Year 1 Maths Yearly Overview

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Place Value <br> - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 | Number - add numbers with up to three <br> digits, using formal <br> written methods of columnar <br> addition <br> estimate the answer to a calculation and | Number = divide using the short method | Fractions - recognise and show, using diagrams, equivalent fractions with small denominators | Measurement - measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ); volume/capacity (l/ml) | Measurement - know the seconds in a minute and the number of days in each month, year and leap year <br> compare durations of events [for example to calculate the time taken by particular events or tasks]. |
|  | Place Value <br> - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 | Number - <br> add numbers with up to three digits, using formal written methods of columnar addition <br> solve problems, including missing number problems, using number facts, place value, and more complex addition | Number solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to m objects. | Fractions - <br> compare and order unit fractions, and fractions with the same denominators | Measurement - measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ); volume/capacity (l/ml) | Geometry - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| Week 3 | Place Value -count from 0 in multiples of 100; <br> -find 10 or 100 more or less than a given number | Number subtract numbers with up to three digits, using formal written methods of columnar subtraction <br> estimate the answer to a calculation and use inverse operations to check answers | Fractions - 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 | Measurement <br> add and subtract amounts of money to give change, using both $£$ and $p$ in practical contexts | Measurement- measure the perimeter of simple 2-D shapes | Geometry - recognise angles as a property of shape or a description of a turn <br> identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle |
| Week 4 | Place Value <br> -count from 0 in multiples of 50 and 100; <br> -find 10 or 100 more or less than a given number | Number - <br> subtract numbers with up to three digits, using formal written methods of columnar subtraction <br> solve problems, including missing number problems, using number facts, place | Fractions : <br> recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | Measurement add and subtract amounts of money to give change, using both $£$ and $p$ in practical contexts | Measurement -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | Geometry -identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| Week 5 | Place Value/Number <br> -identify, represent and estimate numbers using different <br> representations <br> -read and write numbers up to 1000 in numerals and in words | Number - <br> write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | Fractions - add and subtract fractions with the same denominator | Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | Measurement -estimate and read time with increasing accuracy to the nearest minute; | Number - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. |
|  | Number <br> add and subtract numbers mentally, including: <br> -a three-digit number and ones <br> - a three-digit number and tens <br> - a three-digit number and hundreds | Number - Number - divide using the short method | Fractions - add and subtract $f$ ractions with the same denominator | Statistics - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Measurement-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 | Number - solve problems, including missing number problems, using number facts, place value, and more complex subtraction |

Year 2 Maths Yearly Overview

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Prmory school |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Place Value - recognise the place value of each digit in a two- <br> digit number (10s, 1s) <br> Read and write numbers to at least 100 in numerals and in words | Addition and subtraction - <br> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <br> Subtracting 2 two digit numbers <br> Show subtraction of 1 number from another cannot | Measurement <br> Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} /$ $\mathrm{cm})$ mass $(\mathrm{kg} / \mathrm{g})$ to the nearest appropriate unit using rulers and scales <br> compare and order lengths and mass and record the results using the < and > and = | Geometry Properties of shape Compare and sort common 2D and 3 BD shapes and everyday objects <br> Identify the properties of 3D shapes including the number of edges, vertices and faces <br> Assessment | Measurement - <br> Choose and use appropriate standard of units to estimate and measure capacity (litres, ml ) to the nearest appropriate unit using measuring vessels <br> Compare and order volume/capacity and record the results using < > and = | Statistics <br> interpret and construct simple pictograms, tally charts, block diagrams and simple tables |
| Week 2 | Place Value - compare and order numbers from 0 up to 100; use <, > and = signs <br> Identify, represent and estimate numbers using different representations, including the number line | Addition and subtraction - <br> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <br> Deriving facts <br> Assessment | Measurement <br> Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} /$ cm ) mass ( $\mathrm{kg} / \mathrm{g}$ ) to the nearest appropriate unit using rulers and scales <br> compare and order lengths and mass and record the results using the < and > and = | Fractions: <br> Recognise, find, name and write fractions $1 / 3,1 / 4$, $2 / 4$ and $3 / 4$ of a length, shape, set of objects or quantity | Measurement - <br> Choose and use appropriate standard of units to estimate and measure capacity (litres, ml ) to the nearest appropriate unit using measuring vessels <br> Compare and order volume/capacity and record the results using < > and = <br> Assessment | Statistics <br> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <br> ask and answer questions about totalling and comparing categorical data. |
| Week 3 | Place Value - count in steps of 2,3, and 5 from 0 and in 10's <br> from any number, forward and backward <br> Use place value and number facts to solve problems <br> Assessment | Multiplication and division- <br> Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication including problems in contexts <br> Calculate mathematical statements for ,multiplication within the multiplication tables and write them using the signs | Measurement <br> Recognise and use symbols for pounds, $(£)$ and pence (p) combine amounts to make a particular value <br> Find different combinations of coins that equal the same amounts of money | Fractions <br> Recognise, find, name and write fractions $1 / 3,1 / 4$, $2 / 4$ and $3 / 4$ of a length, shape, set of objects or quantity <br> Write simple fractions for example half of 6 is 3 and recognise the equivalence of $2 / 4$ and $1 / 2$ | Measurement- <br> Compare and sequence intervals of time <br> Know the number of minutes in an hour and the number of hours in a day |  |
| Week 4 | Addition and subtraction- <br> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <br> - two digit number and 1's <br> -two digit number and 10's <br> Show that addition of 2 numbers can be done in any order (commutative) <br> Applying their increasing knowledge of mental and written methods | Multiplication and division- <br> Show that multiplication of 2 numbers can be done in any order (commutative) <br> Recall and use multiplication facts for the 2,5 and 10 multiplication tables | Measurement <br> Solve simple problems in a practical context involving addition and subration of money of the same unit, including giving change | Fractions <br> Write simple fractions for example half of 6 is 3 and recognise the equivalence of $2 / 4$ and $1 / 2$ <br> Assessment | Tell and write the time to 5 minutes including quarter past/to the hour and draw the hands on a clock face to show these times |  |
| Week 5 | Addition and subtraction - <br> using concrete objects and pictorial representations, including <br> those involving numbers, quantities and measures <br> -2 two digit numbers <br> -adding 3 one digit numbers <br> Show that addition of 2 numbers can be done in any order (commutative) <br> Applying their increasing knowledge of mental and written methods | Multiplication and division- <br> Solve problems involving division using materials, arrays, repeated addition, mental methods and division including problems in contexts <br> Calculate mathematical statements for , division and write them using the signs | Measurement <br> Solve simple problems in a practical context involving addition and subration of money of the same unit, including giving change <br> Assessment | Measurement- <br> Choose and use standard measures of units to estimate and measure temperature, (degrees c to the nearest appropriate unit) using thermometers |  |  |
| Week 6 | Addition and subtraction - <br> using concrete objects and pictorial representations, including <br> those involving numbers, quantities and measures <br> two digit number and 1 's <br> two digit number and 10 's <br> Show subtraction of 1 number from another cannot <br> Applying their increasing knowledge of mental and written methods | Multiplication and division- <br> Show that division of 2 numbers can not be done in any order <br> Recall and use division facts for the 2,5 and 10 multiplication tables, |  |  | $\underline{\text { Geometry }}$ Position and direction <br> Order and arrange combinations of mathematical objects in patterns and sequences <br> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti clockwise) |  |

## Year 3 Maths Yearly Overview

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | $\begin{aligned} & \text { Place Value } \\ & \text { - recognise the place value of } \\ & \text { each digitit a three-digit } \\ & \text { number (hundreds, tens, ones) } \\ & \text {-compare and order numbers up } \\ & \text { to } 1000 \end{aligned}$ | Number - add numbers with up to three digits, using formal written methods of columnar addition <br> estimate the answer to a calculation and use inverse operations to check answers | $\begin{aligned} & \text { Number - divide using the short } \\ & \text { method } \end{aligned}$ | Fractions - recognise and show, using diagrams, equivalent fractions with small denominators | Measurement - measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ); volume/capacity (l/ml) | Measurement - know the numb. <br> of seconds in a minute and the number of days in each month, year and leap year <br> compare durations of events [for example to calculate the time taken by particular events or tasks]. |
| Week 2 | $\begin{aligned} & \text { Place Value } \\ & \text { - recognise the place value of } \\ & \text { each digit in a three-digit } \\ & \text { number (hundreds, tens, ones) } \\ & \text {-compare and order numbers up } \\ & \text { to } 1000 \end{aligned}$ | add numbers with up to three digits, using formal written methods of columnar addition <br> solve problems, including missing number problems, using number facts, place value, and more complex addition | Number solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to m objects. | Fractions - <br> compare and order unit fractions and fractions with the same denominators | Measurement - measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); mass (kg/g); volume/capacity (l/ml) | Geometry - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3 D shapes in different orientations and describe them |
| Week 3 | Place Value <br> -count from 0 in multiples of 100 ; -find 10 or 100 more or less than a given number | Number subtract numbers with up to three digits, using formal written methods of columnar subtraction <br> estimate the answer to a calculation and use inverse operations to check answers | Fractions - 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 | Measurement add and subtract amounts of money to give change, using both $£$ and $p$ in practical contexts | Measurement- measure the perimeter of simple 2-D shapes | Geometry - recognise angles as <br> a property of shape or a descripion of a turn <br> identify right angles, recognise that two right angles make a half furn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle |
| Week 4 | Place Value -count from 0 in multiples of 50 and $100 ;$ -find 10 or 100 more or less than a given number | Number - <br> subtract numbers with up to three digits, using formal written methods of columnar subtraction <br> solve problems, including missing number problems, using number facts, place value, and more complex subtraction | Fractions - <br> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | Measurement add and subtract amounts of money to give change, using both $£$ and $p$ in practical contexts | Measurement -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24 hour clocks | Geometry - identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Week 5 | Place Value/Number -identify, represent and estimate numbers using different representations -read and write numbers up to 1000 in numerals and in words | write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for twodigit numbers times one-digit numbers, using mental and progressing to formal written methods | $\begin{aligned} & \text { Fractions - add and subtract } \\ & \text { fractions with the same denomi- } \\ & \text { nator } \end{aligned}$ | Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | $\begin{aligned} & \text { Measurement -estimate and } \\ & \text { read time with increasing accura- } \\ & \text { cy to the nearest minute; } \end{aligned}$ | Number - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. |
| Week 6 | Number <br> add and subtract numbers mental- <br> ly, including: <br> -a three-digit number and ones <br> - a three-digit number and tens <br> - a three-digit number and hundreds | Number - Number - divide using <br> the short method | Fractions - add and subtract $f$ ractions with the same denomina- tor tor | Statistics - solve comparison sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Measurement-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 | Number - solve problems, including missing number problems, using number facts, place value, and more complex subtraction |


|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Place Value - recognise the place value of each digit in a four -digit number - order and compare numbers beyond 1000 | Number - add numbers with up to 4 digits using the formal written methods - solve addition twostep problems in contexts. | Number - divide using the short method | Fractions -count up and down in hundredths - compare numbers with the same number of decimal places up to two decimal places | Measurement - read, write and convert time between analogue and digital 12-and 24 -hour clocks | Geometry - describe positions on a 2-D grid as coordinates in the first quadrant - <br> describe movements between positions as translations of a given unit to the left/right and up/down |
| Week 2 | Place Value - recognise the place value of each digit in a four -digit number - order and compare numbers beyond 1000 | Number - subtract numbers with up to 4 digits using the formal written methods - solve subtraction two-step problems in contexts. | Number - divide using the short method | Fractions - <br> round decimals with one decimal place to the nearest whole number - recognise and write decimal equivalents of any number of tenths or hundredths and half, quarter | Measurement - read, write and convert time between analogue and digital 12-and 24-hour clocks | Geometry - describe movements between positions as translations of a given unit to the left/right <br> and up/down - plot specified points and draw sides to complete a given polygon. |
| Week 3 | Place Value - find 1000 more or less than a given number round any number to the nearest 10,100 or 1000 | Number -count backwards through zero to include negative numbers. | Fractions -count up and down in hundredths - compare numbers with the same number of decimal places up to two decimal places | Number - solve simple measure and money problems involving fractions | Measurement-solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | Geometry -compare and classify geometric shapes, including quadrilaterals and triangles, based <br> on their properties and sizes identify acute and obtuse angles |
| Week 4 | Place Value - find 1000 more or less than a given number round any number to the nearest 10,100 or 1000 | Number - use place value, known and derived facts to multiply mentally | Fractions - <br> round decimals with one decimal place to the nearest whole number - solve simple measure and money problems involving decimals to two places. | Number - solve simple measure and money problems involving decimals to two places. | Measurement -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | Geometry - identify lines of symmetry in 2-D shapes presented in different orientations |
| Week 5 | $\begin{aligned} & \text { Place Value/Number - find the } \\ & \text { effect of dividing a one- or two- } \\ & \text { digit number by } 10 \text { and } 100 \end{aligned}$ | Number - multiply two-digit and three-digit numbers by a onedigit number using formal written layout | Fractions - add and subtract fractions with the same denominator | Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | Measurement -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | Number - 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. |
| Week 6 | Number - add numbers with up to 4 digits using the formal written methods - solve addition twostep problems in contexts. | Number - recognise and use factor pairs | Fractions - recognise and show, using diagrams, families of common equivalent fractions | Statistics -solve comparison, sum and difference problems using information presented in bar <br> charts, pictograms, tables and other graphs. | Measurement - find the area of rectilinear shapes by counting squares | Number - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. |

Year 5 Maths Yearly Overview

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Place Value <br> $\square$ read, write, order and compare numbers to at least 1000000 and determine the value of each digit $\square$ count forwards or backwards in steps of powers of 10 for any given number up to 1 000000 | Number <br> 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 $\square$ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign $\square$ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. | Fractions <br> $\square$ compare and order fractions whose denominators are all multiples of the same number | $\square$ recognise $\frac{\text { Percentage }}{\text { the percent symbol (\%) }}$ and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100 , and as a decimal | Stats <br> $\square$ solve comparison, sum and difference problems using information presented in a line graph $\square$ complete, read and interpret information in tables, including timetables. | Measurement: Converting Units convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) -understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints |
| Week 2 | Place Value | Number nultiply and divide numbers men- tally drawing upon known facts $\square$ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | Fractions <br> $\square$ add and subtract fractions with the same denominator and denominators that are multiples of the same number | $\square$ recognise $\frac{\text { Percentage }}{\text { the percent symbol (\%) }}$ and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100 , and as a decimal | Geometry: Angles <br> $\square$ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles $\square$ draw given angles, and measure them in degrees ( o ) | Measurement: Converting Units Duse all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. |
| Week 3 | Place Value <br> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero <br> $\square$ asolve number problems and practical problems that involve all of the above $\square$ read Roman numerals to 1000 (M) and recognise years written in Roman numerals | Cdivide numbers uper to 4 digits by a one-digit number using the formal written method of short division and interpret temainders appropriately for the context | Fractions <br> $\square$ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $>1$ as a mixed number [for example, $+=$ $=1]$ | $\begin{aligned} & \text { Decimal Numbers } \\ & \text { Dread, } \text {, write, order and compare } \\ & \text { numbers with up to three decimal } \\ & \text { places } \end{aligned}$ | Geometry: Angles <br> ■identify: <br> $\square$ angles at a point and one whole turn (total 3600) <br> $\square$ angles at a point on a straight line and a turn (total 1800) Dother multiples of 900 $\square$ use the properties of rectangles to deduce related facts and find missing lengths and angles | Measurement: Area \& Perimeter measure and calculate the perimeter of and metres calculate and compare the area of rectangles(including squares), and including using standard units, square centimetres (cm2) and square metres ( m 2 ) and estimate the area of irregular shapes |
| Week 4 | Number <br> -add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) $\square$ add and subtract numbers mentally with increasingly large numbers | Number <br> $\square$ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign $\square$ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. | Fractions numbers by whole numbers, supported by materials and diagrams | Decimal Numbers $\square$ round $\frac{1}{\text { decimals with two decimal }}$ places to the nearest whole number and to one decimal place | Geometry: Shapes <br> 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 $\square$ identify 3-D shapes, including cubes and other cuboids, from 2-D representations $\square$ distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | Measurement: Time $\square$ solve problems involving converting between units of time |
| Week 5 | Number nodd and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) aadd and subtract numbers mentally with increasingly large numbers | Number <br> $\square$ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes $\square$ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) | Fractions <br> Iidentify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths <br> $\square$ read and write decimal numbers as fractions [for example, 0.71 = ] $\square$ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents $\square$ solve problems which require knowing percentage and decimal equivalents of , and those fractions with a denominator of a multiple of 10 or 25 . | $\square$ solve $\frac{\text { Decimal Numbers }}{\text { problems involving number }}$ up to three decimal places | Geometry: Shapes <br> $\square i d e n t i f y$, 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. | Measurement: Time $\square$ solve problems involving converting between units of time |
| Week 6 | Number <br> $\square$ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | Number <br> Gidentify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers <br> $\square$ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers $\square$ establish whether a number up to 100 is prime and recall prime numbers up to 19 | Percentage <br> $\square$ recognise the percent symbol (\%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal | $\square$ Solve comparison, sum and difference problems using information presented in a line graph $\square$ complete, read and interpret information in tables, including timetables. | Measurement: Volume $\square$ estimate volume [for example, using 1 cm 3 blocks to build cuboids (including cubes)] and capacity [for example, using water] |  |

Year 6 Maths Yearly Overview

|  | Autumn | Autumn 2 | spring 1 | Spring 2 | Summer 1 | Summer 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Read, write, order and compare numbers up to 10000000 and determine the value of each digit <br> Solve number and practical problems that involve the above | Divide numbers $\frac{\text { Number }}{\text { up to } 4 \text { digits by a } 2 \text { digit }}$ whole number using the formal written method of long division, and interpret fractions, or by rounding, as appropriate <br> for the context <br> Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to the con- text <br> Solve problems involving division | Fractions (including decimals and per- <br> centages) <br> Multiply simple pairs of proper fractions <br> writing the answer in its simplest form <br> Divide proper fractions by whole numbers | Number - Algebra <br> use simple formulae <br> Express missing number problems alge- braically | Geometry, <br> Draw $2 D$ shapes using given dimensions <br> and angles <br> Recognise, describe and build simple 3D <br> shapes, including making nets | Fractions, Decimals and Percentages <br> Multiply simple pairs of proper fractions, the answer in its simplest form <br> Divide proper fractions by whole numbers <br> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | eol |
|  | Round any whace Value number to a required degree of accuracy | $\begin{aligned} & \text { Identify common factors, common multi- } \\ & \text { ples and prime numbers } \end{aligned}$ | Fractions (including decimals and percentages) identify the value of each digit in numbers divide numbers by 10,100 and 1000 giving answers up to 3 decimal places | Number - Algebra Generate and describe linear number sequences <br> Find pairs of numbers that satisfy an equation with 2 unknowns <br> Enumerate possibilities of combinations <br> of 2 variables | Illustrate and $\frac{\text { Geometry }}{\text { name parts of circles, in- }}$ cluding radius, diameter and circumference and know that the diameter is twice the radius <br> Recognise angles where they meet at a point, are on a straight line, or are verti- cally opposite, and find missing angles cally opposite, and find missing angles | Measurement $\begin{gathered}\text { Solve problems involving the calculation and } \\ \text { conversion of units of measure, using decimal }\end{gathered}$ conversion of units of measure, using decimal notation up to 3 decimal places where appropriate <br> Use, read, write and convert between standard unis, converting measurements of length, mass, volume and time from a smaller unit of measure arger unit, and vice versa, using dec notation to up to 3 decimal places |  |
| Week 3 | Use negative numbers in context and calculate intervals across 0 <br> Solve number and practical problems that involve the above | Use their knowledge of the order of operations to carry out calculations involving the 4 operations |  | Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts <br> Solve problems involving similar shapes where the scale factor is known or can be found | Describe positiooms ontry the full coordinate grid (all 4 quadrants) | Algebra <br> Use simple formulae <br> Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns <br> Enumerate possibilities of combinations of 2 variables |  |
|  | Solve problems involving addition and subtraction |  | Solve problems involvining the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate <br> Use, read, write and convert between standara units, converting measurements smaller unit of measure to a larger unit and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres | Solve problemmber - Ratio calculation of percentages (eg of measures and such as $15 \%$ of 360 ) and the use of percentages for comparison <br> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Place Value <br> Round any whole number to a required degree of accuracy <br> Solve number and practical problems tha involve the above <br> Use negative numbers in context and calculate intervals across 0 <br> Solve number and practical problems that involve the above | Ration <br> Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts. <br> Solve problems involving the calculation of percentages (eg of measures and such as $15 \%$ of 360) and the use of percentages for comparison |  |
| Week 5 | Number Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Fractions (including decimals and percentages) Compare and order fractions, including fractions > 1 | Recognise that shapes with the same areas can have different perimeters and vice versa <br> Recognise when it is possible to use formulae for area and volume of shapes | Statistics Interpret and construct pie charts and line graphs and use these to solve problems graphs and use these to solve problems | Number: Addition/Subtraction Solve problems involving addition and subtraction <br> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Statistics Interpret and construct pie charts and line graphs and use these to solve problems <br> Calculate and interpret the mean as an average |  |
|  | Number <br> Multiply multi-digit numbers up to 4 diaits by a 2 digit whole number using the formal written method of long multiplication <br> Solve problems involving multiplication | Fractions (including decimals and Aecreentages) Add and subtract frations with different denominators and mixen mumbers, suing the concept of equivalent fractions | Calculate the $\frac{\text { Measurement }}{\text { area of parallelograms and }}$ <br> triangles <br> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres $\left(\mathrm{cm}^{3}\right)$ and cubic metres $\left(\mathrm{m}^{3}\right)$ and extending to other units (eg $\mathrm{mm}^{3}$ and $\mathrm{km}^{3}$ ) | Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average | Number: Multiplication/Division Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication Solve problems involving multiplication | Geometry <br> Illustrate and name parts of circles, including radius, diameter and circumference and know <br> that the diameter is twice the radius <br> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles |  |

