



Maths

Characteristics

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

Opportunities

| Key Stage 1 | Key Stage 2 |
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| <ul style="list-style-type: none">• Count and calculate in a range of practical contexts. • Use and apply mathematics in everyday activities and across the curriculum.• Repeat key concepts in many different practical ways to secure retention.• Explore numbers and place value up to at least 100.• Add and subtract using mental and formal written methods in practical contexts.• Multiply and divide using mental and formal written methods in practical contexts.• Explore the properties of shapes.• Use language to describe position, direction and movement.• Use and apply in practical contexts a range of measures, including time.• Handle data in practical contexts. | <ul style="list-style-type: none">• Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.• Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.• Explore numbers and place value so as to read and understand the value of all numbers.• Add and subtract using efficient mental and formal written methods.• Multiply and divide using efficient mental and formal written methods.• Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.• Describe position, direction and movement in increasingly precise ways.• Use and apply measures to increasingly complex contexts.• Gather, organise and interrogate data.• Understand the practical value of using algebra. |

Broad Learning Objectives

- To know and use numbers
- To add and subtract
- To multiply and divide
- To use fractions
- To understand the properties of shapes
- To describe position, direction and movement
- To use measures
- To use statistics
- To use algebra

MATHS YR 6

| Number – number and place value | Number- addition, subtraction, multiplication and division | Number – fractions (including decimals and percentages) | Ratio and proportion | Algebra | Measurement | Geometry – properties of shapes | Geometry – position and direction | Statistics |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪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 ▪use negative numbers in context, and calculate intervals across zero ▪solve number and practical problems that involve all of the above. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ▪divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ▪divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪perform mental calculations, including with mixed operations and large numbers ▪identify common factors, common | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪use common factors to simplify fractions; use common multiples to express fractions in the same denomination ▪compare and order fractions, including fractions > 1 ▪add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ▪multiply simple pairs of proper fractions, writing the answer in its simplest form [f o r e x a m p l e , $1/4 \times 1/2 = 1/8$ ▪divide proper fractions by whole numbers for example, $1/3 \div 2 = 1/6$ ▪associate a fraction with division and calculate decimal fraction equivalents [for example, | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ▪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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪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 ▪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, | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪draw 2-D shapes using given dimensions and angles ▪recognise, describe and build simple 3-D shapes, including making nets ▪compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ▪illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ▪recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪describe positions on the full coordinate grid (all four quadrants) ▪draw and translate simple shapes on the coordinate plane, and reflect them in the axes. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪interpret and construct pie charts and line graphs and use these to solve problems ▪calculate and interpret the mean as an average. |

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| | <p>multiples and prime numbers</p> <ul style="list-style-type: none"> ▪use their knowledge of the order of operations to carry out calculations involving the four operations ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ▪solve problems involving addition, subtraction, multiplication and division ▪use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. | <p>0.375] for a simple fraction [for example, $\frac{3}{8}$</p> <ul style="list-style-type: none"> ▪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 ▪recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. | | | <p>including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> | | | |
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