| Key <br> skills | CATCH UP | CATCH UP | ARITHMETIC | Revisit Shape Y5 | CATCH UP | CATCH UP | ARITHME- <br> TIC | REVIST <br> Rounding | CATCH UP | CATCH UP | ARITHMETIC | REVISIT <br> Fractions | CATCH UP | CATCH UP | ARITHMETIC |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|  | Number: Place Value |  | Number: <br> Add and <br> Subtract | Number: <br> Multiplication |  | Number: Fractions |  |  | Geometry: Properties of Shape |  | Measurement: Area, Perimeter \& Volume |  | Number: Ratio |  | Arithmetic (Residential) |
|  | Read, write, order and compare numbers to 10,000,000 | Rounding any whole number. <br> Rounding to specific degrees of accuracy. <br> To solve numbers and practical problems involving the above. | Addition \& Subtraction <br> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <br> Perform mental calculations, including with mixed operations and large numbers. <br> Use estimation to check answers to calculations | Multiply <br> Multiply up to 4digit by a two-digit number. | Divide <br> Divide numbers up to 4 digits by a two-digit number. <br> Use knowledge of the order of operations to carry out the 4 operations <br> From Fractions: Use division methods in cases where the answer had up to 2d.p. | Multiply and Divide Fractions <br> Use common factors to simplify fractions. <br> Multiply simple pairs of proper fractions, writing the answer in simplest form. <br> Divide proper fractions by whole numbers. | Add and <br> Subtract <br> Fractions <br> Add and subtract fractions with different denominators. | Add and <br> Subtract <br> Fractions <br> Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions. | Angles Measure and Draw <br> To measure angles. <br> To draw angles. <br> To draw 2D shapes using given dimensions and angles. | Angles Missing angles <br> To recognise angles where they meet on a point, are on a straight line, or are vertically opposite, and find missing angles. <br> To compare and classify shapes based on their properties and find unknown angles in any triangles, quadrilaterals or regular polygons. | Perimeter / Area <br> Revisit perimeter and perimeter of compound shapes (Not a Y6 objective) <br> Area of rectangular shapes here. <br> Recognise that shapes with the same perimeter can have different areas and vice versa. | Area and volume <br> Developing area (preY6) <br> Calculate the area of a triangles (and parallelograms). <br> Calculate, estimate and compare volume of cubes and cuboids using standard units. | Ratio <br> Solve problems involving the relative size of 2 quantities where missing values can be found using integer multiplication and division facts. <br> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | Percentages of amounts <br> Solve problems involving the calculation of percentages e.g. $15 \%$ of 360 <br> Include problems that involve increase / reducing prices or quantities by a percentage. | Children in Year 6 will have the opportunity to spend one week as part of a residential visit. <br> During this time, children who do not wish to take part in the residential will consolidate key arithmetic skills. |


| Key <br> Skills | Revisit Area / Perimeter | CATCH UP | CATCH UP | ARITHMETIC | Revisit Ratio | CATCH UP | CATCH UP | ARITHMETIC | REVIST <br> Time | CATCH UP | CATCH UP | ARITHME- <br> TIC |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | Number: Place Value |  | Measures: Reading scales, Time and Timetables. |  | Number: <br> Money | Division and remainders | Number: Fractions, Decimals and Percentages |  | Number: <br> Factors | Number: <br> Algebra | Geometry: <br> Position and Direction | Statistics |
|  | To multiply and divide numbers by 10, 100 and 1000 giving answers up to 3d.p. including standard units of measure. <br> Identify the value of each digit in numbers given to 3 decimal places. | Use negative numbers in context and calculate intervals across 0 <br> To solve numbers and practical problems involving the above. | solve comparison, sum and difference problems using information presented in a line graph (Revisiting from previous year) | Use, read, write and convert between standard units of measure of a larger unit (time). <br> complete, read and interpret information in tables, including timetables (Revisiting from previous year) | Solve problems involving addition, subtraction, multiplication and division. <br> Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. | Divide numbers up to 4 digits by 2 digits interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. <br> Solve problems which require answers to be rounded to a specified degrees of accuracy. | Compare and order fractions, including fractions > 1. <br> Recall and use equivalences between simple fractions, decimals and percentages. <br> HA: associate a fraction with division and calculate decimal fraction equivalents (eg. 3/8 = 0.375) | Arithmetic Skills: <br> Revisit multiplying mixed numbers. <br> Multiply one -digit numbers with up to 2 decimal places numbers. | Identify common factors, common multiples and prime numbers. | Use simple formulae <br> Find pairs of numbers that satisfy an equation with 2 unknowns. | Describe positions on the full coordinate grid (all 4 quadrants) <br> Draw and translate simple shapes on the coordinate plane and reflect them in the axes | Calculate and interpret the mean as an average |


| Key <br> Skills | REVIST <br> Factors / <br> Multiples | CATCH UP | CATCH UP | REVISIT <br> Measures | REVIST based on Paper 2 | CATCH UP | CATCH UP | REVISIT <br> Algebra | CATCH UP | CATCH UP | REVISIT Calculation | CATCH UP |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | Statistics | Measures: Conversion | Geometry: Properties of shape | Number: Ratio | KS2 SATS | Statistics: <br> Data Handling | Number: Algebra, Square roots and unknown variables |  | Number: Ratio and proportion | Statistics | Problem solving and investigations. |  |
|  | Interpret and construct pie charts and line graphs and use these to solve problems | Solve problem involving the calculation and conversion of units of measure, including decimal notation up to 3dp. <br> Convert between miles and kilometres. | Illustrate and name parts of circles <br> Know that the diameters is twice the radius <br> Recognise, describe and build simple 3D shapes, including. <br> 2 lessons + Roman Numerals in SATs week | Solve problems involving the relative size of 2 quantities where missing values can be found using integer multiplication and division facts. <br> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | Statutory Assessments for the end of KS2. | Interpret and construct pie charts and line graphs and use these to solve problems. <br> Calculate and interpret the mean as an average | To understand square roots (KS3) <br> To generate and describe linear number sequences, enumerate possibilities of combinations of 2 variables <br> Express missing number problems algebraically | To generate and describe linear num ber sequences <br> Generalise on number patterns. | Solve problems involving similar shapes where the scale factor is known or can be found. | Interpret and construct pie charts and line graphs and use these to solve problems. | Children will be given opportunities to apply and practise skills gained throughout KS2 in investigation and problem solving contexts | Children will be given opportunities to apply and practise skills gained throughout KS2 in investigation and problem solving contexts |

