Year 6 Mathematics (Example) Yearly Overview (linked to NCETM)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Calculating Using Knowledge of Structures	Multiplication and Division	Fractions, Decimals & Percentages	Statistics Mean average	Position & direction	Revisit topics in depth as reqd: Ratio/proportion Calculating using structures Solving problems with 2 unknowns Order of operations Mean average
Week 2	Calculating Using Knowledge of Structures	Multiplication and Division	Fractions	Money & Time	Factors, multiples, primes	Check Points Expressions and equations
Week 3	Calculating Using Knowledge of Structures	Multiplication and Division	Fractions, Decimals & Percentages	Algebra (solving problems with 2 unkowns)	SATs	Check Points Expressions and equations
Week 4	Addition and Subtractions (Structures)	Geometry Draw compose & decompose	Fractions, Decimals & Percentages	Ratio & proportion	Maths project *(Calculator Crunch?)*	Check Points Transformations
Week 5	Addition and Subtractions (Structures)	Geometry Draw compose & decompose	Fractions, Decimals & Percentages	Order of operations Measures		Check Points Transformations
Week 6	Multiples of 1000	Area & perimeter	Fractions, Decimals & Percentages			Check Points Multiplicative Relationships
Week 7	Numbers up to 10,000,000	Area & perimeter	Calculating using knowledge of structures Unit 2			Check Points Multiplicative Relationships

Week 8	Multiplication and Division					
39 weeks	8 weeks	7 weeks	7 weeks	6 weeks	4 weeks	7 weeks

Notes – important things to include prior to SATs:

- Roman Numerals – across the year through daily routines
- Experience of using measure, eg through DT activities (ensure rulers are clear to measure in mm and identify any students who might find this tricky – large print available for SATs)
- Assess geometry at start of year and allow more time if required – spatial reasoning very important.
- Include statistics across the curriculum.
- More time might be needed on algebra (assess bar modelling early in the year as this is an essential pre-cursor to formal algebra).
- Avoid teaching order of operations as a formula to remember, do not use 'BODMAS' or 'BIDMAS' or similar – teach with understanding to avoid misconceptions and errors.
- Prime, square and cubed numbers were taught in Year 5 but will need revisiting as this is key knowledge.
- Ensure students can use a protractor – special adapted ones are available if required, note any children finding these tricky to handle/read (eg: dyslexia, vision impairment, dyspraxia) as adapted SATs papers can be used.

Re SATs

Meet with subject lead and SLT to discuss SATs arrangements early – children may have large print (allowed more time) if this would benefit them, not just those with vision impairment, and may have breaks etc. Ensure all special arrangements are considered early in the year.