YEAR 6

Maths Medium-term planning
Autumn Term 1 Eagle Class

Week commencing	Area to be studied	Main Learning intentions	
Ongoing	Mental Maths Objectives (objectives will change subject to assessment of children's needs- child led learning)	3X ARITHEMTIC PRACTICE A WEEK FOLLOWED BY ARITHEMTIC TEST ON A FRIDAY • To add and subtract whole numbers with more than 4 digits, including using efficient written methods (column addition and subtraction). • To add and subtract numbers mentally with increasingly large numbers. • To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Practise and complete past arithmetic papers	
Week 1 & 2 4.9.19 and 9.9.19	Place value ordering and rounding Solving problems involving larger numbers	YEAR 6 BASELINE MATHS TEST TO BE COMPLETED • To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit. • To round any whole number to a required degree of accuracy. • To use negative numbers in context, and calculate intervals across zero. • To recognise and use Roman numerals	YEAR 5 BASELINE MATHS TEST TO BE COMPLETED • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Week 3 16.9.19	Multiples factors and prime numbers	YEAR 6 • To identify factors and multiples, including all factor pairs of a number and common factors of two numbers • To identify common factors, common multiples and prime numbers. • To identify prime numbers	YEAR 5 • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19
Week 4&5 23.9.19 and 30.10.19	Multiplication and division	•Round 4-digit numbers to the nearest 100 to make approximations. •Use short multiplication to multiply 4-digit numbers by single-digit numbers. • To multiply multi-digit numbers up to four digits by a 2 digit number using formal written method of long multiplication • To use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy • To divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division and interpret remainders as a whole number remainder, fraction remainder or decimal remainder	• 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 • divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Week 6 7.10.19	Calculation with the four operations including decimals	•To revise standard written methods for addition and subtraction •To perform mental calculations, including with mixed operations and large numbers •To solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Week 7 14.10.19	Circles and angles	•Name parts of circles (radius, diameter, circumference) and know that the diameter is twice the radius. •Sort quadrilaterals. •Know that angles around a point add up to 360° and use this to work out missing angles. •Know the totals of angles inside triangles and quadrilaterals and use this and rules about angles on a straight line and about a point to find missing angles. •Know that opposite angles are equal. •Find angles in polygons.	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and in a turn (total 180o other multiples of 90o