TERM: Autumn 1   YEAR: 6

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Place value and rounding	• 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 degree of accuracy • Solve number and practical problems that involve all of the above	*Pupils use the whole number system, including saying, reading and writing numbers accurately.* *Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc* *Using resources such as base 10 and place value counters.*

WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Decimals Measurement	• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100, 1000. • Use, read write and convert between standard units, converting measurements of length, mass and volume • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	*Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc. but not to a specified number of significant figures.* *They know approximate conversions and are able to tell if an answer is sensible.* *Pupils make links between multiplying and dividing by 10,100 and 1000 and real life conversions of measurements.*

WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Addition and Subtraction	• Perform mental calculations, including with mixed operations and large numbers • Solve addition and subtraction multi-step problems deciding which operations to use and why. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	*Pupils undertake mental calculations with increasingly large numbers and more complex calculations.* *Pupils practice addition, subtraction for larger numbers, using the formal written methods of columnar addition and subtraction.* *See school calculation policy.*

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WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Prime numbers, factors and multiples	• Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Solve problems involving multiplication and division	*Pupils undertake mental calculations with increasingly large numbers and more complex calculations.* *Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.* *Common factors can be linked to equivalent fractions.*

TERM: Autumn 1   YEAR: 6

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
		Use manipulatives such as cuisenaire to represent factors. *NRICH Factors and multiples game* *NRICH Two primes make a square* *Mathematical challenges for able pupils – Make 5 Numbers – Activity 61*

WEEKS 5 and 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Multiplication and Division	• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Multiply one-digit numbers with up to two decimal places by whole numbers • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division, and interpret remainders as a whole number remainders, fractions, or by rounding, as appropriate for the context • Use written division methods in cases where the answer has up to two decimal places • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Use their knowledge of the order of operations to carry out calculations involving the four operations	*See school calculation policy.* *Pupils practise multiplication and division for larger numbers, using the formal written methods of short and long multiplication, and short and long division.* *Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.* *Pupils explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9.* *NRICH One wasn't square* *NRICH Cycling squares*