Highgate Primary
Year 6 Maths Curriculum

WALT: We Are Learning To
WAP: We Are Practising

Number
Measurement
Geometry
Statistics
Algebra
Ratio and Proportion

## Autumn 1: Pendarren

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Warm-Up Week**<br>**Times table revision** | | | | | |
| 2 | **Number**<br>**Place value to 10 million** | | | | | |
| | | • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | • Numbers to 10,000<br>• Numbers to 100,000<br>• Numbers to a million<br>• Numbers to 10 million<br>• Compare and order any number | Base-10, place value counters, part-whole model, empty number line | **Do, then explain**<br>Find out the populations in five countries. Order the populations starting with the largest. Explain how you ordered the countries and their populations.<br>**Do, then explain**<br>Show the value of the digit 6 in these numbers? 6787555 95467754 Explain how you know.<br>**Make up an example**<br>Create seven digit numbers where the digit sum is six and the tens of thousands digit is two. Eg 4020000 What is the largest/smallest number? | MyMiniMaths |
| 3 | | • round any whole number to a required degree of accuracy<br>• use negative numbers in context, and calculate intervals across 0<br>• solve number and practical problems that involve all of the above | • Round numbers to 10, 100 and 1000<br>• Round any number<br>• Negative numbers | Base-10, place value counters, part-whole model, empty number line | **True or false?**<br>When I count backwards in 50s from 10 I will say -200<br>**What do you notice?**<br>Give an example of a six digit number which rounds to the same number when rounded to the nearest 10000 and 100000.<br>**Odd one out**<br>4832 6400 8934 10000 14999 | MyMiniMaths |

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| | | | | Your answer must involve rounding! | |
| 4 | **Number**<br>**Calculation: Addition and subtraction** | | | | |
| | • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why<br>• solve problems involving addition, subtraction,<br>• perform mental calculations, including with mixed operations and large numbers<br>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. | • Add more than 4 digit numbers<br>• Subtract more than 4 digit numbers<br>• Add and subtract integers<br>• Solve problems involving addition and subtraction | Place value grid, place value counters, column layout, empty number line, bar model | **Hard and easy questions**<br>Which questions are easy / hard?<br>213323 - 70 =<br>512893 + 37 =<br>8193.54 - 5.9 =<br>Explain why you think the hard questions are hard?<br>**Convince me**<br>Three four digit numbers total 12435. What could they be? Convince me.<br>**NRICH Always, Sometimes or Never? Number** | MyMiniMaths |
| 5 | **Number**<br>**Calculation: Multiplication and division** | | | | |
| | • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication<br>• 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<br>• perform mental calculations, including with mixed operations and large numbers<br>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. | • Multiply up to a 4-digit number by a 2-digit number<br>• Short division<br>• Division using factors | Base-10, Numicon | **I know… so…**<br>32×13=416<br>32×15=<br>42×12=504<br>45×12=<br>26×24=624<br>36×24=<br>**Prove it**<br>Which numbers cannot be the answer to 314×61?<br>19154 18214 18926<br>Explain how you know<br>**Approximate**<br>For each question, the answer has how many digits?<br>576 ÷ 6 = __ digit(s)<br>5880 ÷ 7 = __ digit(s)<br>2076 ÷ 3 = __ digit(s)<br>920 ÷ 8 = ___ digit(s)<br>**NRICH Dicey Operations** | MyMiniMaths |
| 6 | • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division | • Long division<br>• Solve problems involving addition, | Base-10, Numicon | **Practical**<br>'The 4, 5 and 6 keys on my calculator are broken!' How can I use my calculator to work out: | MyMiniMaths |

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| | • solve problems involving addition, subtraction, multiplication and division<br>• perform mental calculations, including with mixed operations and large numbers | subtraction, multiplication and division | | 1350÷15 =<br>624÷16 =<br>**Finding possibilities**<br>I divide a 4 digit number by 24. The ones digit of the answer is 3. What could my 4-digit number be?<br>Have you found all the possibilities?<br>How do you know? | |
| 7 | • identify common factors, common multiples and prime numbers | • Common factors<br>• Common multiples<br>• Primes to 100<br>• Square and cubed numbers | Cuisenaire, 100 square, base-10 | **Always, sometimes, never?**<br>Is it always, sometimes or never true that when you square an even number, the result is divisible by 4?<br>Is it always, sometimes or never true that multiples of 7 are 1 more or 1 less than prime numbers?<br>**NRICH Mystery Matrix**<br>**NRICH Factor Lines**<br>**NRICH Factor-Multiple Chains**<br>**NRICH Two Primes Make One Square** | MyMiniMaths |
| 8 | • use knowledge of the order of operations to carry out calculations for the four operations | • Order of operations<br>• Mental calculations<br>• Reason from known facts | - | **Missing symbols**<br>Write the missing signs ( + - x ÷) in this number sentence: 6 12.3 = 61.9 11.9<br>**What else do you know?**<br>If you know this: 86.7 + 13.3 = 100 what other facts do you know?<br>**Which is correct?**<br>Which of these number sentences is correct?<br>3 + 6 x 2 =15<br>6 x 5 – 7 x 4 = 92<br>8 x 20 ÷ 4 x 3 = 37<br>**NRICH Four Goodness Sake** | MyMiniMaths |

## Autumn 2: Our Island History

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Number**<br>**Fractions** | | | | | |
| | | • use common factors to simplify fractions<br>• use common multiples to express fractions in the same denomination | • Equivalent fractions<br>• Simplify fractions<br>• Fractions on a number line | Fraction wall, number line | **Which is larger…**<br>1 / 3 or 2 / 5?<br>Explain how you know.<br>**Odd one out.**<br>Which is the odd one out in each of these collections of 4 fractions ¾ 9/12 26/36 18/24<br>4/20 1/5 6/25 6/30<br>Why?<br>**Always, sometimes, never**<br>true that:<br>20ths can be simplified to 8ths<br>Halves can't be simplified<br>Tenths can be simplified to fifths<br>Fifteenths can be simplified to quarters?<br>Use examples to prove your answers. | MyMiniMaths |
| 2 | | • compare and order fractions, including fractions >1<br>• add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions | • Compare and order denominator<br>• Compare and order numerator<br>• Add and subtract fractions | Cuisenaire rods | **Ordering**<br>Sam put these fractions in order starting with the smallest. Are they in the correct order? Thirty-three fifths Twenty-three thirds Forty-five sevenths How do you know?<br>**Another and another**<br>Write down two fractions which have a difference of 1/2… and another, … and another, …<br>Write down 2 fractions with a total of 3 4/5. … and another, … and another, …<br>**Odd one out**<br>1/3 + 1/8<br>½ + ¾<br>3/5 + 3/10<br>¾ + 5/12<br>Explain your answer. | MyMiniMaths |

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| 3 | • multiply simple pairs of proper fractions, writing the answer in its simplest form<br>• divide proper fractions by whole number | • Multiply fractions by integers<br>• Multiply fractions by fractions<br>• Divide fractions by integers | - | **Continue the pattern**<br>1/3 ÷ 2 = 1/6<br>1/6 ÷ 2 = 1/12<br>1/12 ÷ 2 = 1/24<br>What do you notice?<br>½ x ½ =<br>¼ x ½ =<br>1/8 x ½ =<br>What do you notice?<br>**Explaining**<br>Write a step-by-step guide to multiplying two fractions. Can you write one that covers all possible types of fractions? Now do the same for dividing <u>any</u> fraction by a whole number. Make sure it covers all possibilities. | MyMiniMaths |
| 4 | • add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions<br>• multiply simple pairs of proper fractions, writing the answer in its simplest form<br>• divide proper fractions by whole number<br><br>WALT calculate a fraction of an amount | • Four rules with fractions<br>• Fraction of an amount | Bar model | **What do you notice**?<br>8/5 of 25 = 40<br>5/4 of 16 = 20<br>7/6 of 36 - 42<br>Can you write similar statements?<br>**The answer is…**<br>1/8, what is the question (involving fractions / operations)?<br>**Working backwards**<br>I think of a number. When I divide it by ¾, the answer is 12. What was my number?<br>I think of a number. When I multiply it by 4/5, the answer is 20. What was my number? | MyMiniMaths |
| 5 | **Geometry**<br>**Position and Direction** | | | | |
| | • describe positions on the full coordinate grid (all four quadrants)<br>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes | • First quadrant<br>• Four quadrants<br>• Translations<br>• Reflections | Geoboard | **Working backwards**<br>Two triangles have the following co-ordinates: Triangle A: (3, 5) (7, 5) (4, 7) Triangle B: (3, 1) (7, 1) (4, 3) Describe the translation of triangle A to B and then from B to A.<br>**NRICH Ten Hidden Squares**<br>**NRICH Treasure Hunt** | MyMiniMaths |

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| 6 | **Number**<br>**Decimals** | | | | |
| | • identify the value of each digit in numbers given to three decimal places<br>• multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places<br>• multiply one-digit numbers with up to two decimal places by whole numbers | • Three Decimal Places<br>• Multiply 10, 100, 1000<br>• Divide 10, 100, 1000<br>• Multiply decimals by integers | Base 10, Gattegno chart, place value counters | **Working backwards**<br>What needs to be added to 6.543 to give 7?<br>What needs to be added to 3.582 to give 5?<br>One thousandth of my money is 31p. How much do I have?<br>**What do you notice?**<br>Circle the two decimals which are closest in value to each other. 0.9 0.09 0.99 0.1 0.01<br>What do you notice?<br>**Undoing**<br>I multiply a number with three decimal places by a multiple of 10. The answer is approximately 3.21. What was my number? What did I multiply by?<br>When I divide a number by 1000 the resulting number has the digit 6 in the units and tenths and the other digits are 3 and 2 in the tens and hundreds columns. What could my number have been? | MyMiniMaths |
| 7 | • use written division in cases where the answer has up to two decimal places<br>• solve problems, which require answers to be rounded to specified degrees of accuracy | • Divide decimals by integer<br>• Division to solve problems<br>• Decimals as fractions<br>• Fractions to decimals | Number line, fraction wall | **Prove it**<br>What goes in the missing box?<br>18__4 ÷ 12 = 157<br>38__5 ÷ 18 = 212.5<br>33__2 ÷ 8 = 421.5<br>38 x __.7 = 178.6<br>Prove it | MyMiniMaths |

## Spring 1: The Body in Question

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Number**<br>**Fractions, decimals and percentages** | | | | | |
| | | • associate a fraction with division and calculate decimal fraction equivalents<br>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | • Fractions to percentages<br>• Equivalent FDP<br>• Order FDP | Fraction wall | **Give an example**<br>Of a fraction that is greater than 1.1 and less than 1.5. Now another example that no one will think of. Explain how you know.<br>**Complete the pattern**<br>$\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$<br>0.375 ??? ??? ???<br>Complete the table.<br>**Another and another**<br>Write a unit fraction which has a value of less than 0.5? … and another, … and another, …<br>**Ordering**<br>Starting with the largest:<br>23%, 5/8, 3/5, 0.8<br>**NRICH In the Money** | MyMiniMaths |
| 2 | | • solve problems involving the calculation of percentages | • Percentage of an amount<br>• Percentage missing numbers | Bar model | **What else do you know?**<br>88% of a sum of money = £242. Make up some other statements.<br>Write real life problems for your number sentences.<br>**Undoing**<br>I think of a number and then reduce it by 15%. The number I end up with is 306. What was my original number?<br>In a sale where everything is reduced by 15% I paid the following prices for three items. £255, £850, £4.25 What was the original selling price?<br>**NRICH Would You Rather?** | MyMiniMaths |
| 3 | **Algebra** | | | | | |

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<td>• use simple formulae<br>• generate and describe linear number sequences<br>• express missing number problems algebraically</td>
<td>• Find a Rule – One Step<br>• Find a Rule – Two Step<br>• Forming Expressions<br>• Substitution<br>• Formulae</td>
<td>Bar model</td>
<td>Generalising<br>Write a formula for the 10th, 100th and nth terms of the sequences below.<br>4, 8, 12, 16 ……<br>0.4, 0.8, 1.2, 1.6 ……..<br>Undoing<br>The diagram below represents two rectangular fields that are next to each other<br><table><tr><td>Field A</td><td>Field B</td></tr></table><br>Field A is twice as long as field B but their widths are the same and are 7.6 metres. If the perimeter of the small field is 23m what is the perimeter of the entire shape containing both fields?<br>Working forwards and backwards<br>If y stands for a number complete the table below<br><table><tr><td>$y$</td><td>$3y$</td><td>$3y + 1$</td></tr><tr><td>25</td><td></td><td></td></tr><tr><td></td><td></td><td>28</td></tr></table><br>What is the largest value of y if the greatest number in the table was 163?<br>NRICH Two and Two<br>NRICH Different Deductions<br>NRICH Holes</td>
<td>MyMiniMaths</td>
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<td>4</td>
<td>• find pairs of numbers that satisfy an equation with two unknowns<br>• enumerate possibilities of combination of variables</td>
<td>• Forming equations Solve simple one-step equations<br>• Solve two-step equations<br>• Find pairs of values</td>
<td>Bar model</td>
<td>Do, then explain<br>p and q each stand for whole numbers. p + q = 1000 and p is 150 greater than q.<br>Work out the values of p and q.<br>Explain how you did it.<br>If 2a + b = 110 and a + 2b = 130, can you find the values of a and b?<br>Explain how you did it.<br>Can you create a similar puzzle for a partner?<br>NRICH Price Match</td>
<td>MyMiniMaths</td>
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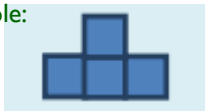
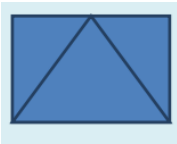
| 5 | **Measurement**<br>**Conversion between units of measure** | | | | |
| | • Solve problems involving calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate<br>• Use, read, write and convert between standard units, converting measurements 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<br>• Convert between miles and kilometres | • Metric measures<br>• Convert metric measures<br>• Calculate with metric measures<br>• Miles and kilometres<br>• Imperial measures | Ruler, metre stick, other measuring scales, bar model, number line | **Top Tips**<br>Put these amounts in order starting with the largest. 100 cm3 1000000 mm3 1 m3 Explain your thinking<br>**What do you notice?**<br>8 km = 5 miles<br>16km = miles<br>4 km = miles<br>Fill in the missing number of miles.<br>Write down some more facts connecting kilometres and miles<br>**Would you rather?**<br>On a long car journey, of say 200 miles (about 320 kilometres), you keep asking your parent how much further to go. Would you rather they answered in miles or kilometres?<br>Give a reason for your answer. | MyMiniMaths |
| 6 | **Measurement**<br>**Area, perimeter and volume (1)** | | | | |
| | • Recognise that shapes with the same areas can have different perimeters and vice versa<br>• Recognise when it is possible to use formulae for are and volume of shapes<br>• Calculate the area of parallelograms and triangles | • Shapes - same area<br>• Area and perimeter<br>• Area of a triangle (1)<br>• Area of a triangle (2)<br>• Area of a triangle (3) | Bar model, ruler | **Testing conditions**<br>A square has the perimeter of 12 cm. When 4 squares are put together, the perimeter of the new shape can be calculated. For example:<br>  <br>What arrangements will give the maximum perimeter?<br>What would give the minimum?<br>**Always, sometimes, never**<br>A triangle's area is half the area of the rectangle that encloses it:<br>  | MyMiniMaths |

## Spring 2: The Swinging 60s

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Measurement**<br>**Area, perimeter and volume (2)** | | | | | |
| | | • recognise when it is possible to use formulae for area and volume of shapes<br>• calculate the area of parallelograms and triangles<br>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres and extending to other units | • Area of a parallelogram<br>• Volume - counting cubes<br>• Volume of a cuboid | Bar model | **Visualising**<br>Jess has 24 cubes which she builds to make a cuboid. Write the dimensions of cuboids that she could make. List all the possibilities.<br>**Drawing**<br>Draw a net for a cuboid that has a volume of 24 cm3<br>**NRICH Cylinder Cutting** | MyMiniMaths |
| 2 | **Ratio and proportion** | | | | | |
| | | • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts<br>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | • Use ratio language<br>• Ratio and fractions<br>• Introducing the ratio symbol<br>• Calculating ratio | Counters, bar model, Cuisenaire | **True or false**<br>Last season, for every 3 goals that Dan scored, Anil scored 2 goals.<br>For each statement, say if it is possible or impossible:<br>In total, Dan and Anil scored 18 goals.<br>Anil scored 10 goals.<br>Dan scored 15 goals and Anil scored 6 goals.<br>In total, Dan and Anil scored 35 goals.<br>**How Many Ways**<br>Ben has 3 times as many conkers as Holly. In total, Ben and Holly have less than 25 conkers. Holly has more than 3 conkers. How many conkers does Ben have?<br>How many possible answers are there?<br>**NRICH Pumpkin Pie Problem**<br>**NRICH Orange Drink** | MyMiniMaths |
| 3 | | • solve problems involving similar shapes where the scale factor is known or can be found | • Using scale factors<br>• Calculating scale factors | - | **Unpicking**<br>A recipe needs to include three times as much apple than peach. The total weight of apples and peaches in a recipe | MyMiniMaths |

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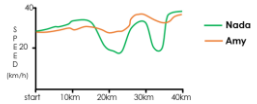
| | | • Ratio and proportion problems | | is 700 grammes. How much apple do I need?<br>**NRICH Mixing Lemonade** (online)<br>**NRICH Tray Bake** | |
| 4 | **Statistics** | | | | |
| | • interpret and construct pie charts and line graphs and use these to solve problems<br>• illustrate and name parts of circles including radius, diameter and circumference and know that the diameter is twice the radius | • Read and interpret line graphs<br>• Draw line graphs<br>• Use line graphs to solve problems<br>• Circles | - | **Is this true or false?**<br>Convince me. Make up your own 'true/false' statement about a pie chart.<br>**Drawing conclusions**<br>  <br>This graph shows the speeds of Nada and Amy in the race. Describe the difference between their races. Which cyclist do you think finished first - Nada or Amy?<br>**NRICH Graphing Number Patterns** | MyMiniMaths |
| 5 | • interpret and construct pie charts and line graphs and use these to solve problems<br>• calculate and interpret the mean as an average | • Read and interpet pie charts<br>• Pie charts with percentages<br>• Draw pie charts<br>• The mean | - | **Missing information**<br>The mean score in six test papers in a spelling test of 20 questions is 15.Five of the scores were 13 12 17 18 16 What was the missing score?<br>**Create a questions** Make up a set of five numbers with a mean of 2.7<br>**NRICH Birdwatch**<br>**NRICH Presenting the Project** | MyMiniMaths |
| 6 | **Geometry**<br>**Properties of shape (1)** | | | | |
| | • find unknown angles in any triangles, quadrilaterals and regular polygons<br>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles<br>• find unknown angles in any triangles, quadrilaterals and regular polygons | • Measure with a protractor<br>• Introduce angles<br>• Calculate angles<br>• Vertically opposite angles<br>• Angles in a triangle | - | **Possibilities**<br>One angle at the point where the diagonals of a rectangle meet is 36 degrees. What could the other angles be? Convince me.<br>  <br>**NRICH Olympic Turns**<br>**NRICH Triangles in Circles** (easy, then hard!) | MyMiniMaths |

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| | • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | | | | |

## Summer 1: The First Emperor of China

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Geometry**<br>**Properties of shape (2)** | | | | | |
| | | • find unknown angles in any triangles, quadrilaterals and regular polygons<br>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles<br>• find unknown angles in any triangles, quadrilaterals and regular polygons<br>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | • Angles in a triangle – special cases<br>• Angles in a triangle – missing angles<br>• Angles in a special quadrilaterals<br>• Angles in a regular polygons | Part-whole model, bar model | **Other possibilities**<br>If one angle of an isosceles triangle is 36 degrees, what could the triangle look like? Draw it.<br>Are there other possibilities?<br>**Prove it**<br>How many angles do you need to know to work out the missing ones in:<br>A square?<br>A parallelogram?<br>A trapezium?<br>An equilateral triangle?<br>An isosceles triangle?<br>A scalene triangle?<br>Any regular polygon?<br>Any irregular polygon?<br>**NRICH Round a Hexagon** | MyMiniMaths |
| 2 | | • recognise, describe and build simple 3D shapes, including making nets | • Draw shapes accurately<br>• Draw nets of 3-D shapes | - | **What's the same, what's different?**<br>The nets of a triangular prism and a square based pyramid.<br>**Visualising**<br>Jess has 24 cubes which she builds to make a cuboid. Write the dimensions of cuboids that she could make. List all the possibilities.<br>**Always, sometimes, never**<br>Is it always, sometimes or never true that, in a polyhedron, the number of vertices plus the number of faces equals the number of edges?<br>**NRICH Making Cuboids**<br>**NRICH Cut Nets**<br>**NRICH Shape Draw**<br>**NRICH Quadrilaterals**<br>**NRICH Where Are They?** | MyMiniMaths |

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| | | | | **NRICH Always, Sometimes or Never? Shape** | |
| 3 | **Consolidation**<br>**Revising identified areas of need** | | | | MyMiniMaths |
| 4 | **SATs Week**<br>**Assessments** | | | | MyMiniMaths |
| 5 | **Investigating…**<br>**Pentominoes** | | | **NRICH World of Tan 25 – Pentominoes**<br>**NRICH Penta Play**<br>**NRICH Penta Place** | MyMiniMaths |
| 6 | **Investigating…**<br>**Tessellations** | | | **NRICH Tessellating Transformations**<br>**NRICH Semi-regular Tessellations** | MyMiniMaths |

## Summer 2: What a Performance

| Week | Unit | National Curriculum objectives<br>Possible lesson objectives | White Rose Maths (WRM)<br>'small steps' | Models and images representing number<br>Key vocabulary | Reasoning<br>(in addition to WRM questions) | Fluency |
|---|---|---|---|---|---|---|
| 1 | **Investigating…<br>Probability** | | | | | |
| | WALT understand the language of probability<br>WALT describe probabilities using fractions, decimals and percentages | | - | - | **NRICH What do you Know about Probability (2)**<br>**NRICH The Hair Colour Game**<br>**NRICH Strange Dice**<br>**NRICH Journey to School** | MyMiniMaths |
| 2 | WALT conduct simple probability experiments | | - | - | **NRICH Interactive Spinners**<br>**NRICH Which Spinners?**<br>**NRICH Stop or Dare?** | MyMiniMaths |
| 3 | **Investigating…<br>WRM Tours** | | | | | |
| | | | • Distance conversion graph<br>• Calculating costs | Cuisenaire, 100 square, Base-10, column layout | | MyMiniMaths |
| 4 | | | • Converting money<br>• Timetables | Cuisenaire, 100 square, Base-10, column layout | | MyMiniMaths |
| 5 | **Investigating…<br>WRM Futures** | | | | | |
| | | | • Calculating with money | Cuisenaire, 100 square, Base-10, column layout | | MyMiniMaths |
| 6 | | | • Calculating with money<br>• Area and perimeter | Cuisenaire, 100 square, Base-10, column layout | | MyMiniMaths |