square centimetres, cm², square metres, m², square millimetres, mm², square kilometres, km²
	2	Consolidate understanding of **volume** and express the formula for finding the volume of a cube/cuboid in words and using letters/symbols (algebraically); use the terms and standard units cubic centimetres, cm³, and cubic metres, m³; extend to other units e.g. mm³ Solve problems relating to volume e.g. A cereal box is 30cm tall, 6cm deep and 20cm wide. What is its volume? A 180cm³ cuboid is 10cm long and 3cm deep. What is its width?	Volume, cube, cuboid Cubic centimetres, cm³, mm³

Additional weeks

To be used for:
- assessment, consolidation and responding to AfL
- additional using and applying activities

Summer Term

- It is envisaged that the weeks leading up to SATs will be spent consolidating learning and responding to AfL and that plans will vary from class to class, according to needs. Therefore a summer term plan has not been developed for Y6
- Post SATs: consolidate learning, extend and deepen understanding, additional using and applying activities, problem solving and reasoning, maths investigations