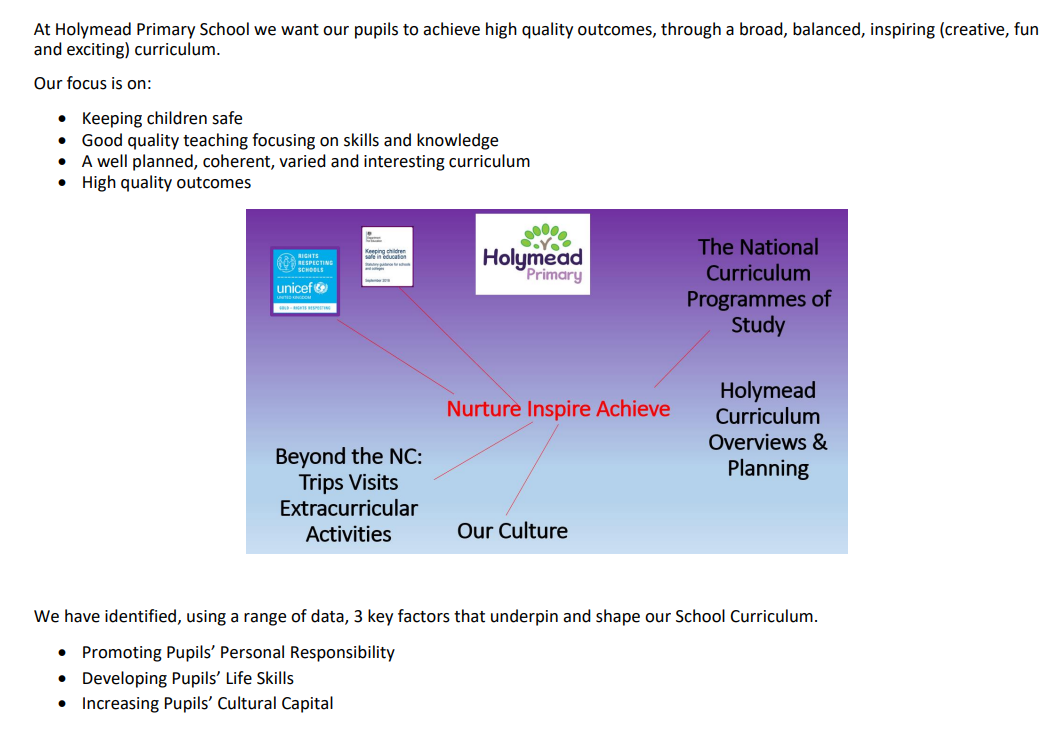


Nurture Inspire Achieve

Maths Curriculum Overview 2022 – 23





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| EYFS Curriculum Overview | | | | | | | | |
|  | Daily Maths | Maths Topics | | | | | | |
| Term 1 | Focus on numbers 1-5 | Baseline | | | Counting objects using 1:1 correspondence | Comparing size | Sorting and comparing amounts | Repeating patterns |
| Term 2 | Number bonds to 5 | Ways to make five (using Numicon and objects) | Measure - Capacity | Adding one more | Circles and triangles | Positional Language | 2D shapes - quadrilaterals | Measure –  Time (Day and Night) |
| Term 3 | Focus on numbers 5-10  Embedding knowledge of numbers 1-10 | Introducing zero | Weight | Measure –  Height | Addition | Measure –  Length | 3D shapes | Patterns |
| Term 4 | Number bonds to 10 | Subtraction | Measure –  Time (measuring lengths of time) | Doubling | Counting on using a number line | Data Collection including Tally Charts | Counting on using objects | Estimating |
| Term 5 | Focus on numbers 11-15 | Ordinal numbers | Measure –  Weight | Sharing | Halving | Place value |  |  |
| Term 6 | Focus on numbers 15-20  Embedding knowledge of numbers 1-20 | Money | Spatial reasoning  Match rotate and manipulate shapes | | Counting patterns | | Odd and Even | Spacial reasoning  mapping |

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| Year 1 Curriculum Overview | | | | | |
|  | Arithmetic Focus (Consolidation) |  | Maths Topics |  | Assessment |
| Term 1 | Number Formation  Number bonds within 5 (part part wholes)  Counting backwards and forwards to and from 10  Place value up to 10 (one more/ one less) | ***Place Value within 10***  - sort and count objects  - ordering numbers  - represent numbers up to 10  - counting forward and backwards to and from 10  - one more, one less up to 10  - comparing numbers (< > =)  - using cardinal language (first, second etc.)  - introducing number lines | ***Addition and Subtraction within 10***  - part part wholes and bar models to show addition  - introducing the ‘+’  - using a range of apparatus to calculate number bonds to and within 10 beginning to draw out calculations  - systematic methods to find number bonds to 10  - ‘-’ symbols  - addition and subtraction fact families within 10  - addition as adding more – counting on using apparatus  - adding ‘0’  - comparing number sentences e.g. a + b < c, a + b > c + d | | - |
| Term 2 | Number Formation  Number bonds within 10 (part part wholes, addition and subtraction)  Adding three single digit numbers  Counting forwards and backwards to and from 20  Place value within 20 (including comparing numbers using < > = and one more/one less) | ***Subtraction***  - part part wholes and bar models to show subtraction  - subtraction as counting backwards (including using a number line)  - subtraction as crossing out (drawing counters) and as difference using Numicon  - subtracting ‘0’  - comparing number sentences  e.g. a - b < c, a - b > c - d | ***Geometry***  - name and recognise 2D and 3D shapes  - sorting 2D according to their properties  - repeating patterns with 2D and 3D shapes | ***Place Value within 20***  - write numbers in words and numerals (up to 20)  - representations of numbers 11 to 20  - one more, one less  - compare (using language) and order numbers up to 20 | Assessment |
| Term 3 | ***FORMAL ARITHMETIC BEGINS***  Number bonds within 10 (part part wholes, addition and subtraction)  Adding three single digit numbers  Counting forwards and backwards to and from 50  Counting in 10s  Place value within 20 (comparing using < > =, one more/one less) | ***Addition and Subtraction within 20***  - add by counting on including using number lines  - using number bonds within 10 to recognise patterns (e.g. 2 + 7, 12 + 7, 2 + 17)  - using number bonds to 10 to bridge 10 (using counters and 10s frames beginning to draw this out)  - subtracting (with and without bridging using counters and 10s frames, beginning to draw this out)  - fact families within 20  - comparing number sentences e.g. a + b < c, a + b > c + d | | ***Place Value within 50***  - counting in 10s to 50 using dienes  - counting forwards and backwards within 50  - one more, one less within 50  - compare objects and numbers within 50 using < > =  - represent numbers to 50 | - |
| Term 4 | Number Bonds within 20  (part part wholes, addition and subtraction)  Adding three single digit numbers  Counting in 10s and 2s  Place Value within 50 (comparing using < > =, one more/one less) | ***Place Value within 50***  - counting forward and backwards in 10s  - counting forwards and backwards 2s  - identifying odd and even numbers linked to counting in 2s  - counting forward and backwards in 5s  (reinforcing understanding with resources e.g. dienes, Numicon) | ***Length & Height***  - comparing lengths and heights using language (long/short, longer/shorter, tall/short, double/half)  - measuring lengths and heights using non-standard units, then a ruler  - reasoning problems using lengths | ***Weight & Mass***  - measure mass using balance scales  - compare mass using language (heavy/light, heavier than, lighter than)  ***Capacity & Volume***  - measure using non-standard measure  - compare volume using language (full/empty, more than, less than, half, half full, quarter) | Assessment |
| Term 5 | Number Bonds within 20 (addition, subtraction and missing number problems)  Adding three single digit numbers  Counting in 2s, 5s and 10s  Place Value within 50 (one more and one less)  Drawing equal groups (including arrays) and sharing  Doubling and halving | ***Multiplication & Division***  - making equal groups practically  - counting items in groups of 2, 5 and 10  - finding doubles using resources  - repeated addition counting in groups of 2s, 5s and 10s  - recall doubles up to double 10 linking this to ‘2 lots’  - equal groups as grouping (x) practically  - practically make arrays  - equal groups as sharing (÷) practically | ***Fractions***  - recognising equal parts  - identifying a whole and a half of shapes  - find half of an item by cutting the image in half  - finding half of a quantity (up to 20) by practically sharing out  - begin to recall half of all even numbers up to 20  - recognise the link between halving, doubling, even numbers and counting in 2s  - identify a quarter of a shape by cutting into 4 equal parts  - find a quarter of a quantity by practically sharing out | ***Geometry - Position & Direction***  - describe turns (quarter, half, three-quarter, whole turn)  - describing position (using language above, below, left, right) | - |
| Term 6 | Number Bonds within 20  (addition, subtraction and missing number questions)  Counting in 2s, 5s and 10s  Doubling and halving  Place Value within 100 (including one more and one less) | ***Place Value within 100***  - counting in 10s to 100 (using dienes)  - counting forwards and backwards within 100 using 100 squares  - partitioning numbers into tens and ones (using dienes)  - compare (< > =) and order numbers up to 100  - one more, one less | ***Money***  - recognise and name coins  - counting coins in 1s, 2s, 5s and 10s  - counting a mixture of coins | ***Time***  - before and after  - days and dates  - o’clock and half past  - recognising the length a second, a minute and an hour  - comparing lengths of time using language (quicker, slower, earlier, later) | Assessment |

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| Year 2 Curriculum Overview | | | | | |
|  | Arithmetic Focus |  | Maths Topics |  | Assessment |
| Term 1 | 1 more, 1 less  Greater than & less than  Counting in 2s, 5s and 10s  10 times table  Number Bonds within 20 | ***Place Value***  - recognising the value of each digit in a two-digit number  - represent numbers to 100 including on number lines  - read & write numbers to 100 in numerals and words  - partition numbers to 100 in different ways    - compare using < > = and order numbers to 100  - count (forwards & backwards) in 2s, 5s & 10s from any number  - 10 times table | ***Number Bonds***  - representations of number bonds (e.g. part part wholes, tens frame) within 10 including fact families  - representations of number bonds (e.g. part part wholes, tens frame) within 20 including fact families  - adding three single digit numbers by looking for doubles and number bonds  - adding single digits which bridge 10 using tens frames  - subtracting a single digit from a teen number bridging 10 using tens frames | ***Addition & Subtraction***  - addition and subtraction shown through part part wholes  - adding and subtracting multiples of 10 (dienes/Numicon and 100 squares) \*  - adding and subtracting ones using resources\* and known facts (35-3, 5-3=2 so 35-3=32)  - adding and subtracting two digit numbers without bridging (partitioning numbers into tens and ones using dienes) \*  \*All done practically before moving on to drawing out calculations | - |
| Term 2 | Counting in 2s, 5s and 10s  10 and 2 times table  Number bonds within 20  Addition and Subtraction (multiples of 10) | ***Addition & Subtraction***  - adding two digit to two digit numbers bridging 10 using dienes \*  - subtracting two digit from two digit bridging 10 using multi-link cubes \*  - finding number bonds to 100 linking to number bonds\*  All done practically before moving on to drawing out calculations\* | ***Measure – Money***  - naming coins and notes  - counting money including coins and notes (drawing out dienes/Numicon)  - making the same total in different ways  - finding the difference between amounts using number lines  - finding change | ***Multiplication***  - counting in 2s, 5s and 10s to solve problems  - recognising and making equal groups using resources  - adding equal groups (repeated addition)  - multiplication as groups  - multiplication as arrays  - multiplying by 0  - odd and even numbers  - 2 x table linked to doubling and even numbers | Assessment |
| Term 3 | Counting in 2s, 5s and 10s  2, 5 and 10 times table  Number bonds within 20  Addition and Subtraction (multiples of 10, single digit to two digits) | ***Multiplication & Division***  - division by grouping (drawing groups, counting in 2s, 5s and 10s, and on a number line)  - division using arrays  - dividing by 10 and 2  relating to 2 times table  - 5 x table  - number fact families with 2, 5 and 10 times table  - counting in groups of 3 | ***Number Bonds & Bridging***  - number bonds to 10, 20 & 100  - adding TO + O & TO + TO, bridging ten  - subtracting TO – O & TO – TO, bridging ten | ***Fractions***  - recognise the equal parts  - find and identify fractions of shapes  - find half ½ of a shape is the same as 2/4 | - |
| Term 4 | 2, 5 and 10 times table  Number bonds within 20  Fractions of amounts  Addition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits) | ***Fractions***  - finding a half of numbers by sharing out and linking this to dividing by 2 (including multiples of 10) or number  - finding unit and non-unit fractions of numbers by sharing practically with counters then drawing out  - counting in fractions on a number line | ***Statistics***  - construct and interpret pictograms, tally charts, block charts and simple tables  - answer simple questions by counting objects in a category  - comparing categorical data  - difference using Numicon/ towers of cubes (How many more? How many less?) | ***Shape***  - name and describe 2D (including lines of symmetry) and 3D shapes  - order shapes in patterns | Assessment |
| Term 5 | 2, 5 and 10 times table  Number bonds within 100  Fractions of amounts  Addition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits)  Counting in 3s | ***Measure – Time***  - compare and sequence intervals of time  - telling the time to 15 minutes (GDS – 5 minutes)  - recall time facts e.g. number of seconds in a minute, number of minutes in an hour | ***Revision*** | ***Measure***  - read scales to measure length/height, mass, capacity and temperature  - identify the correct unit of measure for length/height, mass, capacity, temperature  - order and compare measures using < > = | Assessment – KS1 SATs |
| Term 6 | 2, 5 and 10 times table  Number bonds within 100  Fractions of amounts  Addition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits)  Counting in 3s | ***Multiplication, Division and Fractions Recap***  - recap multiplication and division (2, 5, and 10x table)  - counting in 3s  - calculating fractions of amounts | ***Shape***  - compare and sort 2D and 3D shapes according to their properties | ***Position and Direction***  - describe position and directions including clockwise and anticlockwise turns (quarter, half, three quarter and full) using the language of right angle | - |

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| Year 3 Curriculum Overview | | | | | |
|  | Arithmetic Focus |  | Maths Topics |  | Assessment |
| Term 1 | Recap of 2, 5 and 10x tables  3 times table focus | **Place Value**  - recap 2, 5 and 10x table  - Represent, identify and estimate numbers up to 3 digits  - Recognise the place value of 3 digit numbers  - Count in multiples of 100  - Read and write numbers up 3 digits in numerals and words  - Compare and order numbers with 3 digits  - Find 10 and 100 more or less than a given number  - identify, represent and estimate 3 digit numbers using different representations | **Mental Addition and Subtraction**  - Recall all number bonds within 100 including addition and subtraction to create fact families  - add and subtract numbers mentally, including:  a three-digit number and ones  a three-digit number and tens  a three-digit number and hundreds  - Use of representations, resources and jottings to embed mental strategies | **Multiplication and Division**  - Recall the 3x table including multiplying and dividing by 3  - Recall doubles and halves up to double 10  - Representing multiplication and division as equal groups  - Representing multiplication and division as arrays  - Use repeated addition for multiplication and division  - Recall fact families for 2, 5, 10 and 3x tables | Termly Arithmetic Test Year 2 (testbase) |
| Term 2 | 4x table  Number bonds to 100 | **Addition Using Representations**  - Partition numbers to add two and three digit numbers together by drawing hundreds, tens and ones. Moving on to partitioning by adding mentally.  - Column addition using concrete and pictorial)  No exchanging  Exchanging once  Exchanging twice.  . | **Subtraction using representations**  - Partition numbers to subtract two and three digit numbers together by drawing hundreds, tens and ones. Moving on to partitioning by subtracting mentally.  - Column subtraction using concrete and pictorial)  No exchanging  Exchanging once  Exchanging twice. | **Money**  **-** Learning 4x table as doubling of the 2x table  - Recall the 4x table including multiplying and dividing by 4  - Become fluent recognising the value of coins  - Make different amounts of money with various coins.  - Add and subtract amounts of money including £ and p  (decimal in money is introduced in Y4) | NFER Assessment  Termly Arithmetic Test (testbase) |
| Term 3 | 8x table | **Formal Column Addition**  - 2 digit add 2 digit  No exchanging  Exchanging once  Exchanging twice.  - 3 digit add 3 digit  No exchanging  Exchanging once  Exchanging twice.  - 3 digit add 2 digit  No exchanging  Exchanging once | **Formal Column Subtraction**  - 2 digit subtract 2 digit  No exchanging  Exchanging once  Exchanging twice.  - 3 digit subtract 3 digit  No exchanging  Exchanging once  Exchanging twice.  - 3 digit subtract 2 digit  No exchanging  Exchanging once | **Multiplication**  - Learning the 8 x table as doubling the 4x table  - recall the 8x table including multiplying and dividing by 8    - Multiplying by 10 and 100  - Related multiplication and division facts (e.g. 20 x 5) (YEAR 4?)  - introduce recorded partitioning of numbers to multiply two-digit and one digit numbers | Termly Arithmetic Test (testbase) |
| Term 4 | Consolidate 2, 3, 4, 5, 8 and 10x table | **Fractions**  - Recognise and represent unit and non-unit fractions of a set of objects  - Calculate unit fractions of whole numbers  - Recognise fractions as part of a whole in numbers, measurement, shape and unit fractions of a quantity  - Recognise, show and use diagrams to show equivalent fractions  - Count up and down in tenths  - Compare and order fractions with the same denominator including on a number line  - Add and subtract fractions with the same denominator within 1  - Compare and order unit fractions including on a number line | **Time**  - Know the number of seconds in a minute and the number of days in each month, year and leap year  - Estimate and read time with increasing accuracy to the nearest minute  - Tell and write the time from an analogue clock including using Roman Numerals (I to XII) and 24 hour clocks  - Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  - Record and compare time in terms of seconds, minutes and hours  - Compare durations of events [for example to calculate the time taken by particular events or tasks]. |  | NFER Assessment  Termly Arithmetic Test (testbase) |
| Term 5 | Continue to consolidate 2, 3, 4, 5, 8, and 10 times tables  11 times table | **Multiplication**  - Learn the 11x table through partitioning  - recap using partitioning to calculate mathematical statements for multiplication and division using 2, 3, 4, 5, 8, 10 and 11x table for two-digit numbers multiplied by one digit  - begin to use this method mentally to multiply a two-digit by a one-digit number using known facts  - move on to using the short method for multiplication  - answer missing number problems and scaling and correspondence problems in which n objects are connected to m objects | **Division**  - rapid recall of division facts for 2, 3, 4, 5, 8, 10 and 11x table  - using known multiplication fact use long division with counters  - answer missing number problems and scaling and correspondence problems in which n objects are connected to m objects | **Statistics**  - Interpret and present data using bar charts, pictograms and tables in a range of contexts  - Understand scales (intervals of 2, 5 or 10)  - One and two step questions using the information presented in bar charts, pictograms and tables (e.g. How many more? How many fewer?) | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Properties of Shape**  - Recall the names and properties of common 2D and 3D shapes (using the language from KS1 – sides, vertices, edges, faces)  - Draw 2D shapes and make 3D shapes using modelling materials  - Identifying shapes as symmetrical or non-symmetrical polygons (2D shapes) and polyhedral (3D shapes)  - Recognise horizontal, vertical, parallel and perpendicular lines  - To name and recognise a right angle as 90O  - Use angles to describe a turn. Recognising that two right angles make a half-turn, three make three quarters of a turn and four a complete turn  - Recognise angles greater than and less than 90˚ (obtuse and acute)  - Recognise angles as a property of a 2D shape  - Recognise and describe 2d shapes in different orientations  - Recognise and describe 3d shapes in different orientations  - Symmetrical and non-symmetrical polygons | **Length and perimeter**  - Drawing accurate lines using m, cm and mm  - Measuring lengths in m, cm and mm  - Compare and order lengths in m, cm and mm  - Add and subtract lengths in m, cm and mm  - Measuring the perimeter of simple 2D shapes | **Mass and Capacity**  - Measuring the mass of items in kg and g  - Compare and order mass in kg and g  - Add and subtract mass in kg and g  - Measuring the capacity of items in l and ml  - Compare and order capacity in l and ml  - Add and subtract capacity in l and ml | NFER Assessment  Termly Arithmetic Test (testbase) |

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| Year 4 Curriculum Overview | | | | | |
|  | Arithmetic Focus |  | Maths Topics |  | Assessment |
| Term 1 | Recall 2, 3, 4, 5, 8, 10, 11x times table facts | **Place Value**  Recognise and represent numbers up to 4 digits using  Read and write 4 digit numbers  Compare and order numbers including 4 digits  Round numbers  Find 1000 more or less than a given number  Negative Numbers  Roman Numerals to 100 | **Mental Strategies for Addition and Subtraction**  Use of place value to add and subtract mentally  Partitioning to add and subtract mentally  Use of a number line to add and subtract numbers to multiples of one thousand. | **Multiplication and Division**  Representing multiplication and division as equal groups  Representing multiplication and division as arrays  Use repeated addition for multiplication and division  Recall fact families  Multiplying and dividing by 10 and 100  Related multiplication and division facts (eg. 20 x 5) | Termly Arithmetic Test (testbase) |
| Term 2 |  | **Formal Methods for addition and subtraction**  Column method for addition up to 4 digits  Column method for subtraction up to 4 digits  Use of inverse calculations to check answers | **Multiplication**  Factor pairs  Partitioning for multiplication  Formal multiplication by a single digit (2x1 and 3x1)  Multiplying 3 numbers together | **Division**  Long division  Division with interpreting remainders to suit the question | Assessment  Termly Arithmetic Test (testbase) |
| Term 3 |  | **Money**  Recognise and write monetary values | **Decimals**  Representing, reading and writing decimal numbers up to 2dp (distinguishing between how to read money and how to read decimal numbers)  Comparing and ordering decimals (same number of dp)  Rounding Decimals to the nearest whole number | **Calculating with decimals**  Adding and subtracting with decimal numbers  Use of a number line to find change (e.g. From £20)  Multiplication and division facts with decimal numbers  Dividing with decimal numbers  Remainders as decimals | Termly Arithmetic Test (testbase) |
| Term 4 |  | **Fractions**  Recognise and show families of equivalent fractions | **Fractions and Decimals** | **Division**  Revisit long division  Short division  Division with rounding remainders to suit the question | Assessment  Termly Arithmetic Test (testbase) |
| Term 5 |  | **Time**  Read, write and convert time between analogue and digital 12- and 24-hour clocks    Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | **Converting units of measure**  Convert between different units of measure [for example, kilometre to metre; grams to kilograms] | **Properties of shape**  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  Identify acute and obtuse angles and compare and order angles up to two right angles by size  Identify lines of symmetry in 2-D shapes presented in different orientations  Complete a simple symmetric figure with respect to a specific line of symmetry. | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Area and Perimeter**  measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  Find the area of rectilinear shapes by counting squares | **Position and Direction**  Describe positions on a 2-D grid as coordinates in the first quadrant  Describe movements between positions as translations of a given unit to the left/right and up/down  Plot specified points and draw sides to complete a given polygon  Draw axes of one quarant | **Statistics**  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | Assessment  Termly Arithmetic Test (testbase) |

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| Year 5 Curriculum Overview | | | | | |
|  | Arithmetic Focus |  | Maths Topics |  | Assessment |
| Term 1 |  | **Place Value**  - Read and write numbers to 1 million  - Compare and order numbers to 1 million  - Rounding number up to 1 million  - Negative Numbers  - Roman Numerals to 1000 (M) | **Mental Strategies for addition and subtraction**   * Mental strategies * Use of the inverse * Missing numbers   - Counting forwards and back in powers of 10 | Formal Strategies for addition and Subtraction   * Column method for addition whole numbers with more than 4 digits * Column method for subtraction whole numbers with more than 4 digits * Use of estimation to check calculations | Termly Arithmetic Test (testbase) |
| Term 2 |  | **Multiplication and Division**  Related multiplication and division facts  Square, cubed numbers  Factors pair and common factors  Multiples  Prime Numbers and composite numbers  Multiplying and dividing by 10, 100 and 1000 | **Multiplication**  Partitioning for multiplication  Formal multiplication for a 4 digit by a single digit  Formal Multiplication of 4 digit by 2 digit | **Division**  Long division by a single digit  Short division by a single digit  Division with rounding remainders to suit the question  (Division with remainders to be taught later in the year)  Long division by a 2 digit number (where appropriate) | Assessment  Termly Arithmetic Test (testbase) |
| Term 3 |  | **Decimals**  Recognise the place value of decimals to 3 decimal places  Compare and order fractions up to 3dp  Rounding Decimal to 1dp and the nearest whole number | **Calculating with decimals**  Recall complements to 1  Add and subtract decimal numbers including a different number of decimal places  Multiplication and division facts with decimal numbers  Dividing with decimal numbers  Remainders as decimals | **Fractions**  Compare and order fractions  Identify equivalent fractions  Convert between mixed and improper fractions | Termly Arithmetic Test (testbase) |
| Term 4 |  | **Calculating with fractions**  Add and subtract fractions with the same denominator  Add and subtract fractions with the denominators that are multiples of the same number  Multiply proper fractions and mixed number fractions by a whole number | **Fractions Decimals and Percentages**  Read and write decimal numbers as fractions  Recognise the per cent symbol to relate to out of 100  Write percentages as a fraction with a denominator of 100  Write percentages as a decimal | **Calculating percentages**  Use strategies for finding 10%, 50% and 25%  Find Multiples of 10%  Find 5% of a given number  Find 1% of a given number  Use the information to find different percentages of numbers | Assessment  Termly Arithmetic Test (testbase) |
| Term 5 |  | **Properties of shape**  Recognise regular and irregular polygons  Recognise the properties of different triangles and quaddrilaterals  Identify 3d shapes from 2d representations  Estimate and compare angles  Measure Angles  Draw Angles  Identify angles at a point, straight line and right angle | **Converting units of measure** | **Area and Perimeter** | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Geometry - Position and Direction** | **Time** | **Statistics** | Assessment  Termly Arithmetic Test (testbase) |

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| Year 6 Curriculum Overview | | | | | |
|  | Arithmetic Focus |  | Maths Topics |  | Assessment |
| Term 1 | Mixed times table recall  X/÷ by 10,100 and 1000 | **Place Value**  Read and write numbers to 1 million  Determine the value of each digit  Compare and order numbers to 1 million  Rounding number up to 1 million  Counting forwards and back in powers of 10  Negative Numbers  recognise and describe linear number sequences  Roman Numerals to 1000 (M) | **Decimals**  Read and write numbers to up to 3dp  Compare and order numbers with up to 3dp  Rounding decimal numbers to the nearest whole number and given number of dp | **Multiplication**  Identify common factors, common multiples and prime numbers  Recognise and calculate with prime numbers  Multiply 4 digits by a single digit  multiply one-digit numbers with up to two decimal places by whole numbers  multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | Assessment 2017 |
| Term 2 |  | **Division**  divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division  Divide numbers up to 4 digits by a single-digit number short division  Interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context | **Converting measure**  Multiplying and dividing by 10,100 and 1000  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, up to three decimal places  Convert between miles and kilometres | **Fractions**  se common factors to simplify fractions; use common multiples to express fractions in the same denomination  Compare and order fractions, including fractions > 1  Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 7  Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1 ]  Divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1 ]  Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3 ] | Assessment 2018 |
| Term 3 |  | **Fractions/Decimals/Percentages** | **Ratio and Proportion**  solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison  Solve problems involving similar shapes where the scale factor is known or can be found ♣ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |  | Assessment 2019 |

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| Term 4 |  | **Algebra**  use simple formulae  Generate and describe linear number sequences  Express missing number problems algebraically  Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables. | **Shape**  draw 2-D shapes using given dimensions and angles  Recognise, describe and build simple 3-D shapes, including making nets  Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | **Area and Perimeter**  Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes  Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3 ) and cubic metres (m3 ), and extending to other units [for example, mm3 and km3 ]. | Assessment 2022 |
| Term 5 |  | Revision | Revision | SATs | SATs |
| Additional Maths Lessons | Maths Taught in Additional Maths Lessons from Term 3 | Addition and Subtraction | Calculating with Fractions | Position and Direction  Describe positions on the full coordinate grid (all four quadrants)  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |  |