# Year 6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|
| Baseline/ Summative assessments | AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool (Summative assessments x 2) | | | | |
| Place Value, applying all four operations to problem solving, formal multiplication and division, Properties of numbers (1-4) (5-8) (9-12)(13-18) | | fractions and decimals, percentages (18-27) (28-32)<br><br>Revision including Measurement including conversion, geometry and applying to problems | | Revision identified by summative assessments<br><br>'Real life' projects post SATs | |

## Essentials

- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- **Statistics** taught cross-curricular with STEM and foundation subjects (Skills taught discretely in maths)(see science obj)
- Opportunities should be sought for objectives to be taught cross-curricular for real life context.

| Mental Maths and Times Table slot | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Recall multiplication and division facts for multiplication tables up to 12 × 12 | Counting in steps of up to 12 from 0 and any given number | Count in steps of numbers through zero and into negative numbers | Count in **common** fractions with equivalent decimals and percentages e.g. 1/5  0.2  20% | Count in fractions with equivalent decimals and percentages | Count in decimals steps with up to 3 decimal places | Count in mixed numbers and improper fractions and convert from one form to the other e.g. 1 ¼  5/4 | Count in miles and with its kilometre conversion | Consolidate objectives based on gaps |
| **Teachers judgement to be used to consolidate a previous objective** | | | | | | | | |