



Mathematics Long Term Plan 2024-25

Year 6

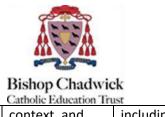
Term	Number and	Addition and	Fractions	Ratio and	Algebra	Measurement	Shape	Position and	Statistics
	Place Value	Subtraction		Proportion				Direction	
Autumn	2 weeks	2 weeks	2 weeks	1 weeks	1 week	1 week	2 weeks	1 week	
Spring	2 weeks	2 weeks	2 weeks	1 week	1 weeks	2 weeks	1 week	1 week	
Summer		1 week	2 weeks	1 week	2 weeks	1 week	1 week		2 weeks

Term	Number and Place Value	Addition and Subtraction Multiplication and Division	Fractions	Ratio and proportion	Alegebra	Measurement	Shape	Position and Direction	Statistics
Autumn	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required	Multiply multidigit numbers up to 4 digit by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two – digit	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication	Use simple formulae	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets	Describe positions on the full coordinate grid (all four quadrants)	





	degree of	whole number	fractions,	and division		Use, read, write			
	accuracy	using the formal	including	facts.		and convert			
		written method	fractions >1			between			
		of long division,		Solve		standard units,			
		and interpret	Add and	problems		converting			
		remainders as	subtract	involving		measurements			
		whole number	fractions with	unequal		of length, mass,			
		remainders,	different	sharing and		volume and			
		fractions, or by	denominators	grouping		time from a			
		rounding, as	and mixed	using		smaller unit of			
		appropriate for	numbers,	knowledge of		measure to a			
		the context	using the	fractions and		larger unit, and			
			concept of	multiples		vice versa, using			
		Divide numbers	equivalent			decimal			
		upto four digits	fractions			notation to up			
		by a two digit				to three decimal			
		number using				places			
		the formal							
		written method				Convert			
		of short division				between miles			
		where				and kilometres			
		appropriate,							
		interpreting							
		remainders							
		according to the							
		context							
Spring	Use negative	Perform mental	Multiply	Solve	Generate and	Recognise that	Compare and	Draw and	
	numbers in	calculations,	simple pairs	problems	describe	shapes with the	classify	translate simple	





context, and	including with	of proper	involving the	linear number	same areas can	geometric	shapes on the	ı
calculate	mixed	fractions,	calculation of	sequences	have different	shapes based on	coordinate	İ
intervals across	operations and	writing the	percentages [perimeters and	their properties	plane and	ĺ
zero	large numbers	answer in its	for example,	Express	vice versa	and sizes and	reflect them in	ı
		simplest form	of measures,	missing		find unknown	the axes	ı
Solve number	Identify common	[for example	and such as	number	Recognise when	angles in any		ı
and practical	factors, common	$\left[\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}\right]$	15% of 360]	problems	it is possible to	triangles,		ı
problems that	multiples and	4 2 8 3	and the use of	algebraically	use formulae	quadrilaterals		ı
involve all of	prime numbers	Divide proper	percentages		for area and	and regular		ı
the above		fractions by	for		volume of	polygons		ı
		whole	comparison		shapes			ı
		numbers [for				Recognise		ı
		example $\frac{1}{2}$ ÷			Calculate the	angles where		ı
		3			area of	they meet at a		ı
		$2 = \frac{1}{6}$]			parallelograms	point, are on a		ı
					and triangles	straight line, or		ı
		Associate a				are vertically		ı
		fraction with				opposite, and		ı
		division and				find missing		ı
		calculate				angles		ı
		decimal						ı
		fraction						ı
		equivalents						ı
		[for example,						ĺ
		0.375] for a						I
		simple						ĺ
		fraction [for						ı
		example $\frac{3}{8}$]						I





	Catholic Education III	ist						
Summer		Use their	Identify the	Solve	Find pairs of	Calculate,	Illustrate and	Interpret and
		knowledge of	value of each	problems	numbers that	estimate and	name parts of	construct pie
		the order of	digit in	involving	satisfy an	compare	circles, including	charts and line
		operations to	numbers	similar shapes	equation with	volume of cubes	radius, diameter	graphs and
		carry out	given to three	where the	two	and cuboids	and	use these to
		calculations	decimal	scale factor is	unknowns	using standard	circumference	solve
		involving the	places and	known or can		units, including	and know that	problems
		four operations	multiply and	be found	Enumerate	cubic	the diameter is	
			divide		possibilities	centimetres	twice the radius	Calculate and
		Solve addition	numbers by		of	(cm³) and cubic		interpret the
		and subtraction	10, 100 and		combinations	metres (m³),		mean as an
		multi step	1000 giving		or two	and extending		average
		problems in	answers up to		variables	to other units		
		contexts,	three decimal			[for example,		
		deciding which	places			mm ² and km ³]		
		operations and						
		methods to use	Multiply one-					
		and why	digit numbers					
		Solve problems	with up to					
		involving	two decimal					
		addition,	places by					
		subtraction,	whole					
		multiplication	numbers					
		and division						
			Use written					
		Use estimation	division					
		to check answers	methods in					
		to calculations	cases where					





and determine,	the answer			
in the context of	has up to two			
a problem, an	decimal			
appropriate	places			
degree of				
accuracy	Solve			
	problems			
	which require			
	answers to be			
	rounded to			
	specific			
	degrees of			
	accuracy			
	Recall and use			
	equivalences			
	between			
	simple			
	fractions,			
	decimals and			
	percentages,			
	including			
	different			
	contexts			