Mathematics Curriculum Outline 2026-27

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme	Number 1: Place value Rounding Addition, Subtractions (Mental, Written) Number 2: Multiplication, Division(Mental, Written) Number 1 &2: Calculations using the 4 rules Number 4 Types of Number Negative Numbers Number 5: Factors, Multiples and BIDMAS	Number 3: FDP Equivalences in context Number 6: Calculations with Fractions Ratio Percentages	Statistics 1: Presenting data Range and measures of average Algebra 1: Sequences and Missing numbers Geometry 1: 2D shapes Geometry 2: 3D Shape & Nets, Volume	Geometry 3: Angles Measurement 1&2: Measures and Time Measurements 3: Perimeter, Area and Volume Geometry 4: Transformations & Co-ordinates	SATs Revision SATs Post SATs Projects: Theme Park Zoo Project	Transition to KS3 Post SATs Transition work including KS2 Consolidation work Practical reasoning and problem solving

Key Skills	**Place value:** Read and write numbers to 10 000 000 and determine the value of digits -Order and compare numbers up to 10 000 000 -Round whole numbers to 10 000 000 to a required degree of accuracy **Four operations:** Consolidate adding and subtracting whole numbers with more than 4 digits, including using formal written columnar addition and subtraction -Solve multi-step addition and subtraction problems in less familiar contexts -Multiply multi-digit numbers up to 4-digit by 2 digit number using the formal written method of long multiplication -Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret remainders as a whole number, fractions -Divide numbers up to 4-digit by 2 digit numbers using the formal method	**Number:** - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Compare and order fractions, including fractions less than 1 -Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answers in its simplest form (for example ¼ x ½ = 1/8) -Divide proper fractions by whole numbers (for example ½ : 2 = 1/6) Associate the fractions with division and calculate decimal fractions equivalents (for example 0.375) for a simple fraction (for 1/8) -Recall and use equivalences	**Statistics:** Illustrate and name parts of the 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 the mean as an average Read a simple bar graph/ line graph -Read a pictogram -Know full, quarter, half and 360 degrees as a turn or as a fraction in a shape - Construct angles using a protractor -Add and divide with fluency **Algebra:** -Use simple formulae -Generate and describe linear	**Measurements:** - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate **Measurements:** Recognize that shapes with the same areas can have different perimeter and vice versa Recognize 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 cm^3, m^3, and extending to other units(mm^3, km^3)	Develop problem solving and thinking skills - Make decisions and choices - Strengt hening the ability to work collaboratively within a team -Using a range of mathematical and literacy skills	-Identified skills are delivered for specific groups.

	of short division **Number 4:** Use negative numbers in context, and calculate intervals across zero -identify common factors, multiples and prime numbers **Number 5:** Use their knowledge of the order of operations to carry out calculations involving the four operations Solve problems involving addition subtraction, multiplication and division Use estimate to check answers to calculation and determine the appropriate degree of accuracy	between simple fractions, decimals and percentages, including in different contexts **Number:** Identify the value of each digit in numbers given to 3 decimal places Multiply digit numbers up to 2 decimal places by a whole number Use written division methods in cases where the answer has up to 2 decimal places Recall and use equivalences between simple fractions decimals and percentages including in context **Number:** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplications and revision Solve problems involving similar	number sequence Express missing number problems algebraically -Find pairs of numbers that satisfy an equation with two unknowns -Enumerate possibilities of two variables **Geometry:** - Draw 2-D shapes using the given dimensions and angles -compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and polygons -Recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles **Geometry:** Classify types of shapes using their	**Geometry:** Describe positions on full coordinate grids(all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes		

		shapes where the scale factor is known or can be found Solve problem involving unequal sharing and grouping using knowledge of fractions and multiples **Number:** Solve problems involving the calculation of percentages(for example, of measures and such as 15% of 360) and the use of percentages comparison	properties e.g. pyramids / prisms -Draw and interpret 2D representations of 3D shapes. (Use isometric paper) -Estimate volume of cubes and cuboids - Use, read write and convert between standard units, converting measurements of length, mass, volume and time from smaller unit of measure to larger unit, and vice versa, using decimal notation to up to 3 dp - Convert between miles and kilometers			

Previous learning and next steps links	Understand and use place value in four-digit numbers -Count forwards and backwards in whole number steps -Approximate any number by rounding to the nearest 10, 100 or 1000 -Approximate any number with one decimal place by rounding to the nearest whole number -Recall multiplication facts for multiplication	Recognise inverse operations -Be familiar with missing number questions and how to solve them	Know the names of common 2D shapes -Recognise the standard notation for right angles, parallel lines and the same length sides.			

	tables up to 12 × 12 -Recall division facts for multiplication tables up to 12 × 12 -Find factor pairs of a given number -Understand the commutability of multiplication -Multiply and divide a two-digit number by 10, 100 -Multiply a three-digit number by a one-digit number using short multiplication -Recall multiplication facts to 12 × 12 and associated division facts - Apply the order of operations correctly (BIDMAS)					
Literacy opportunities/ VIPERS	Spelling key ***vocabulary*** correctly ***(VIPERS)*** Promoting the use of ***Mathematical language*** during lessons Developing literacy through ***discussion using the correct mathematical terminology***, reasoning and problem solving tasks Create opportunities for explanation of learning, ***expressing mathematical conclusion*** after completing investigative task Pupils to design a ***worded question*** based on learning Comprehension activities while learning about famous mathematicians- Diversity links					
Wider reading fiction/ non-fiction	Display mathematical Tier 3 vocabulary in classrooms, Use key vocabulary in context so pupils begin to understand when/how to use it Introduce new terminology but also consolidate previously used terms wherever possible Reading and comprehension task learning about famous mathematicians					

	Comprehension activities while learning about famous mathematicians
Numeracy Opportunities	Applied fluency and connecting different area of mathematics in a range of real-life contexts Making connections how mathematics can be used in every-day life situations – 'Window to the Wider World' Interlinking different area of mathematics Reason using the mathematical strategies and solve problems
SMSC and British Values/Window into the wider world	Linslade pupils receive both support and challenge needed to become increasingly confident in arithmetic, fluency, reasoning and problem solving in all areas of Mathematics. The curriculum is carefully designed and sequenced to provide our learners with an aspirational bridge between lower and upper school, understanding the world and in their future careers. We build on prior knowledge so that our learners leave us having achieved fluency in this creative and highly interconnected discipline. They will be ready to start upper school and feeling confident, prepared and with a way of thinking that will provide them with a platform to become the leaders of tomorrow. During their time with us, our learners are given the opportunity to apply their ever-growing knowledge to reasoning and problem solving questions so that they can deepen their understanding and appreciation of the beauty of mathematics. By regularly working on real-life problems, our curriculum allows learners to look through the window to the wider world and see how the maths that are taught in lessons will be applied in everyday life.