## Year 6 learning overview

| Autumn                       | 1  | 2   | 3  | 4   | 5  | 6   |                      | 7 | 8   | 9   | 10   | 11 | 12   |
|------------------------------|--|---|--|---|--|---|----------------------|---|---|---|--|----|--|
| White Rose                   | Step 1 Numb<br>Step 2 Numb<br>Step 3 Read<br>10,000,000<br>Step 4 Powe<br>Step 5 Numb<br>Step 6 Comp<br>integers<br>Step 7 Round | per line to 10,0<br>are and order   | 000<br>,000<br>nbers to<br>000,000<br>any          | Step 1 Add ar<br>Step 2 Comm<br>Step 3 Comm<br>Step 4 Rules of<br>Step 5 Primes<br>Step 6 Square<br>Step 7 Multip<br>Step 8 Solve  <br>Step 9 Short<br>Step 10 Divisi<br>Step 11 Introc<br>Step 12 Long<br>Step 13 Solve<br>Step 14 Solve<br>Step 15 Order  | nd subtract into<br>on factors<br>on multiples<br>of divisibility<br>s to 100<br>e and cube nu-<br>ly up to a 4-d<br>problems with<br>division<br>ion using facto<br>duction to long<br>division with<br>problems with<br>multi-step pro-<br>of operations | mbers igit number by multiplication ors g division remainders n division oblems | y a 2-digit nuı<br>1 |   | Number Fr<br>Step 1 Equival<br>fractions and<br>Step 2 Equival<br>fractions on a<br>line<br>Step 3 Compa<br>order (denomi<br>Step 4 Compa<br>order (numero<br>Step 5 Add an<br>simple fraction<br>Step 6 Add an<br>any two fraction<br>Step 7 Add mi<br>numbers<br>Step 8 Subtran<br>numbers  | lent simplifying lent number re and inator) re and ator) d subtract ns d subtract ions ixed | Number Fractions B Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole |    | Measuremen ts: Converting Units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures   |
| Links to National Curriculum | up to 10,000 value of each Round any w degree of acc numbers in c intervals acro and   | order and compo<br>,000 and deterr<br>digit.<br>thole number to<br>uracy. Use nega<br>ontext, and calc<br>oss zero. Solve n<br>lems that involv | nine the<br>a required<br>utive<br>culate<br>umber | Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.  Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.  Perform mental calculations, including with mixed operations and large numbers.  Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.  Solve problems involving addition, subtraction, multiplication and division.  Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. |  |   |                      |   | Use 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.  Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8).  Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6). Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8).  Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.  Multiply one digit numbers with up to two decimal places by whole numbers.  Use written division methods in cases where the answer has up to two decimal places.  Solve problems which require answers to be rounded to specified degrees of accuracy.  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |   |  |    | Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 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 3 d.p. Convert between miles and kilometres |

| Spring     | 1  | 2                       | 3  | 4                      | 5  | 6                                   |           | 7   | 8   | 9                                       | 10                                       | 11                                    | 12                         |  |
|------------|--|-------------------------|--|------------------------|--|-------------------------------------|-----------|---|---|---|--|---------------------------------------|----------------------------|--|
| White Rose | Numbe  | er Ratio                | Number /   | Algebra                | N  | lumber Decima                       | <u>ls</u> | <u>Numb</u> er  | Fractions,  | <u>Geom</u> et                          | ry Area,                                 |                                       | <u>atistics</u>            |  |
|            | Step 1 Add o   | Step 1 Add or multiply? |  | Step 1 1-step function |  | Step 1 Place value within 1         |           |   | Decimals and  |   | Perimeter and Volume                     |                                       | Step 1 Line graphs         |  |
|            |  | Step 2 Use ratio        |  | machines               |  | Step 2 Place value – integers and   |           |   | Percentages   |   | Step 1 Shapes – same                     |                                       | Step 2 Dual bar charts     |  |
|            | language   |                         | Step 2 2-step function   |                        | decimals   |                                     |           | Step 1 Decimal and  |   | area                                    |  | Step 3 Read and interpret             |                            |  |
|            |  | Step 3 Introduction to  |  | machines               |  | Step 3 Round decimals               |           |   | fraction equivalents                                    |   | Step 2 Area and                          |                                       | pie charts                 |  |
|            | the ratio symbol<br>Step 4 Ratio and<br>fractions                                |                         |  |                        |  | Step 4 Add and subtract decimals    |           |   | Step 2 Fractions as                                     |   | perimeter                                |                                       | Step 4 Pie charts with     |  |
|            |  |                         |  | ution                  | Step 5 Multiply by 10, 100 and 1,000<br>Step 6 Divide by 10, 100 and 1,000                               |                                     |           | division<br>Step 3 Understand                                   |   | Step 3 Area of a<br>triangle – counting |  | percentages<br>Step 5 Draw pie charts |                            |  |
|            |  |                         |  | lae                    |  |                                     |           |   |   |   |  |                                       |                            |  |
|            | Step 5 Scale   | drawing                 | Step 6 Form e  | quations               | Step 7 Multiply decimals by integers   |                                     |           | percentages   |   | squares                                 |  | Step 6 The mean                       |                            |  |
|            | Step 6 Use s   |                         | Step 7 Solve 1-step<br>equations<br>Step 8 Solve 2-step<br>equations |                        | Step 8 Divide decimals by integers   |                                     |           | Step 4 Fractions to   |   | Step 4 Area of a right-                 |  |                                       |                            |  |
|            | Step 7 Simil   | ar shapes               |  |                        |  |                                     |           | percentages   | •   |   | angled triangle                          |                                       |                            |  |
|            | Step 8 Ratio   | problems                |  |                        |  |                                     |           | Step 5 Equivalent<br>fractions, decimals and                    |   | Step 5 Area of any<br>triangle          |  |                                       |                            |  |
|            | Step 9 Prop  | ortion                  |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            | problems   |                         |  |                        |  |                                     |           | percentages<br>Step 6 Order fractions,                          |   | Step 6 Area of a parallelogram          |  |                                       |                            |  |
|            | Step 10 Reci   | pes                     |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   | d percentages   | Step 7 Volur                            |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | Step 7 Percentage of an   |   | counting cubes                          |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   | amount – one step                                       |   | Step 8 Volume of a                       |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | Step 8 Percentage of an   |   | cuboid                                  |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | amount – multi-step<br>Small steps                              |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   | Step 9 Percentages –                                    |   |  |                                       |                            |  |
|            |  |                         |  |                        | Identify the value of each digit in  |                                     |           | missing values Solve problems involving the                     |   | Recognise that shapes                   |  | Illustrate and name parts             |                            |  |
| Links to   | Solve problem  |                         | Use simple for   |                        |  |                                     |           |   | involving the<br>percentages [for                       |   |  |                                       |                            |  |
| National   | tional the relative sizes of two quantities where missing values can be found by |                         | ties where missing linear number sequences.                          |                        | numbers given to 3 decimal places<br>and multiply numbers by 10, 100<br>and 1,000 giving answers up to 3 |                                     |           | example, of me  |   | with the sar                            |  |                                       | icluding radius,           |  |
| Curriculum |  |                         |  |                        |  |                                     |           |   | such as 15% of 360] and the use of percentages for      |   |  |                                       | nd circumference           |  |
|            | using integer  |                         | problems algeb   |                        |  |                                     | up to 3   | comparison.   | iges for  | perimeters o                            | ina vice                                 | and know t                            |                            |  |
|            |  | n and division          | Find pairs of n  |                        | decimal pla  |                                     | مير طئني  | Recall and use  | equivalences  | versa.                                  | de en de de                              | diameter is                           |                            |  |
|            | facts. Solve p   |                         | satisfy an equa  |                        |  | e-digit number                      |           | between simple  |   | Recognise w                             |  | radius. Inte                          | rpret and<br>le charts and |  |
|            | involving sim  |                         | two unknowns   |                        |  | ıl places by wh<br>se written divis |           | decimals and pe<br>including in dif                             |   | possible to u                           |  |                                       | and use these              |  |
|            | where the sco  |                         | possibilities of combinations of                                     |                        |  | cases where th                      |           | Identify the val  |   | formulae for                            |  | to solve pro                          |                            |  |
|            | known or car<br>Solve problen  |                         | variables.   | oj two                 |  |                                     |           | digit in number   |   | volume of st                            |  |                                       | ne mean as an              |  |
|            | unequal shar   |                         |  |                        |  | decimal places<br>hich require ar   |           | decimal places<br>numbers by 10,                                |   | Calculate th                            |  | average.                              | ie meun us un              |  |
|            | grouping usir  |                         |  |                        |  | specified degre                     |           | giving answers  |   | triangles.                              | inis ana                                 | average.                              |                            |  |
|            | of fractions a   |                         |  |                        |  | specified degre                     | es oj     | decimal places.   |   | Calculate, e                            | atimata and                              |                                       |                            |  |
|            |  |                         |  |                        | accuracy.  |                                     |           |   | git numbers with<br>places by whole                     |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | numbers. Use w  |   | compare vol                             |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | methods in case   | es where the  | cubes and cuboids using                 |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   | answer has up to 2 decimal places. Solve problems which |   | standard units,<br>including cm3, m3 and |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           | require answers to be rounded to specified degrees of accuracy. |   | extending to other units (mm3, km3).    |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   | (IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII  | •  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |
|            |  |                         |  |                        |  |                                     |           |   |   |   |  |                                       |                            |  |

| Summer     | 1  | 2               | 3                       | 4                         | 5    | 6   |            | 7 | 8                        | 9                        | 10  | 11                | 12                   |
|------------|--|-----------------|-------------------------|---------------------------|------|---|------------|---|--------------------------|--------------------------|---|-------------------|----------------------|
| White Rose | Geometry Shape   |                 |                         | Geometry                  | SATS | Consolidation and problem solving of                |            |   | Consolic                 | lation and               | C <u>onsolidation and</u>                                       |                   | <u>Number</u>        |
|            |  | sure and classi | fy angles               | <u>Position</u>           |      | <u>maths skills</u>                                 |            |   | problem sol              | problem solving of maths |   | <u>solving of</u> | <u>Investigation</u> |
|            | Step 2 Calculate angles Step 3 Vertically opposite angles  |                 |                         | <u>and</u>                |      |   | The Bakery |   | sl                       | <u>kills</u>             | <u>maths skills</u>   |                   | Square               |
|            |  |                 |                         | <u>Direction</u>          |      | Focusing on   | :          |   |                          | ours                     | The I   | Numbers           |                      |
|            | Step 4 Angles in a triangle  |                 |                         | Step 1 The                |      | Ratio   |            |   | Focusing on:             |                          | Introduces some   |                   | Binary               |
|            | Step 5 Angles in a triangle – special  |                 |                         | first                     |      | Efficient strategies for calculation,               |            |   | Comparing the climates   |                          | important vocabulary  |                   | Numbers              |
|            | cases  |                 |                         | quadrant                  |      | unit conversions, comparisons,                      |            |   | of different countries   |                          | linked to jobs and pay  |                   | Multiples of 11      |
|            | Step 6 Angles in a triangle – missing  |                 |                         | Step 2                    |      | percentages and other purchase deals                |            |   | Unit conversions (km and |                          | e.g. salary, gross pay,   |                   | (Classroom           |
|            | angles   |                 |                         | Read and                  |      | Profit/Loss   |            |   | miles) as well as time,  |                          | income tax and take-  |                   | Secrets)             |
|            |  | es in a quadril |                         | plot points               |      | Packaging   |            |   |                          | ve reasoning             | home pay  |                   |                      |
|            |  | les in polygons |                         | in four                   |      | Common real-life problems                           |            |   | and fraction             |                          | Calculating a wage  |                   |                      |
|            | Step 9 Circl   |                 |                         | quadrants                 |      | encountered when cooking and                        |            |   | Solving com              |                          | from an hourly rate   |                   |                      |
|            |  | ıw shapes accu  |                         | Step 3                    |      | baking exploring areas such time,                   |            |   |                          | ing the four             | and shifts.   |                   |                      |
|            | Step 11 Nets of 3-D shapes   |                 |                         | Solve                     |      | mass, algebra, fractions and ration and proportion. |            |   | operations v             | vith money               | Budgeting monthly<br>take-home pay to<br>ensure all expenditure |                   |                      |
|            |  |                 |                         | problems                  |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 |                         | with                      |      |   |            |   |                          |                          |   | xpenditure        |                      |
|            |  |                 |                         | coordinate                |      |   |            |   |                          |                          | is covered  |                   |                      |
|            |  |                 |                         | S<br>Chan (               |      |   |            |   |                          |                          | Explores con  |                   |                      |
|            |  |                 |                         | Step 4<br>Translatio      |      |   |            |   |                          |                          | related to housing,<br>including deposits,<br>mortgages and     |                   |                      |
|            |  |                 |                         |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 |                         | ns<br>Step 5              |      |   |            |   |                          |                          | repayments  |                   |                      |
|            |  |                 |                         | Reflections               |      |   |            |   |                          |                          | repugnients   |                   |                      |
| Links to   | Draw 2-D s   | shapes using g  | ivan                    | Describe                  |      |   |            |   |                          |                          |   |                   |                      |
| National   |  | and angles.     | iveii                   | positions on              |      |   |            |   |                          |                          |   |                   |                      |
| Curriculum |  | nd classify geo | matric shanas           | the full                  |      |   |            |   |                          |                          |   |                   |                      |
| Curriculum |  |                 |                         | coordinate                |      |   |            |   |                          |                          |   |                   |                      |
|            | based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. |                 | grid (all               |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | four                    |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | quadrants).<br>Draw and |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | translate               |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | simple                  |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | shapes on               |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | the                     |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 | coordinate              |                           |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 |                         | plane, and                |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 |                         | reflect them in the axes. |      |   |            |   |                          |                          |   |                   |                      |
|            |  |                 |                         | in the axes.              |      |   |            |   |                          |                          |   |                   |                      |