TERM: Spring Term 1 **YEAR: 6**

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Addition & Ratio	• Add or multiply? • Using ratio language • Introduction to the ratio symbol • Ratio and fractions • Scale drawing	*Using the number-line, pupils add and subtract positive and negative integers for measures such as temperature.* *Pupils use the whole number system, including saying, reading and writing numbers accurately.* *Link to previous work on multiplying and dividing numbers by 10, 100 and 1000.* *Use of thermometers, bank balances and going above/below sea level.* NRICH: Consecutive Numbers NRICH: Sea Level

WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Scale	• Using scale factors • Similar shapes • Ratio problems • Proportion problems • Recipes	*Pupils practise scale and what this means. They should have an understanding that shapes or numbers will get bigger or smaller.* *Pupils continue to use all the multiplication tables to in order to maintain their fluency.* *They undertake mental calculations with increasingly large numbers and more complex calculations.* *Pupils will also understand about Ratio and understand how the numbers work together.* *NRICH: All the digits* *NRICH: How do you do it?* *NRICH: Route Product*

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WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Algebra	• 1-step function machines • 2-step function machines • Form expressions • Substitution • Formulae	*Pupils should be introduced to the use of symbols and and unknowns in mathematical situations that they al* *missing numbers, lengths, coordinates and angles* *formulae in mathematics and science* *equivalent expressions (for example, a + b = b + a)* *generalisations of number patterns* *number puzzles (for example, what two numbers c* *Looking at patterns in brick wall additions using multi algebraic expressions..* NRICH: The remainders game NRICH Remainders

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Algebra	Form equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns	*Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as:* *missing numbers, lengths, coordinates and angles* *formulae in mathematics and science* *equivalent expressions (for example, a + b = b + a)* *generalisations of number patterns* *number puzzles (for example, what two numbers can add up to).* *Looking at patterns in brick wall additions using multilink cubes. Linking colours to algebraic expressions.*

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WEEKS 5 and 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Place Value & Decimals	• Place value within 1 • Place value – integers and decimals • Round decimals • Add and subtract decimals • Multiply by 10, 100 and 1,000	*Pupils understand the place value within 1. They should understand that it can be split into many different parts and look at tenths, Hundreths, Thousanths. Pupils are introduced to the addition and subtraction of decimal numbers by one-digit whole number, initially, in practical contexts involving measures and money. They recognise how to round decimals depending on whether the last number is below 5 or above 5. Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc* *They should also have a clear understanding of multiplying by 10, 100 and 1000 recapping on previous knowledge.* NRICH: The remainders game NRICH Remainders