EYFS Medium Term Plan

Autumn

Baseline Assessments (3 weeks)

Week 1	Observations and assessments to accurately gain knowledge of all children's starting points and needs.
Week 2	
Week 3	

Counting (3 weeks)

Week 1	1. Knows numbers identify how many objects are in a set (30-50 months). 2. Recites number names in order to 10 (30-50 months). 3. Counts up to three or four objects by saying one number name for each item (40-60 months). 4. Counts objects to 10, and beginning to count beyond 10 (40-60 months). 5. Counts out up to 6 objects from a larger group (40-60 months). 6. Children count reliably with numbers from 1-20 (ELG).
Week 2	1. Realises not only objects but anything can be counted (30-50 months) 2. Count actions or objects that cannot be moved (40-60 months). 3. Counts an irregular arrangement of up to ten objects (40-60 months).
Week 3	1. Estimates how many objects they can see and checks by counting them (40-60 months). 2. Uses the language of more and fewer to compare two sets of objects (40-60 months). 3. Estimates number of objects and checks quantities by counting up to 20 (Exceeding).

Representing and ordering numbers (3 weeks)

Week 1	1. Sometimes matches numeral and quantity correctly (30-50 months). 2. Recognises numerals 1 to 5 (40-60 months). 3. Selects correct numeral to represent 1 to 5, then 1 to 10 objects (40-60 months). 4. Recognises numbers to 20 (ELG).
Week 2	1. Place numbers 1-20 in order (ELG).
Week 3	1. Beginning to represent numbers using fingers, marks on paper or pictures (30-50 months). 2. Uses the language of more and fewer to compare two sets of objects (40-60 months). 3. Selects correct numeral to represent 1 to 5, then 1 to 10 objects (40-60 months). (Move up to representing 20 objects, ELG). 4. Records using marks that they can interpret and explain (40-60 months).

Length and weight (2 weeks)

Week 1	1. Order two or three items by length (40-60 months). 2. Children use everyday language to talk about size and solve problems (ELG). 3. Estimate, measure, compare and order objects (Exceeding).
Week 2	1. Order two or three items by weight (40-60 months). 2. Children use everyday language to talk about weight and solve problems (ELG). 3. Estimate, weigh, compare and order objects (Exceeding).

	Assessment Week

Spring Term Overview

Addition and Subtraction weeks

Week 1	1. Says the number that is one more than a given number (40-60 months). 2. Finds on more or one less from a group of up to five objects, then from ten objects (40-60 months). 3. Say which number is one more or one less than a given number (ELG).
Week 2	1. Finds the total number of items in two groups by counting all of them (40-60 months). 2. In practical activities and discussion, beginning to use the vocabulary involved in adding (40-60 months). 3. Using quantities and objects they add two single digit numbers (ELG). 4. Count on to find the answer (ELG).
Week 3	1. In practical activities and discussion, beginning to use the vocabulary involved in subtracting (40-60 months). 2. Using quantities and objects they subtract two single digit numbers (ELG). 3. Count back to find the answer (ELG).
	Application and Problem solving: 1. Finds the total number of items in two groups by counting all of them (40-60 months). 2. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60 months). 3. Using quantities and objects they add and subtract two single digit numbers (ELG). 4. Count on and back to find the answer (ELG).

Distance and Positional language weeks

Week 1	1. Uses positional language (30-50 months). 2. Can describe their relative position such as behind or next to (40-60 months). 3. Children use everyday language to talk about position (ELG).
Week 2	1. Children use everyday language to talk about distance (ELG).

Shape weeks

Week 1	1. Shows awareness and interest of similarities of shapes in the environment (30-50 months). 2. Beginning to talk about the shapes of everyday objects e.g. round and tall (30-50 months). 3. Beginning to use mathematical names for flat 2D shapes and mathematical terms to describe shapes (40-60 months). 4. Selects a particular named shape (40-60 months). 5. They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG). **FOCUS ON 2D SHAPES.**
Week 2	1. Shows awareness and interest of similarities of shapes in the environment (30-50 months). 2. Beginning to talk about the shapes of everyday objects e.g. round and tall (30-50 months). 3. Beginning to use mathematical names for solid 3D shapes and mathematical terms to describe shapes (40-60 months). 4. Selects a particular named shape (40-60 months). 5. They explore characteristics of everyday objects and shapes and use mathematical language to describe them (40-60 months). 6. Talks about the properties of objects (Exceeding). **FOCUS ON 3D SHAPES.**
Week 3	1. Uses familiar objects and common shapes to create and recreate patterns to build models (40-60 months). 2. They recognise, create and describe patterns (ELG).

Money weeks

Week 1	1. Beginning to use everyday language related to money (40-60 months). 2. Children use everyday language to talk about money to compare quantities (ELG). -Focus on recognition of coins and ordering coins by their value. -Focus on counting amounts of coins.
Week 2	1. Beginning to use everyday language related to money (40-60 months). 2. Children use everyday language to talk about money and solve problems (ELG). -Recap on addition and subtraction within the context of money.
	Assessment Week

Summer Term Overview

Doubling, halving and sharing weeks

Week 1	1. Children solve problems involving doubling (ELG).
Week 2	1. Children solve problems involving halving and sharing (ELG). 2. They solve practical problems involving combining groups of 2s, 5s, and 10s (Exceeding).
Week 3	1. Children solve problems involving halving and sharing (ELG). 2. They solve practical problems involving combining groups of 2s, 5s, and 10s (Exceeding).

Time and height weeks

Week 1	1. Uses everyday language related to time (40-60 months). 2. Orders and sequences familiar events (40-60 months).
Week 2	1. Measures short periods of time in simple ways (40-60 months). 2. Children use everyday language to talk about time and solve problems (ELG).
Week 3	1. Orders two or three items by height (40-60 months). 2. Uses everyday language to talk about size to compare quantities and solve problems (ELG). 3. Children estimate, measure, compare and order objects (Exceeding).

Capacity weeks

Week 1	1. Orders two or three items by capacity (40-60 months). 2. Uses everyday language to talk about capacity to compare quantities and solve problems (ELG).
Week 2	1. Orders two or three items by capacity (40-60 months). 2. Uses everyday language to talk about capacity to compare quantities and solve problems (ELG). 3. Children estimate, measure, compare and order objects (Exceeding).

Shape and pattern weeks

Week 1	1. Beginning to use mathematical names for flat 2D shapes solid 3D shapes and mathematical terms to describe shapes (40-60 months). 2. Selects a particular named shape (40-60 months). 3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG). 4. Talks about the properties of objects (Exceeding).
Week 2	1. Uses familiar objects and common shapes to create and recreate patterns to build models (40-60 months). 2. They recognise, create and describe patterns (ELG).

Addition and subtraction weeks

Week 1	1. Finds the total number of items in two groups by counting all of them (40-60 months). 2. In practical activities and discussion, beginning to use the vocabulary involved in adding

	(40-60 months). 3. Using quantities and objects they add two single digit numbers (ELG). 4. Count on to find the answer (ELG).
Week 2	1. In practical activities and discussion, beginning to use the vocabulary involved in subtracting (40-60 months). 2. Using quantities and objects they subtract two single digit numbers (ELG). 3. Count back to find the answer (ELG).

Year 1 Medium Term Plan

Autumn

Number and Place Value (4 weeks)

Week 1	1. Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.
Week 2	1. Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. 2. Count, read and write numbers to 10 in numerals and words.
Week 3	1. Identify and represent numbers to 10 using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Week 4	1. Given a number within 10, identify 1 more or 1 less.

Addition and Subtraction (4 weeks)

Week 1	1. Represent and use number bonds and related subtraction facts (within 10).
Week 2	1. Read, write and interpret mathematical statements involving +, - and =.
Week 3	1. Add and subtract single digit numbers within 10, including zero.
Week 4	1. To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Geometry (1 week)

Week 1	1. Recognise and name common 2D and 3D shapes including rectangles/oblongs, squares, circles, triangles, cuboids, pyramids and spheres.

Number and Place Value (2 weeks)

Week 1	1. Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. 2. Count, read and write numbers to 20 in numerals and words.
Week 2	1. Given a number within 20, identify 1 more or 1 less. 2. Identify and represent numbers to 20 using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Week 3	1. Assessment

Year 2 Medium Term Plan

Autumn

Number and Place Value (3 weeks)

Week 1	• Read and write numbers to at least 100 in numerals (WTS). • Read and write numbers to at least 100 in words. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards (WTS). -Count in 2s, 5s and 10s -Count in 3s
Week 2	• Recognise the place value of each digit in a two-digit number. -Tens and ones with a part whole model. -Tens and ones using addition. -Use a place value chart. • Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.
Week 3	• Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36 (WTS). • Compare and order numbers from 0 up to 100; use <, > and = signs. -Compare objects. -Compare numbers. -Order objects and numbers. • Identify, represent and estimate numbers using different representations, including the number line. • Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples of 10 either side are 60 and 70.

Addition and Subtraction (4 weeks)

Week 1	• Solve missing number problems using addition and subtraction. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. -Related facts. • Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9 (WTS). • Recall and use addition and subtraction facts to 20 fluently (WTS), and derive and use related facts up to 100 (EXS). -Fact families; Addition and subtraction bonds to 20. -Check calculations. -Related facts. -Bonds to 100 (tens). -Bonds to 100 (tens and ones). • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.
Week 2	• Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100. • Solve missing number problems using addition and subtraction. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. -Add and subtract 1s. -Add a 2-digit number and 1-digit number – crossing ten. -Subtract a 1-digit number from a 2-digit number – crossing ten. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. -10 more and 10 less. -Add and subtract 10s. • Use place value and number facts to solve problems.
Week 3	• Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100. • Solve missing number problems using addition and subtraction. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. -Add two 2-digit numbers – not crossing ten. -Add two 2-digit numbers – crossing ten. -Subtract a 2-digit number from a 2-digit number – not crossing ten. -Subtract a 2-digit number from a 2-digit number – crossing ten. • Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required. -Compare number sentences.
Week 4	• Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100. • Solve missing number problems using addition and subtraction. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. • Solve problems with addition and subtraction, applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.

Multiplication and Division (4 weeks)

Week 1	• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. -Recognise equal groups. -Make equal groups. -Add equal groups. -Multiplication sentences using the x sign. -Multiplication sentences from pictures. -Use arrays -2 times table -5 times table

	-10 times table • Solve problems involving multiplication, using concrete materials and mental methods. • Use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 end in 0 or 5 and use this to reason that 18 × 5 cannot be 92 (GDS).
Week 2	• Solve problems involving multiplication, using arrays, repeated addition and multiplication, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, so making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left over. • Recognise the relationships between repeated addition and multiplication and rewrite addition statements as simplified multiplication statements, e.g. 10 + 10 + 10 + 5 + 5 = 4 × 10 (GDS).
Week 3	• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
Week 4	• Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet (GDS).

Geometry: Properties of Shape & Position and Direction (3 weeks)

Week 1	• 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-quarter turns (clockwise and anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences.

Year 3 Medium Term Plan

Autumn

Number and Place Value (3 weeks)

Week 1	1. Recognise the place value of each digit in a three-digit number. 2. Read and write numbers up to 1000 in numerals and in words. 3. Identify, represent and estimate numbers using different representations.
Week 2	1. Compare and order numbers up to 1000. 2. Find 10 or 100 more or less than a given number.
Week 3	1. Solve number problems and practical problems using place value knowledge. 2. Count from 0 in multiples of 4, 8, 50 and 100.

Addition and Subtraction (5 weeks)

Week 1	1. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. 2. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 3. Estimate the answer to a calculation and use inverse operations to check answers. -Add and subtract multiples of 100. -Add and subtract 3-digit numbers and ones – not crossing 10. -Add 3-digit and 1-digit numbers – crossing 10. -Subtract a 1-digit number from a 3-digit number – crossing 10.
Week 2	1. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. 2. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 3. Estimate the answer to a calculation and use inverse operations to check answers. -Add and subtract 3-digit numbers and tens – not crossing 100. -Add a 3-digit number and tens – crossing 100. -Subtract tens from a 3-digit number – crossing 100.
Week 3	1. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. 2. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 3. Estimate the answer to a calculation and use inverse operations to check answers. -Add and subtract 100s. -Spot the pattern – making it explicit. -Further application.
Week 4	1. Add numbers with up to three digits, using formal written methods of columnar addition. 2. Solve problems, including adding numbers with up to three digits, using formal written methods of columnar addition. 3. Solve problems, including missing number problems, using number facts, place value, and more complex addition. 4. Estimate the answer to a calculation and use inverse operations to check answers.

	-Add a 2-digit and 3-digit number – not crossing 10 or 100. -Add a 2-digit and 3-digit number – crossing 10 or 100. -Add two 3-digit numbers – not crossing 10 or 100. -Add two 3-digit numbers – crossing 10 or 100. -Estimate answers to calculations. -Check.
Week 5	1. Subtract numbers with up to three digits, using formal written methods of columnar subtraction. 2. Solve problems, including subtracting numbers with up to three digits, using formal written methods of columnar subtraction. 3. Solve problems, including missing number problems, using number facts, place value, and more complex subtraction. 4. Estimate the answer to a calculation and use inverse operations to check answers operations to check answers. -Subtract a 2-digit number from a 3-digit number – not crossing 10 or 100. -Subtract a 2-digit number from a 3-digit number – crossing 10 or 100. -Subtract a 3-digit number from a 3-digit number – no exchange. -Subtract a 3-digit number from a 3-digit number – exchange. -Estimate answers to calculations. -Check.

Multiplication and Division (3 weeks)

Week 1	1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 2. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 3. 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. -Multiplication of equal groups. -Multiplying by 3. -Dividing by 3. -3 times table.
Week 2	1. Count from 0 in multiples of 4, 8, 50 and 100. 2. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 3. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 4. 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. -Multiplication of equal groups. -Multiplying by 4. -Dividing by 4. -4 times table.
Week 3	1. Count from 0 in multiples of 4, 8, 50 and 100 2. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 3. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit

	numbers, using mental and progressing to formal written methods. 4. 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. -Multiplication of equal groups. -Multiplying by 8. -Dividing by 8. -8 times table.
Week 4	Assessment/consolidation week.

Year 4 Medium Term Plan

Autumn

Number and Place Value (3 weeks)

Week 1	1. Recognise the value of each digit in a four digit number. 2. Identify, represent and estimate numbers using different representations. 3. Order and compare numbers beyond 1000. -Count in 1,000s. -1,000s, 100s, 10s and 1s. -Partitioning. -Number line to 10,000. -Compare numbers. -Order numbers.
Week 2	1. Find 1000 more or less than a given number. -Count in 1,000s. -Number line to 10,000. 2. Round any number to the nearest 10, 100 and 1000. -Round to the nearest 10. -Round to the nearest 100. -1,000s, 100s, 10s and 1s. -Round to the nearest 1,000. 3. Count backwards through zero to include negative numbers. 4. Read Roman Numerals to 100 (I to C) and know that the number system has changed over time to include 0 and place value.
Week 3	1. Count in multiples of 6, 7, 9, 25 and 1000. -Count in 1,000s. -Count in 25s. 2. Solve number and practical problems that involve all of the above and increasingly larger positive numbers.

Addition and Subtraction (3 weeks)

Week 1	1. Add numbers with up to 4 digits using formal columnar addition method where appropriate. -Add and subtract 1s, 10s, 100s and 1000s. -Add two 4-digit numbers with no exchange. -Add two 4-digit numbers with one exchange. -Add two 4-digit numbers with more than one exchange. 2. Estimate and use inverse operations to check answers to a calculation. -Estimate answers. -Checking strategies.
Week 2	1. Subtract numbers with up to 4 digits using formal columnar subtraction method where appropriate. -Subtract two 4-digit numbers with no exchange. -Subtract two 4-digit numbers with one exchange.

	-Subtract two 4-digit numbers with more than one exchange. - Efficient subtraction. 2. Estimate and use inverse operations to check answers to a calculation. -Estimate answers. -Checking strategies.
Week 3	1. Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. -Add and subtract 1s, 10s, 100s and 1000s. -Add two 4-digit numbers with no exchange. -Add two 4-digit numbers with one exchange. -Add two 4-digit numbers with more than one exchange. -Subtract two 4-digit numbers with no exchange. -Subtract two 4-digit numbers with one exchange. -Subtract two 4-digit numbers with more than one exchange. -Efficient subtraction. -Estimate answers. -Checking strategies.

Multiplication and Division (4 weeks)

Week 1	1. Recall and use multiplication and division facts for multiplication tables up to 12X12. -6 times table and division facts. -9 times table and division facts. -7 times table and division facts. 2. Use Factor pairs and commutativity in mental calculations.
Week 2	1. Mental multiplication and division including place value (estimate, calculate, check). -Multiply by 10. -Multiply by 100. -Divide by 10. -Divide by 100. 2. Multiplying by 0 and 1 and dividing by 1. -Multiply by 1 and 0. -Divide by 1. 3. Multiply 3 numbers together - Does is matter what order you do it in?
Week 3	1. Multiply 2-digit and 3-digit numbers by a 1-digit number using formal method.
Week 4	1. Solve problems involving multiplying and adding (e.g. 54 x 6 = 50 x 6 + 4 x 6), including use of brackets. 2. Scaling problems and correspondence problems.

Measurement (1 week)

Week 1	1. Find the area of rectilinear shapes by counting squares.
Week 2	Assessment and consolidation week.

Year 5 Medium Term Plan

Autumn

Number and Place Value (3 weeks)

Week 1	1. Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. -Read numbers to 1000000. -Write numbers to 10000000. -Order numbers to 1000000. -Compare numbers to 1000000. 2. Count forwards and backwards in steps of powers of 10 for any given number up to 100000. -Counting in 10s, 100s, 1000s, 10000s, 100000s.
Week 2	1. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000, 100000. 2. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. -Reading whole numbers in Roman numerals. -Writing whole numbers in Roman numerals. -Recognising years in Roman numerals.
Week 3	1. Interpret negative numbers in context, count forwards and backwards with the negative and positive whole numbers including through 0. -Reading negative numbers in temperature. -Difference between negative and positive numbers in context. -Understanding moving through 0. 2. Solve number problems and practical problems that involve all of the above. -Contextual problems with place value (ordering/difference/Roman numerals/negative numbers/ rounding).

Addition and Subtraction (2 weeks)

Week 1	1. Add and Subtract numbers mentally with increasingly large numbers. -Strategies for adding/subtracting mentally (rounding, number bonds, exchanging). -Quick mental arithmetic starting with small numbers, increasing to large numbers. 2. Add whole numbers with more than 4 digits using formal written methods and use rounding to check answers to calculations. -Rounding numbers to check for accuracy. -Adding using column method.
Week 2	1. Subtract whole numbers with more than 4 digits including using formal written methods and use rounding to check answers to calculations. -Rounding numbers to check for accuracy. -Subtract using column method. 2. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. -Multi step addition problems. -Multi step subtraction problems. -Mixed multi step problems.

Statistics (2 weeks)

Week 1	1. Complete, read and interpret information in tables including timetables. -Reading tables and interpreting information. -Reading times in analogue and digital. -Reading timetables and interpreting information. -Reading timetables and calculating differences.
Week 2	1. Solve comparison, sum and difference problems using information presented in a line graph. -Read and interpret line graphs. -Draw line graphs. -Use line graphs to solve problems.

Multiplication and Division (2 weeks)

Week 1	1. Multiply and divide numbers mentally drawing upon known facts. -Times tables. -Known facts to solve bigger times tables. 2. Multiply and divide whole numbers by 10, 100 and 1000. 3. Recognise and use square numbers and the notation. -Squaring whole numbers. -Understand what the notation means.
Week 2	1. Recognise and use cubed numbers and the notation. -Cube whole numbers. -Understand what the notation means. 2. Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. -Understand the terms multiple and factor. -Find all factor pairs for given numbers. -Find common factors of two numbers. -Identifying multiples. 3. Know and use the vocabulary of prime numbers, prime factors and composite numbers. -Find prime numbers by understanding their factors. -Use vocabulary to identify prime numbers. 4. Establish whether a number up to 100 is prime and recall prime numbers up to 19.

Perimeter and Area (1 week)

Week 1	1. Measure and calculate the perimeter of composite rectilinear shapes in cm and m. -Measuring using a ruler/meter stick. -Adding mentally to find perimeter. 2. Calculate and compare the area of rectangles including counting squares and using standard units and estimate the area of irregular shapes. -Discuss standard units. -Estimate irregular shapes with standard and non-standard measures.

Assessment and Consolidation (2 weeks)

Week 1	Assessment.
Week 2	Consolidation of areas that assessments have shown to be weak.

Year 6 Medium Term Plan

Autumn

Number and Place Value (2 weeks)

Week 1	1. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. 2. Round any whole number to a required degree of accuracy. -Numbers to 10 million. -Compare and order any numbers. -Round any numbers. 3. Assessments.
Week 2	1. Use negative numbers in context, and calculate intervals across zero. 2. Solve number and practical problems that involve all of the above. 3. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction, Multiplication and Division (4 weeks)

Week 1	1. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 2. Multiply up to 4-digit numbers by a two-digit whole number using the formal written method of long multiplication. -Add and subtract whole numbers. -Multiply up to 4-digit numbers by a 1 digit number.
Week 2	1. Divide numbers up to 4 digits by a single digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. 2. 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. -Short division. -Division using factors. -Long division (1-4 digits).
Week 3	1. Perform mental calculations, including with mixed operations and large numbers. 2. Identify common factors, common multiples and prime numbers. 3. Use their knowledge of the order of operations to carry out calculations involving the four operations (BODMAS). -Common Factors. -Common Multiples. -Primes. -Squares and cubes. -Order of operations.
Week 4	1. Solve problems involving addition, subtraction, multiplication and division. 2. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. -Mental calculations and estimations. -Reasoning from known facts.

Fractions (4 weeks)

Week 1	1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. 2. Compare and order fractions, including fractions > 1. -Simplify fractions. -Fractions on a number line. -Compare and order fractions by the denominator. -Compare and order fractions by the numerator.
Week 2	1. Generate and describe linear number sequences (with fractions). 2. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. -Add fractions. -Subtract Fractions. -Mixed addition and subtraction problems.
Week 3	1. Multiply simple pairs of proper fractions, writing the answer in its simplest form. 2. Divide proper fractions by whole numbers. -Multiply fractions by whole numbers. -Multiply fractions by fractions. -Divide a fraction by a whole number. -Four rules with fractions.
Week 4	1. Associate a fraction with division and calculate decimal fraction equivalents. 2. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. -Fractions of amounts.

Decimals (2 weeks)

Week 1	1. 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.
Week 2	1. Multiply one-digit numbers with up to two decimal places by whole numbers. 2. Use written division methods in cases where the answer has up to two decimal places.

Geometry-Position and direction

Week 1	1. Describe positions on the full coordinate grid (all 4 quadrants). -Coordinates in the first quadrant. -Plotting coordinates. 2. Assessments.
Week 2	3. Draw and translate simple shapes on the coordinate plane and reflect them in the axis. -Translations. -Reflections. -Reasoning about shape with coordinates.