	Long term maths planning – Year 6 2017 - 2018							
wk	**Autumn Term 4th September - 21st December 2017 10th Nov Phase 1 ends**		wk	**Spring Term 8th January – 29th March 2018 9th Feb Phase 2 ends**		wk	**Summer Term 16th April-23rd July 2018 4th May Phase 3 ends**	
1	4/9 Number-Place Value *(Whole numbers)*		1	8/1 Number, PV, +/-/x/÷ *(Whole numbers/Decimals)*		1	16/4 Fractions/Percentages/Decimals *(Word Problems)*	
2	11/9 Number-Place Value *(Decimals)*		2	15/1 Four Operations *(Including algebra, ratio and proportion)*		2	23/4 Revision	
3	18/9 Four Operations (+/-)		3	22/1 Fractions/Percentages/Decimals		3	30/4 Revision *Assessment – Data drop on Friday 4th May 2018*	
4	25/9 Four Operations (x)		4	29/1 Statistics		4	7/5 Revision	
5	2/10 Four Operations (÷)		5	5/2 Measurement *(Time)* *Assessment – Data drop on Friday 9th February 2018*		5	14/5 SATs	
				Half term (18/2-26/2/2017)		6	21/5 Project-Consolidation	
6	9/10 Fractions		6	19/2 Geometry *(Position/Direction)*			Half term (28/5-3/6/2018)	
			7	26/2 Measurement (*Length, mass, volume, word problems)*				
						7	4/6 Project-Consolidation	
7	16/10 Fractions (*Mixed numbers, improper fractions, adding subtracting, multiplying)*		8	5/3 Geometry (*Properties of shape, Angles)*		8	11/6 Project-Consolidation	
	Half term (23/10-29/10/2017)		9	12/3 Geometry (*Properties of shape, Position/Direction)*		9	18/6 Project-Consolidation	

8	30/10 Percentages - 3/4 days then Measurement/Geometry (*Convert between standard units)*		10	19/3 Four Operations *(Including algebra, ratio and proportion)*		10	25/6 Project-Consolidation	
9	6/11 Geometry *(Area, Perimeter, Angles, parts of circles)* *Assessment - Data drop on Friday 10th Nov 2017*		11	26/3 Fractions/Percentages/ Decimals		11	2/7 Project-Consolidation	
10	13/11 Number, PV, +/-/x/÷ *(Whole numbers/Decimals, including algebra, ratio and proportion)*					12	9/7 Project-Consolidation	
11	20/11 Fractions, percentages, decimals		By the end of spring term the **minimum** children need to be able to do: • Round whole numbers to a required degree of accuracy. • Solve multi-step problems in contexts, deciding which operations and methods to use and why • Use estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy • Recall and use equivalences between fractions, decimals and percentages, including in different contexts • Use simple formulae in algebra • 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, using decimal notation to up to three decimal places • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons • Draw and translate shapes on the coordinate grid and reflect them in the axis		13	16/7 Project-Consolidation	
12	27/11 Number, PV, negative numbers in context					By the end of Y6, a child should be **fluent** with: • Using formal written methods for all four operations including long multiplication and division and in working with fractions, decimals, percentages and ratios, and make connections between them • Solving a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation • Beginning to use the language of algebra as a tool for solving a variety of problems • Classifying shapes with increasingly complex geometric properties and use the vocabulary needed to describe them • Reading, spelling and pronouncing mathematical vocabulary correctly	
13	4/12 The four operations *(BIDMAS)*							
14	11/12 The four operations *(Statistics-Averages, pie charts, line graphs)*							
15	18/12 Revision							
By the end of autumn term the **minimum** children need to be able to do: • Show their understanding of place value, including large numbers and decimals • Use negative numbers in context and calculates intervals across zero • Use formal methods for all four operations and apply them when solving multi-steps problems • Recognise the relationship between fractions, decimals and percentages and start to express them as equivalent quantities								

• Begin to use the language of algebra as a tool for solving a variety of problems • Can calculate with measures (e.g. calculate the length of a bus journey given start/end times; convert 0.05 km into m and then into cm) • Compare/classify geometric shapes based on their properties and sizes • Find unknown angles in triangles, quadrilaterals and regular polygons • Draw and translate simple shapes on the coordinate grid and reflect them in the axis • Interpret pie charts and line graphs and start to use these to solve problems	• Interpret pie charts and line graphs and use these to solve problems	