

Maths Plans





Maths Intent



Mathematical
Growth Mindset
All adults and pupils
Confidence
Purpose
Enjoyment

Arithmetic
Proficiency
Fluency
Variation
Mathematical
thinking
Representations
and Structures
Coherence

We believe that all children, pupils and young people can be successful mathematicians. We will support them to achieve this by providing an ambitious and carefully constructed mastery curriculum in mathmatics for all pupils. Through the explicit teaching pupils gain a deep understanding of key concepts and build upon these in order to make sustained progress. We provide opportunities to understand as well as experience the creativity and connectivity of maths to other areas of life. We want our pupils to become high quality mathematicians who are fluent in the fundamentals of maths, who can reason mathematically and solve problems both in maths and across the curriculum. Pupil's will leave our schools ready for the next stage in their life and for the challenges ahead.

Subject Expertise of all Staff

Representations and Structures

Small steps in learning High quality CPD Misconceptions
Thinking/reasoning

Age related expectations
Collaborative Working

Systems
Teach up, keep up
Mathematics daily
timetable
Flexible lesson
structure
Medium term plans
Role of support
staff





Maths Plans Mixed Age Medium Term Plans

LIGHTHOUSE SCHOOLS PARTNERSHIP

Maths Medium Term Plan Year 1 and Year 2

	Week 1 Week 2 Week 3	Week 4 Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value – Year 1 to 20 Year 2 to 100 *count to and across 20 forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 20 in numerals and words *given a number, identify 1 more and 1 less *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones) *identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use <, > and = signs *read and write numbers to at least 100 in numerals and in words *use place value and number facts to solve problems. Year 1: read and write numbers to at least 100 in numerals and words	Addition and subtraction — *read, write and interpret managers *represent and use number to add and subtract one-digit and solve one-step problems that representations, and missing the recognise and know the valuation of the second involving numbers, quantary applying their increasing known and the second involving numbers and	Year 1 to 20 (inc mothematical statements and related subtraction and subtraction: using titles and measures owledge of mental and subtraction facts to 2 using concrete objected ones at tens. In the subtraction is a subtraction of a concrete objected ones are relationship between the subtraction facts to 2 using concrete objected ones are relationship between the subtraction facts to 2 using concrete objected ones are relationship between the subtraction facts to 2 using concrete objected ones are relationship between the subtraction facts to 2 using concrete objected ones are relationship between the subtraction facts to 2 using concrete objected ones are relationship between the subtraction facts to 2 using the su	iney) Year 2 within it is involving addition (a traction facts within it to 20, including 0 and subtraction, using it in as 7 = ? - 9 inations of coins and ing concrete objects and written methods and functional representation and subtraction and subtrac	100 (inc money) (+), subtraction (-) a 20 concrete objects and notes and pictorial representations, and mentally utative) and subtraction and use the mounts to make a promoney	and equals (=) Independent of pictorial Independent of the pictorial of	Number: and- multiplication *count to and beginning with *count, read a and words; *count in multi * recognise and denominations *identify and repictorial represand use the larthan (fewer), made in any or number by and solve probled division, using mental method including problems.	Year 1 Place Value 1 Year 2: Multiplication across 50, forwards 1 0 or 1, or from any and write numbers to spless of 2s, 5s and 1 and know the value of of coins and notes epresent numbers usentations including anyage of: equal to, nost, least approblems involving culation the answer all representations atteacher So of 2, 3, 5 and 3 from the forward and base and division within the tem using the made and division within the tem using the made equals (=) signs and triplication of two refer (commutative) and the forward and the problems involving multiple materials, arrays, reds, and multiplication and the stables, including the stables.	ue to 50 and ation s and backwards, given number o 50 in numerals 10s If different using objects and the number line, more than, less If g multiplication and rusing concrete and arrays with the seckward ents for the multiplication (x), mumbers can be and division of one of the content of the multiplication (x), and division facts, and division facts for the multiplication (x), the content of the



	Week 1	Week 2	Week 3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
		1 Division and	Year 1 Place Value to 100	Measurement –	Shape		•	Number: Year 1	Fractions and Co	nsolidation		
		Year 2: Division	♣count to and across 100,	Length and	_	nd name common 2	-D and 3-D shapes,	Year 2: Fraction	S			
		Itiples of 2,5 and	forwards and backwards,	Height	including:	ar avamala, ractor a	loo (in aludina	♣recognise, find	d and name a half	as 1 of 2 equal		
	10		beginning with 0 or 1, or from any	. Compare,		or example, rectang les and triangles]	les (including	_	ct, shape or quan			
	♣solve one-st	ep problems	given number	describe and solve practical		• -	D change ifor	♣recognise, find	d and name a qua	rter as 1 of 4 equal		
	involving multi		♣count, read and write numbers	problems for		nd name common 3 pids (including cube	· -		ct, shape or quan	-		
	division, by ca	lculating the	to 100 in numerals; count in multiples of 2s, 5s and 10s	lengths and	spheres]	olds (including cube	s), pyrainius and	♣Compare, des	cribe and solve p	actical problems for		
		concrete objects,	•	heights [for	' '				ghts [for example,			
	pictorial repres	sentations and e support of the	♣given a number, identify 1 more and 1 less	example,	∡ identify and	describe the proper	ties of 2-D shapes	longer/shorter, t	all/short, double/h	alf]		
	teacher = ? – !			long/short, longer/shorter,		number of sides and			-	ractical problems for		
			♣identify and represent numbers using objects and pictorial	tall/short,	vertical line				r example, heavy	light, heavier than,		
	• recall and us	se multiplication	representations including the	double/half]		describe the prope		lighter than]				
		acts for the 2, 5	number line, and use the	♣measure and		number of edges, ve						
	and 10 multipl	-	language of: equal to, more than,	begin to record		shapes on the surfa a circle on a cylinde				fractions ½, 1/3,		
		gnising odd and	less than (fewer), most, least	the following:	a pyramid]	a circle on a cyllide	i and a mangl e on		length, shape, se	t of objects or		
	even numbers			Length and		nd sort common 2-D	and 3-D shapes	quantity	ractions for exam	ole, $\frac{1}{2}$ of $6 = 3$ and		
	* calculate ma		Year 2 Statistics	height	and everyday		•	-	quivalence of 2/4			
	and division w	r multiplication	♣interpret and construct simple	* obcoop and					•			
D D		tables and write	pictograms, tally charts, block	♣choose and use appropriate								
Spring		e multiplication	diagrams and simple tables	standard units								
S		-) and equals (=)	ask and answer simple questions by counting the number	to estimate and								
	signs	nultiplication of	of objects in each category and	measure								
		can be done in	sorting the categories by quantity	length/height in any direction								
		mmutative) and	ask and answer questions	(m/cm); using								
	division of one	number by	about totalling and comparing	rulers, scales,								
	another canno		categorical data.	♣compare and								
	* solve proble	•		order lengths								
	multiplication a using material			and record the								
	repeated addit			results using >, < and =								
	methods, and			Cario –								
	and division fa	•										
	problems in co	ontexts.										
											ا د	
											Consolidation	
											lide	
											l osu	
											Ö	
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										MX School	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Week 1 Position and direction Adescribe position, direction and movement, including whole, half, quarter and three-quarter turns A order and arrange combinations of mathematical objects in patterns and sequences A use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-	Time *Measure at time [for ext slower, early time (hours) *sequence chronologic language [for and after, in yesterday, it afternoon at the early to days of the months and these times for the lands on a these times for a hours in a contract of the lands on a these times for a hours in a contract of the lands on a these times for a hours in a contract of the lands on a these times for a hours in a contract of the lands of the lands on a these times for a hours in a contract of the lands of the	and begin to record ample, quicker, lier, later], minutes, seconds) events in cal order using or example, before ext, first, today, tomorrow, morning, and evening] and use language dates, including week, weeks, divears he to the hour and evening and sequence time evite the time to five cluding quarter hour and draw the clock face to show and sequence of the clock face to show and the number of minutes and	Year 1: Place Year 2: Proble Year one: considering on place Year two: teach gaps in unders	Value recap em Solving solidate their ace value cher assessment	Measurement *Compare, de mass/weight [folighter than] *capacity and than, less than *measure and mass/weight capacity and v Year 2: Measure *Choose and estimate and recapacity (litres using thermone and compare and comp	scribe and solve or example, heaver example and measure examples examples examples and measure examples exam	practical problems for y/light, heavier than, mple, full/empty, more uarter] the following: Capacity and standard units to emperature (°C); st appropriate unit, uring vessels olume/capacity and	Year 1: Four Year 2: Cons	Week 10 Operations recap solidation and Investi	Week 11	

Maths Year 1 and 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL

LIGHTHOUSE SCHOOLS PARTNERSHIP

Maths Medium Term Plan Year 2 and Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	1,000 *count in steps of from any number, * recognise the partial digit number (tensor identify, representation of the steps of the partial different representation of the steps of the partial different representation of the partial different re	of 2, 3, and 5 from forward and back place value of each s, ones) ent and estimate intations, including order numbers from the and number fact write numbers to ords	kward th digit in a two- numbers using the number line m 0 up to 100; use est 100 in numerals ts to solve at least 100 in	*solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures *applying their increasing knowledge of mental and written methods *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 *add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. *recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value *find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change						Multiplication ♣count in steps of 2, 3, 5 and 3 from 0, and in terms from any number, forward and backward ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of number by another cannot ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition mental methods, and multiplication and division including problems in contexts. ♣ Recall and use multiplication and division facts 2,5,and 10 times tables, including recognising of			
	 find 10 or 100 r recognise the p digit number (hun compare and o identify, represent read and write and in words solve number p involving these id 	more or less than place value of each dreds, tens, ones reder numbers up the ent and estimate intations and prace or oblems and prace or oblems.	a given number th digit in a three- to 1000 numbers using	 add and subtractions, a three-dig add and subtraction estimate the a 	act numbers mer git number and he ract numbers with answer to a calcuns, including miss	ntally, including: a thundreds h up to three digits, ulation and use inve	hree-digit number a using formal writte erse operations to o	nd p in practical contained ones, a three-can methods of colurcheck answers facts, place value,	ligit number and mnar addition and	the 3, 4 and 8 in write and cal multiplication a tables that they times one-digit progressing to solve problems, involved including positi	d division facts for es cal statements for the multiplication for two-digit numbers nental and thods sing number and division,		



Division Div
Division Arecal and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including and advision facts for the 2, 5 and 10 multiplication tables, including and advision facts for the 2, 5 and 10 multiplication tables, including and are oven numbers Acalculate mathematical statements for multiplication and division within the multiplication and division within the multiplication and division within the multiplication of two numbers can be done in any order (commutative) and division of ore number by another cannot A solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts for the 3, 4 and 8 multiplication and division facts for the 3, 4 and 8 multiplication tables A write and calculate mathematical statements for multiplication and division using materials and calculate mathematical statements for multiplication and division using materials (continuation) A continuation A contin
using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. perpendicular and parallel lines measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g), volume and capacity (l/ml) measure the perimeter of simple 2-D shapes measure the perimeter of simple 2-D shapes



									SCHOOL	
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Measurement: Time * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times * know the number of minutes in	Problem solvin Year 2 Use assessme possibly statut Year 3 Recap on the f	Week 4 ng and efficient me ent to address gaps tory assessments four operations ent knowledge to a	ethods os in learning and	Measurement temperature Year 3: Mass * Choose and estimate and capacity (litres using thermore arrecord the residual capacity)	Year 2: Mass, Ca and Capacity use appropriate measure (kg/g); to s/ml) to the neare meters and measured order, mass, vo- cults using >, < and	apacity and standard units to emperature (°C); est appropriate unit, uring vessels olume/capacity and	Consolidation Use assessn Year 3 Recap F	n and Investigation	Week 11 s any areas which re	Week 12 equire development.

Maths Year 2 and 3: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12				
		I Place Value –Ye			Idition and subt		Trook	1100110		ultiplication and		TTOOK 12				
	3 to 1,000					of money to give	change, using bo	oth £ and p in		0 in multiples of						
	♣count from	0 in multiples of 4,	8, 50 and 100;	practical con		<i>y y y y y y y y y y</i>	3 3 3 3 3 3			•		ts for the 3, 4 and 8				
		100 more or less th		♣add and su	btract numbers	mentally, including	g: a three-digit n	umber and ones, a	multiplication	•		,				
	number		J	three-digit number and tens, a three-digit number and hundreds write and calculate mathematic							atical statement	s for multiplication				
	♣ recognise	the place value of	each digit in a	♣ add and su	ubtract numbers	with up to three	digits, using form	al written methods	and division	using the multipli	ing the multiplication tables that they know,					
	three-digit nu	ımber (hundreds, t	ens, ones)	of columnar	addition and sub	otraction			_	two-digit number	•					
	compare a	and order numbers	up to 1000	estimate the	he answer to a c	alculation and us	e inverse operati	ons to check		progressing to for						
	,	present and estima	ate numbers	answers								roblems, involving				
	_	nt representations				•		number facts, place		n and division, inc	• .					
		vrite numbers up to	1000 in	1 '	•	dition and subtrac			1 '	•	e problems in wh	nich n objects are				
	numerals and							I written methods of	connected to	•		10. 11. 01. 0. 1.1				
		ber problems and p	oractical			action where app	•			iplication and divi	sion facts for mu	Itiplication tables up				
	l •	olving these ideas				operations to che			to 12 × 12		ا مان الناب	din action discour				
_		ultiples of 6, 7, 9, 2					blems in contexts	s, deciding which	,	blems involving m stributive law to m	, , ,	0,				
Ę		more or less than a		operations ai	nd methods to u	ise and wny			_	scaling problems						
Autumn		kwards through zei	o to include							ich as n objects a		•				
⋖	negative nun	the place value of	acab digit in a							ultiples of 6, 7, 9,		Tr objects.				
		nne place value of nber (thousands, h										multiply and divide				
	and ones)	iibei (tiibusaiius, ii	undreds, tens,						,	cluding: multiplyin						
	/	compare numbers	hevond 1000							ogether 3 number		3 3 7				
		present and estima							, , ,	and use factor pa		ativity in mental				
		nt representations	ato mamboro						calculations							
		number to the nea	rest 10. 100 or													
	1000		, , , , , , , , , , , , , , , , , , , ,													
	♣ solve num	ber and practical p	roblems that													
		the above and with														
	large positive	e numbers														
		an numerals to 100														
		er time, the numer														
		nclude the concept	of zero and													
	place value.															



	Week 1 Week 2	Week 3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
	Number: Multiplication and	Length: Perimeter and area	Year 3: Fra		VVCCKI	I AAGGK O		nent: Mass and		WEEK 12			
	division												
	414131011	♣measure, compare, add and			s; recognise that				subtract: mass (k	g/g);			
	♣recall and use multiplication	subtract: lengths (m/cm/mm);			ual parts and in di	/iding one-digit	volume/capacity (I/ml)						
	and division facts for the 3, 4	capacity (I/ml)						Y4: Number: Decimals					
	and 8 multiplication tables							nd write decimal	equivalents of an	v number of			
	♣ write and calculate	measure the perimeter of	unit fraction	s and non-unit fra	actions with small	denominators	tenths or hund		oquivaronto or any	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	mathematical statements for	simple 2-D shapes	♣ recognise	e and use fraction	ns as numbers: un	it fractions and			one- or two-digit n	umber by 10 and			
	multiplication and division using	♣Convert between different		ctions with small		it iradiidiid aria	1		ne digits in the ans	_			
	the multiplication tables that	units of measure [for example,				dant for all one with	tenths and hui		io aigno in uro ario	<i>wor as ones,</i>			
	they know, including for two-	kilometre to metre; hour to		-	g diagrams, equiva	alent fractions with			money problems ir	nvolving fractions			
	digit numbers times one-digit	minute]	small denor					to two decimal p		worming madadine			
	numbers, using mental and	measure and calculate the			with the same de	nominator within			nits of measure e.	a metres to			
	progressing to formal written	perimeter of a rectilinear figure	one whole [for example, 5/7	+ 1/7 = 6/7		kilometres.	woon amorone a	The of meadare o.	g. monoo to			
	methods	(including squares) in	♣ compare	and order unit fra	actions, and fractio	ons with the same	MICHIOLOG.						
	solve problems, including	centimetres and metres	denominato										
	missing number problems,	♣ find the area of rectilinear			e all of the above.								
	involving multiplication and	shapes by counting squares				_							
	division, including positive	and the state of t			ı diagrams, familie	s of common							
	integer scaling problems and		equivalent										
	correspondence problems in				dredths; recognise								
	which n objects are connected			dividing an objec	t by one hundred	and dividing tenths							
	to m objects.		by ten.										
ing	♣recall multiplication and				ncreasingly harde								
Spring	division facts for multiplication				ctions to divide qua								
(C)	tables up to 12 × 12				answer is a whole								
	• use place value, known and		add and	subtract fractions	with the same de	nominator							
	derived facts to multiply and												
	divide mentally, including:												
	multiplying by 0 and 1; dividing												
	by 1; multiplying together three												
	numbers												
	recognise and use factor												
	pairs and commutativity in												
	mental calculations												
	multiply two-digit and three-												
	digit numbers by a one-digit												
	number using formal written												
	layout												
	solve problems involving												
	multiplying and adding,												
	including using the distributive												
	law to multiply two digit												
	numbers by one digit, integer												
	scaling problems and harder												
	m objects.												
	law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to												



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
**add and submoney to give both £ and p in contexts **compare number places up to two places **round decimal place whole number acquivalents to find the effection ones, tenths are estimate, concluding money problem fractions and decimal places	mbers with the of decimal wo decimal als with one to the nearest of dividing a negit number by 10 tifying the value of the answer as and hundredths ompare and rent measures, ney in pounds and the measure and measure	including using and 12-hour a sestimate an accuracy to the compare time hours; use vood a.m./p.m., more midnight self know the number of leap year secompare ducalculate the test tasks]. seread, write a analogue and sesolve problethours to minumonths; week	e the time from a g Roman numer and 24-hour clood dread time with the nearest minute in terms of second cabulary such a rning, afternoon the training of event ime taken by particularly and convert time and conv	in increasing ite; record and onds, minutes and its o'clock, it, noon and its in a minute and ite in a min	pictograms an solve one-sexample, 'Horfewer?'] using bar charts and interpret are data using apincluding bar solve comproblems using charts, pictog	nd tables step and two-ste w many more?' y information pre d pictograms an od present discre propriate graphi charts and time parison, sum and ing information pre rams, tables and	and 'How many sented in scaled d tables. Sete and continuous cal methods, graphs. If difference resented in bar of other graphs	direction) direction) draw 2-D materials; recognise them recognise turn dentify ri half-turn, th turn; identify ri angle dentify h and paralle compare quadrilatera didentify if orientations complete line of symm describe quadrant describe given unit to	and classify geometricals and triangles, becute and obtuse a control of two right angles in the soft symmetry in the symmetry positions on a 2-D movements between the left/right and crified points and dragaticals.	3-D shapes us errent orientation erty of shape or hise that two rigularters of a turn are greater than eal lines and particular shapes, included and complete and confidence and coordinate and coord	ing modelling Ins and describ In a description In a description





Week 1	Week 2 Week	(3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
*count in multiple find 1000 more count backward recognise the p (thousands, hund) corder and comp identify, represe representations round any number solve number a with increasingly li read Roman nu numeral system of read, write, orde determine the valu count forwards number up to 1 00 interpret negative with positive and re round any number on and 100 000 solve number p above	or backwards in steps of 00 000 ve numbers in context, conegative whole numbers, per up to 1 000 000 to the roblems and practical promerals to 1000 (M) and r	Year 3 to 1,000 ber Inegative numbers In a four-digit number O susing different O or 1000 It involve all of the above It know that over time, the neept of zero and place to at least 1 000 000 and powers of 10 for any give ount forwards and backweincluding through zero in earest 10, 100, 1000, ablems that involve all of	*add and su the formal wi subtraction wi estimate a answers to a solve addit contexts, ded use and why add and su digits, includi (columnar ad add and su increasingly use roundi determine, in accuracy solve addit in contexts, of to use and wi add the	ritten methods of convhere appropriate and use inverse open calculation and subtraction ciding which operate ubtract whole numbing using formal wriddition and subtract ubtract numbers melarge numbers ing to check answer the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of a protection and subtraction deciding which open the context of the con	h up to 4 digits using plumnar addition and erations to check in two-step problems in it ions and methods to ers with more than 4 ditten methods ion) entally with	*recall multip multiplication * solve proble including using numbers by or harder correspare connected count in multiply and of the count in multiply and the count in multiply and the count in multiply two digit numbers are multiply by a identify multiply by identify multiply in the count in multiply in the count	ne digit, integer scapondence problems of to m objects. Itiples of 6, 7, 9, 25 ralue, known and delivide mentally, incluing by 1; multiplying and use factor pairs actions on the factor pairs actions on the factor pairs at the composite (not be the composite (not b	plying and adding, w to multiply two digit aling problems and s such as n objects and 1000 erived facts to uding: multiplying by g together 3 numbers and commutativity in a sand commutativity in a sand commutativity in the sand grant	*Convert betwoof measure [forto metre; hour was a measure and perimeter of a land including square and metres and metres are a shapes by court and metres are a shapes in centing a calculate and of rectangles (in and including us a square centimeter of measure centimeter of continuous calculate and of rectangles (in and including us a square centimeter of measure centimeter of continuous calculate and of rectangles (in and including us a square centimeter)	d calculate the rectilinear figure ares) in centimetres of rectilinear enting squares d calculate the emposite rectilinear enteres and metres d compare the area encluding squares), using standard units, etres (cm2) and (m2) and estimate





Number Decimals (including manus) Measurements Measurements Measurements Measurements Measurements Measurements Statistics Statist	Number: Decimals (including money) Measurement: Statistics Time * interpret and present discrete Geometry: Properties of shape * compare and classify geometric shapes, including * compare and classify geometric shapes, including * Convert between different	Wook 12
Time Accompare numbers with the same number of decimal places up to two decimal places of the propriet graphical methods, and decimal places of the propriet graphical methods, place to the nearest whole number of the certain places. A county decimal places A county decimal places A county decimal places A county decimal places A county decimal place A co	money) Time *interpret and present discrete *compare and classify geometric shapes, including Position and *Convert between different	VVEER 12
	and defamily places up to two decimal places u	Consolidation stre s of tre on ner]

Maths Year 4 and 5: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



Mains Medium Term Flan Te	oai o ana roar o									
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number and Place Value	methods (columned and subtremethods) and methods to solve addition and methods to multiply and desired method, including the divide numbers and cubed (3) solve problemed and problems in solve problemed and methods to solve problemed	act whole number are addition and act numbers mento check answers of accuracy and subtraction use and why. ivide numbers mers up to 4 digits by a light of	subtraction) Intally with increasi Intally with increasi Is to calculations and Interpolation of the content of	con known facts digit number using a sumbers ber using the formal ly for the context factor pairs of a number and recall prime numbers, and the notation including using the continuity of the equal and the number using the number using the las whole number reliable according to disprime numbers and lar prime numbers of carry out calculations.	ding which operations a formal written I written method of mber, and common composite (nonprime) ation for squared (2) their knowledge of g by simple fractions ision and a als sign ar using the formal formal written mainders, fractions, I written method of the context rge numbers ons involving the four ding which operations rision	* identify, nar including tenth recognise mand write math 1/5] * add and submultiples of the multiply property and diagrams * read and write multiply property and problems * use common the same denter and problems * use common the same denter and problems * divide property associate	d order fractions were and write equivers and hundredths nixed numbers and hematical stateme btract fractions with e same number sper fractions and reference involving multiple involving simple rations and order fractions, btract fractions with uivalent fractions in ple pairs of proper 1/2 = 1/8] er fractions by who	d improper fractions ints > 1 as a mixed that has a mixed that has a mixed that has a mixed that has a mixed numbers by the sas fractions [for example of the same denominates.] If the same denominates are fractions; use continuous fractions writing the same ple numbers [for example of the same ple numbers for exampl	given fraction, representation of and convert from a number [for example nator and denomin whole numbers, supexample, 0.71 = 71 on, including scalin amon multiples to easters and mixed number answer in its sinterpole, 1/3 ÷ 2 = 1/6	one form to the other ple,2/5 + 4/5 = 6/5 = 1 ators that are pported by materials 1/100] In g by simple fractions Express fractions in umbers, using the Implest form [for



Number: Decimals and Percentages

- * read, write, order and compare numbers with up to three decimal places
- * recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- * round decimals with two decimal places to the nearest whole number and to one decimal place
- * solve problems involving number up to three decimal places
- * recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- ♣ solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.
- ♣ Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths
- ♣ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- *solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- * recall and use equivalences between simple fractions, decimals and percentages, including in different context

- Y5: Number: Decimals
- *Recognise and write decimal equivalents of any number of tenths or hundredths
- ♣ Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths
- ♣ Solve simple measure and money problems involving fractions and decimals to two decimal places
- convert between different units of measure (for example km to m)
- Y6: Number: Algebra
- ♣use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

Teachers may choose to recap adding and subtracting decimals.

- Measurement: Converting Units
- *convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- solve problems involving converting between units of time
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- * solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- * use, read, write and convert between standard units, converting measurements of length, mass, volume and

Measurement: Perimeter, Area and Volume

- ♣ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ♣ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- ♣ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- ♣use all four operations to solve problems involving measure
- ♣recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- * calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Y5: Consolidation: Fractions

Use assessment to identify gaps in learning to be consolidated for the large amount ot content to be covered in the Autumn term

- Y6: Number: Ratio
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Statistic

- ♣solve comparison, sum and difference problems using information presented in a line graph
- ♣ complete, read and interpret information in tables, including timetables
- *illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ♣ interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.



										SCHOOLS PAR	TNERSHIP
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
					time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places						
					convertbetween milesand kilometres						
Geometry: F	roperties of shape	Geometry:	Y5: Consolidation	on: Four Operations		Y5: Consolidation	on FDP Use	Y5: consolidati	on: Measures	Consolidation	
♣identify 3-E cubes and o representation	O shapes, including ther cuboids, from 2-D ons	Position and Direction *identify, describe and represent the		nt data to consolidate			ta to consolidate	Use assessme consolidate ga	ent data to	Consolidation	
degrees: est acute, obtus	es are measured in imate and compare e and reflex angles n angles, and measure	position of a shape following a reflection or translation,									
them in degr	• •	using the	Y6: Assessmen	ı <i>t</i>	Year 6						
one whole to at a point on	ngles at a point and urn (total 360°) angles a straight line and ½ a 60°), other multiples of	appropriate language, and know that the shape has not changed	During this time		Investigations						
to deduce re	operties of rectangles lated facts and find ths and angles	describe positions on the full coordinate grid (all four									
irregular poly	n between regular and ygons based on pout equal sides and	quadrants) * draw and translate simple									
♣draw 2-D s dimensions	shapes using given and angles	shapes on the coordinate plane, and									
♣ recognise	, describe and build shapes, including	reflect them in the axes									
shapes base and sizes ar	and classify geometric ed on their properties ad find unknown angles des, quadrilaterals, and gons										
meet at a po	angles where they pint, are on a straight rertically opposite, and angles										

Maths Year 5 and 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL





LSP Maths Plans 2020-2021

Year Specific Medium Term Plans



Medium Term Plan Year 1

F		Wook 1	Wook 2	Wook 2	Wook 4	Wook F	Wook 6	Mook 7	Mook 9	Wook 0	Wook 10	Wook 14	Wook 12
	Autumn	*count to and with 0 or 1, or *count, read multiples of 2s *given a num *identify and representation language of: eleast	from any given and write numb s, 5s and 10s ber, identify 1 n represent numb including the equal to, more the	wards and bac number ers to 10 in nu nore and 1 les pers using obje number line, a han, less than	ects and pictorial and use the	*read, write and subtraction (-) and represent and unade and subtraction and subtraction and subtractions are solve one-step concrete objects are problems such as		and related subtract -digit numbers to 20 ve addition and sub entations, and miss	ion facts within 10 0, including 0 traction, using sing number	Week 9 Shape Arecognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] Arecognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	*count to and a and backwards, 1, or from any g *count, read and 20 in numerals a *given a number and 1 less *identify and reusing objects ar representations number line, and of: equal to, mod (fewer), most, le	d write numbers to and words er, identify 1 more present numbers ad pictorial including the d use the language re than, less than	Consolidation
	Spring	 read, write a addition (+), s represent ar facts within 20 add and subincluding 0 solve one-st subtraction, us 	ubtraction (-) and use number lotract one-digit attemption that is a problems that is a problem that is a problem to the sing concrete of	athematical stand equals (=) stand equals (=) stand relations and relations and two-digit national involve addibjects and pict	ated subtraction umbers to 20, tion and	 count to and ac beginning with 0 count, read and words; count in multiple given a number, identify and represent 	resent numbers using tations including the of: equal to, more the	nd backwards, ven number 0 in numerals and d 1 less ng objects and number line, and	problems for length long/short, longer/s double/half]	in to record the following:	[for example, he than, lighter than *capacity and vexample, full/emless than, half, he than the the than the the than the than the than the than the the than the the than the the than the the the the than the	ns for mass/weight avy/light, heavier] rolume [for apty, more than, nalf full, quarter] pegin to record the	Consolidation
	Summer	Multiplication and division *Count in multiples of 2,5 and 10 *solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions *recognise as 1 of 2 eq shape or questions and arrays with the support of the teacher *Compare, practical professions and professions are considered as 1 of 2 eq shape or questions and arrays with the support of the teacher *Compare, practical professions are cognised as 2 of 2 eq shape or questions are cognised as 3 of 2 eq shape or questions are cognised as 4 of 2 eq shape or questions are cognised as 5 of 2 eq shape or questions			Fractions *recognise, find a as 1 of 2 equal particles as 1 of 4 equal particles as 1 of 4 equarter as 1	and name a equal parts of an quantity ribe and solve s for lengths and ple, long/short, l/short, ibe and solve s for mass/weight	Position and direction *describe position, direction and movement, including whole, half, quarter and three-quarter turns		en number write numbers to count in multiples , identify 1 more resent numbers pictorial ncluding the use the language than, less than	Money *recognise and know the value of different denominations of coins and notes	[for example, que arlier, later] time (hours, min sequence eve order using language before and after yesterday, tomo afternoon and earecognise and relating to dates the week, weeks years	utes, seconds) Ints in chronological luage [for example, next, first, today, rrow, morning, vening] use language, including days of s, months and the hour and half and draw the hands	Consolidation

Year 1: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL





	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	*count in and in ten and backy recognidigit in a training in the identify, numbers urepresentaline comparup to 100; read an 100 in nure use placesolve probyear 1: re	is from any navard se the place wo-digit num represent al using differer ations, include e and order if use <, > and d write numb merals and in ce value and olems.	yalue of each where (tens, ones) and estimate ant ding the number anumbers from 0 d = signs bers to at least a words a number facts to anumbers to at	*solve propictorial remeasures * applying * recall ar use related * add and and menta * a tv * two * add * show the and subtra * recognis	presentations, in their increasing and use addition and facts up to 100 subtract number wo-digit number wo-digit number of two-digit number at addition of two ction of one number and use the interest and use the interest and th	ition and subtract neluding those inverse was using concrete and ones and tens person umbers can be mber from anothe	colving numbers, ental and written cts to 20 fluently e objects, pictoria e done in any ord r cannot p between additi	quantities and methods , and derive and al representations, der (commutative) on and subtraction	and pence (p) particular valu find differer equal the sam solve simpl context involve	nd use symbols for pounds (£); combine amounts to make a	multiplication and divided multiplication tables the multiplication (x) equals (=) signs show that multiplication the show that multiplication and division, using mand division, using mand the show that multiplication and divided problems in contexts shrecall and use multiplication and division.	ratical statements for vision within the and write them using), division (÷) and cation of two ne in any order division of one cannot volving multiplication materials, arrays, nental methods, and vision facts, including s. Itiplication and 5, and 10 times tables,



											MX	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Multiplicat	ion and	Number and S	Statistics	Geometry: Pr	operty of Shape		Number: Fra	actions		Length and height	
	division		♣interpret and		_	describe the prope	erties of 2-D	* recognise.	find, name and write	e fractions ½, 1/3, 2/4, and ¾	*choose and use appropriate	
	♣recall and	luse	simple pictogra			ing the number of			hape, set of objects		standard units to estimate	
	multiplication		charts, block d		symmetry in a			· ·		ple, ½ of 6 = 3 and recognise	and measure length/height in	
	division fac			iagrains and	, ,		autica of O.D.			pie, /2 or 0 = 3 and recognise	any direction (m/cm); using	
		,	simple tables			describe the prop		the equivalen	nce of $2/4$ and $\frac{1}{2}$.			
			♣ ask and ans	•		ing the number of	eages, vertices				rulers, scales, *compare and	
	tables, inclu		questions by c		and faces						order lengths	
	recognising		number of obje		•	shapes on the sui					and record the results using	
	even numb	ers	category and s	orting the	shapes [for ex	ample, a circle on	a cylinder and a				>, < and =	
	calculate)	categories by	quantity	triangle on a p	yramid]						
	mathematic	cal	ask and ans	wer	♣ compare an	d sort common 2-	D and 3-D					
	statements	for	questions abou	ut totalling		eryday objects						
	multiplication	on and	and comparing	•	onapoo ana o	oryddy objecto						
	division with		data.	datogorioai								
	multiplication		data.									
	and write th											
	the multiplic	•										
	division (÷)											
Spring	` '											
ğ	equals (=) s											
U)	show tha											
	multiplication											
	numbers ca											
	in any orde											
	(commutati	,										
	division of c	one										
	number by	another										
	cannot											
	♣ solve pro	oblems										
	involvina m	nultiplication										
	and divisior											
	materials, a	•										
	repeated ac											dation
	mental met											#
	multiplication											
	division fac											soli
	including pr	•										ous
	contexts.	IODICITIS III										၂ ၀
		nosition a	nd direction	Problem s	│ olving efficient	Measurement:	Time	Measuremen	nt: Mass. Capacity	and temperature	Investigations	
	_	-	mbinations of	methods	orving embletil	• compare and				and temperature and andard units to estimate and	Investigations	
				metrious		intervals of time	•					
		•	n patterns and							; capacity (litres/ml) to the		
	sequences					♣ tell and write t			opriate unit, using th	ermometers and measuring		
ler		nematical vo				minutes, includir		vessels				
υ	•	osition, direc				past/to the hour		1		ime/capacity and record the		
Summer			ovement in a			hands on a cloc	k face to show	results using	>, < and =			
S			uishing between			these times						
	rotation as	a turn and ir	n terms of right			& know the num	ber of minutes					
	angles for c	quarter, half	and three-			in an hour and the	he number of					
		ns (clockwise				hours in a day						
	anticlockwis	•										

Year 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.





	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Nacount from 0 in mush find 10 or 100 mo recognise the place number (hundreds, compare and order identify, represent different representations are ad and write number words solve number proinvolving these idea	Value Ultiples of 4, 8, 50 a Interpretation of each dige Itens, ones) Interpretation of each dige Itens, ones) It and estimate num Itions Items and practicals	nd 100; ven number git in a three-digit 000 bers using n numerals and in	Addition and seadd and sub a three a three a three a three add and sub methods of co estimate the answers solve proble place value, a	subtraction ofract numbers e-digit number e-digit number e-digit number of n	s mentally, including and ones	digits, using for the second s	ormal written erations to check ng number facts,	Number: Multiplication count from 0 in count f	ation and Division multiples of 4, 8 nultiplication and on tables late mathematical division using the cluding for two-ding mental and property ation and division and corrected to reconnected to remailing mected to remail and property at the connected to remail and corrected to remail and property at the connected to remail and corrected to	division facts for the 3, 4 Il statements for e multiplication tables igit numbers times one- rogressing to formal ag number problems, n, including positive espondence problems in n objects.	Consolidation
Spring	Number: Multiplicatio * recall and use multiplicatio * write and calculat multiplication and did that they know, incluone-digit numbers, use formal written methods solve problems, in involving multiplication integer scaling problems in which nobjects a	Itiplication and division tables the mathematical state vision using the mulading for two-digit nousing mental and prods the mulading missing nution and division, including and corresportation and corresportation and corresportation and division.	tements for ultiplication tables umbers times rogressing to umber problems, sluding positive indence problems	Measuremen t: Money *add and subtract amounts of money to give change, using both £ and p in practical contexts	using bar c pictograms solve one step questic 'How many 'How many	and tables e-step and two- ons [for example, more?' and fewer?'] using presented in charts and	*measure, (m/cm/mm); (I/mI)	nt: Length and Perin compare, add and so mass (kg/g), voluments the perimeter of simp	ubtract: lengths e and capacity	recognise that dividing an ob and in dividing quantities by a recognise, f a discrete set and non-unit f denominators recognise a numbers: unit fractions with	d down in tenths; tenths arise from ject into 10 equal parts g one-digit numbers or 10 ind and write fractions of of objects: unit fractions ractions with small nd use fractions as fractions and non-unit small denominators	Consolidation
Summer	Number: Fractions recognise and she fractions with small add and subtract within one whole [fo compare and orde the same denomina solve problems the	denominators fractions with the sar example, 5/7 + 1/er unit fractions, and tors	ame denominator 7 = 6/7 d fractions with	I to XII, and 12 estimate an accuracy to th compare time and hours; use a.m./p.m., mo midnight know the numb and the numb and leap year	e the time from g using Roma 2-hour and 24 and read time we nearest mire in terms of see vocabulary rning, afternounder of second and a second a second and a second a second and a second	an numerals from a-hour clocks with increasing nute; record and econds, minutes such as o'clock, on, noon and each month, year ents [for example	*draw 2-D s 3-D shapes materials; *recognise different orie describe the recognise property of s description of	angles as a shape or a of a turn	Measurement: Capacity *measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)			Consolidation





	Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value count in multiples of 6, 7, 9, 25 and find 1000 more or less than a given count backwards through zero to in numbers recognise the place value of each of number (thousands, hundreds, tens, a order and compare numbers beyon identify, represent and estimate nur different representations round any number to the nearest 10 solve number and practical problem the above and with increasingly large read Roman numerals to 100 (I to 0 over time, the numeral system change concept of zero and place value.	digit in a four-digit and ones) and 1000 mbers using 0, 100 or 1000 es that involve all of positive numbers c) and know that and to include the	formal written met subtraction where subtraction where setimate and us answers to a calcuston a solve addition a contexts, deciding use and why	ct numbers with thods of colum e appropriate se inverse ope culation and subtraction g which operati		Measurement: Length and Perimeter *Convert between different units of measure [for example, kilometre to metre; hour to minute] * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	*recall multitables up to solve pro including us numbers by harder corrected to connected to count in many use place and divide redividing by the solution of	12 x 12 bblems involving mul- sing the distributive in one digit, integer so espondence problem to m objects. nultiples of 6, 7, 9, 2 e value, known and of mentally, including: n 1; multiplying togeth	tiplying and adding, law to multiply two digit caling problems and ns such as n objects are and 1000 derived facts to multiply multiplying by 0 and 1;	Consolidation
Spring	 ♣recall multiplication and division facts for multiplication tables up to 12 x 12 ♣ use place value, known and 	Measurement: Area find the area of rectilinear shapes by counting squares	 count up and do an object by one h solve problems fractions to divide whole number 	show, using dia own in hundred hundred and d involving incre quantities, inc	ividing tenths by ten.	redths arise when dividing o calculate quantities, and	of tenths or find the e one of tenths or find the e one of tenths or one o	and write decimal end hundredths Iffect of dividing a or an identifying the valuationes, tenths and hundred measure and mand decimals to two decimals to two deciments and deci	oney problems involving	Consolidation



									SCHOOLS TAIMLERS III	
Week 1	Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Decimals *compare numbers with the same number of decimal places up to two decimal places *round decimals with one decimal place to the nearest	Measurement: Money estimate, compare are different measures, including pounds and pence solve simple measure problems involving fract to two decimal places.	nd calculate luding money in re and money	Measurement: read, write ar between analog 12- and 24-hou solve probler converting from minutes; minutes	Time nd convert time gue and digital r clocks ns involving hours to	Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Geometry: Properties of *compare and classify of quadrilaterals and triang sizes * identify acute and obtor angles up to two right ar * identify lines of symmodifferent orientations * complete a simple symplectific line of symmetry	f Shape geometric shap gles, based on t cuse angles and ngles by size netry in 2-D sha	pes, including their properties and discompare and order spes presented in	Geometry: Position and direction describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. Can't find in WRM	
number recognise and write decimal equivalents to 1/4, 1/2, 3/4 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in										tion
the answer as ones, tenths and hundredths										Consolidation

Year 4: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.





	Week 1 W	eek 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place V read, write, order a at least 1 000 000 an each digit count forwards or a powers of 10 for any 000 interpret negative r forwards and backwa negative whole numb zero round any number nearest 10, 100, 1000 solve number prob problems that involve read Roman nume recognise years writte	and compa and determine backwards given nume numbers in ards with peres, include up to 1 00 0, 10 000 a elems and peres and pe	in steps of ber up to 1 000 context, count ositive and ling through 0 000 to the and 100 000 practical above 10 (M) and an numerals.	which operation to use and why	tract whole nore than 4 g using formal s (columnar abtraction) tract numbers acreasingly g to check culations and ne context of a s of accuracy n and lti-step ntexts, deciding ns and methods	difference prinformation pline graph complete,	rmation in tables,	Number: Multiplicate	de numbers pon known facts 0 and 1000 and factors, I factor pairs of a non factors of two e vocabulary of me factors and ne) numbers er a number up to ecall prime se square numbers, and the d (²) and cubed (³) nvolving division including dge of factors and and cubes nvolving division, including factions and	 ♣ measure and of composite rectiling and metres ♣ calculate and rectangles (inclusing standard using standard using standard using standard square metrof irregular shape) 		Consolidation
Spring	Number: Multiplicatio multiply numbers using two-digit number using method, including londigit numbers multiply and divide drawing upon known divide numbers up number using the formshort division and interpropriately for the solve problems invisubtraction, multiplication combination of these the meaning of the edition.	ip to 4 digirage a formal numbers in facts to 4 digits mal written erpret remarked ation and context including	ts by a one- or written ation for two-mentally by a one-digit method of ainders ition, livision and a	 identify, name tenths and hunder to the other and 1 1/5] add and substance number multiply proper diagrams read and writes solve problem 	order fractions we and write equivoleths are recognical write mathematical fractions with the fractions and the decimal number	valent fractions hise mixed nun- ical statement h the same de mixed numbers ers as fractions iplication and o	s of a given fraction of a	ples of the same numer, represented visually fractions and convergence for example, nominators that are not represented by maters, supported by simple fractions.	ert from one form 2/5 + 4/5 = 6/5 = multiples of the terials and	 ♣ read, write, ore with up to three of them to tenths, he equivalents ♣ round decimal the nearest whole place ♣ solve problem decimal places ♣ recognise the understand that parts per hundre fraction with den decimal ♣ solve problem percentage and 1/5, 2/5, 4/5 and 	als and Percentages der and compare numbers decimal places use thousandths and relate nundredths and decimal s with two decimal places to e number and to one decimal s involving number up to three per cent symbol (%) and per cent relates to 'number of d', and write percentages as a ominator 100, and as a s which require knowing decimal equivalents of ½, ¼, I those fractions with a multiple of 10 or 25.	Consolidation



						1	1	I				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Decim	nals			Geometry:	Properties of Sha	pe	Geometry: Position	Measuremen	t: Converting Units	Measurement: Volume	
Summer	*Recognise and tenths or hundre Find the effect 100, identify the and hundredths *Solve simple and decimals to	d write decimal edths at of dividing a devalue of the decimal processor and notice two decimal processor and notice that the processor and notice that the processor and the proc	one or two-digit ligits in the ansi noney problems places	any number of number to 10 or wer as ones, tenths involving fractions (for example km to	*identify 3- other cuboic *know and estimate an reflex angle * draw give degrees (°) * identify: a turn (total 3 straight line multiples of * use the p related facts	D shapes, includids, from 2-D represented compare acute es en angles, and meangles at a point at 60°) angles at a per and ½ a turn (tot	ng cubes and esentations d in degrees: , obtuse and easure them in and one whole point on a al 180°), other	and Direction identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	*convert between metric measure kilometre and metre; centime gram and kilometre and solve problem converting between the solve problem and equivalences	ween different units of are (for example, dimetre; centimetre and netre and millimetre; ogram; litre and millilitre) dems involving etween units of time di and use approximate de between metric units imperial units such as	 estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] use all four operations to solve problems involving measure 	tion
						sh between regula ased on reasoning	_					Consolida



Maths Medium Term Plan Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number and Place	Value	Number: Addit	ion, subtraction	and Multiplication	and Division	Number: Fractions				Geometry: Position and	
			♣multiply multi	i-digit numbers υ	up to 4 digits by a t	wo-digit whole	♣use common factors to	o simplify frac	ctions; use com	mon multiples to	Direction	
	♣read, write, order	•	number using	the formal writte	n method of long r	nultiplication	express fractions in the	same denom	nination		describe positions on	
	numbers up to 10 (s by a two-digit wh		compare and order fr	actions, inclu	ding fractions >	1	the full coordinate grid	
	determine the value	•	•		d of long division,	•	♣ add and subtract frac	tions with diff	erent denomina	ntors and mixed	(all four quadrants)	
	round any whole		1		emainders, fraction	ns, or by	numbers, using the con	cept of equiva	alent fractions		draw and translate	
	required degree of	•		ppropriate for the			multiply simple pairs		•	e answer in its	simple shapes on the	
	use negative nur				s by a two-digit nui		simplest form [for exam		-		coordinate plane, and	
	context, and calcul	ate intervals	1		division where app	oropriate,	divide proper fractions	s by whole nu	umbers [for exa	mple, 1/3 ÷ 2 =	reflect them in the axes	
	across zero				ling to the context		1/6]					
⊑	solve number an	•	1 .		including with mix	ed operations	associate a fraction w					
Autumn	problems that invol	ive all of the	and large num		10. 1		equivalents [for example	e, 0.375] for a	a simple fraction	ı [for example,		
Auï	above		1	mon factors, cor	mmon multiples an	a prime	1/8]					
			numbers	ouded as of the	udou of operations	40.00*****						
				•	order of operations	to carry out						
			1	volving the four o	•	ama in aantauta						
			1		on multi-step proble							
				•	methods to use a	•						
			and division	ms involving add	dition, subtraction,	multiplication						l oi
				on to chock and	wers to calculation	c and						olidation
					oroblem, an approp) ij
			accuracy.	ile context of a p	nobiem, an approp	mate degree of						Consc
			doodidoy.									ပိ



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	Number: Decimal identify the value in numbers given places and multip numbers by 10, 1 giving answers up decimal places multiply one-dig up to two decimal whole numbers use written divi cases where the a to two decimal pla solve problems answers to be rou specified degrees	ue of each digit to three decimal bly and divide 00 and 1000 to three git numbers with I places by sion methods in answer has up aces which require unded to	calculation of example, of r 15% of 360] a percentages recall and between simple.	ems involving the percentages [for measures, and such a and the use of for comparison use equivalences ple fractions, decimals ges, including in differ	s gendescril sequel exprinumber algebrent find that sawith two sequels are the	ess missing or problems aically pairs of numbers tisfy an equation to unknowns merate dilities of nations of two	Measures: Converting Units * solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate * use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places * convert between miles and kilometres	and Volume *recognise with the sam have differe and vice ver * recognise possible to u for area and shapes * calculate parallelogra triangles * calculate, compare vo and cuboids	that shapes ne areas can nt perimeters rsa when it is use formulae d volume of the area of ms and estimate and lume of cubes s using its, including netres (cm³) netres (m³), ng to other	sizes of two que values can be multiplication a solve proble where the scale found solve proble	ems involving the relative uantities where missing found by using integer and division facts ems involving similar shapes le factor is known or can be ems involving unequal rouping using knowledge of	Consolidation



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	 draw 2-D sh dimensions are simple 3-D shamaking nets compare and shapes based and sizes and angles in any quadrilaterals, polygons recognise a meet at a point 	describe and build apes, including apes, including and classify geometric on their properties find unknown triangles, and regular angles where they at, are on a straight rtically opposite,	Problem So	lving		including racircumferer diameter is and line grassolve proble	and interpret the mean	Investigation	ns			Consolidation

Year 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.