



## Maths Medium Term

Year: 6

Term: Autumn

Teacher: Mrs Crowfoot

<u>Week</u>	<u>Topic</u>	<u>Objectives</u>
Week 1	ASSESSMENT	-
Week 2	ASSESSMENT / NUMBER AND PLACE VALUE	To be able to read and write numbers in numerals and recognise the place value of numbers up to 10,000. To be able to identify the place value of each digit and use this to order whole numbers. To be able to add 10, 100 and 1,000 to any number, using manipulatives.
Week 3	NUMBER AND PLACE VALUE	To identify the logical steps to solve a worded problem. To be able use a number line to find numbers between two points, including placing a number and estimating where larger/smaller numbers will be. To be able to round to the nearest 10 or the nearest 100. EXT: To be able to round to the nearest 1000.
Week 4	NUMBER AND PLACE VALUE	To be able to read and write numbers in numerals and recognise the place value of numbers up to 100,000. To be able to represent numbers on a place value grid, and place them on a number line to 100,000. To be able to compare and order numbers up to 100,000 To be able to round to the nearest 10, 100, 1,000 and 10,000 To be able to read, write and represent numbers to 1,000,000.
Week 5	NUMBER AND PLACE VALUE	To be able to count forwards and backwards in powers of ten up to 1,000,000. To be able to complete number sequences and describe the term to term rule in a sequence e.g. add ten each time. To be able to compare and order numbers up to 1,000,000 using comparison vocabulary and symbols. To be able to use up to 6 digit numbers to recap previous rounding and learn the new skill of rounding to nearest 100,000. To be able to use their knowledge of multiples to work out which two numbers the number they are rounding sits between.

<p>Week 6</p>	<p>NUMBER AND PLACE VALUE</p>	<p>To be able to read, write and represent numbers to ten million in different ways.          To be able to compare and order numbers up to ten million using numbers presented in different formats.          To be able to use greater than and less than vocabulary, and the inequality symbols.          To be able to build on previous work on rounding, rounding up to and within ten million.          To be able to use their knowledge of multiples to work out which two numbers the number they are rounding sits between.  <b>EXT:</b> To be able to look at cases when rounding a number for a purpose, and understand in certain contexts, goes against the general rules of rounding.</p>
<p>Week 7</p>	<p>NUMBER AND PLACE VALUE</p>	<p>To be able to understand the concept of negative numbers and their position on a number line          To be able to count forwards and backwards through zero.          To extend their learning by finding intervals across zero.          To be able to use negative numbers in contexts.</p>
<p>Week 8</p>	<p>CALCULATIONS: ADDITION</p>	<p>To be able to confidently and accurately add whole numbers with more than 4-digits (column method).          To be able to look at numbers with more than four digits and use their place value knowledge to line the numbers up accurately.          To understand the commutative law that addition can be done in any order.          To be able to build on their understanding of estimating and rounding to estimate answers for calculations and problems.</p>
<p>Week 9</p>	<p>CALCULATIONS: SUBTRACTION</p>	<p>To be able to confidently and accurately subtract whole numbers with more than 4-digits (column method).          To be able to focus on exchanging and correct place value.          To understand that subtraction cannot be done in any order, the largest value must come first.          To be able to build on their understanding of estimating and rounding to estimate answers for calculations and problems.</p>
<p>Week 10</p>	<p>CALCULATIONS: ADDITION AND SUBTRACTION</p>	<p>To consolidate their knowledge of column addition and subtraction.          To build on their understanding of estimating and rounding to estimate answers for calculations and problems.          To develop their understanding of inverse operation, children will use their knowledge of addition and subtraction to check their workings to ensure accuracy.          To be able to use these skills to solve multi step problems in a range of contexts and in different forms.</p>

<p>Week 11–12</p>	<p>GEOMETRY: POSITION AND DIRECTION</p>	<p>To be able to read and plot coordinates in the first quadrant.          To be able to draw shapes on a 2D grid from co-ordinates given.          To be able to use their understanding to write co-ordinates for shapes with no grid lines.          To be able to read and plot coordinates in all four quadrants.          To be able to draw shapes across all four quadrants from co-ordinates given.          To become fluent in deciding which part of the axis is positive or negative.          To be able to use knowledge of co-ordinates and positional language to translate shapes in all four quadrants.          To be able to describe translations using direction and use instructions to draw translated shapes.          To extend their knowledge of reflection by reflecting shapes in four quadrants (both the <math>xx</math> and the <math>yy</math>-axis), and use their knowledge of co-ordinates to ensure that shapes are correctly reflected.</p>
<p>Week 13</p>	<p>ASSESSMENT</p>	<p>-</p>