

Medium Term Plan Year 6

Wk	Unit	Strands	Objectives
6	Block C1.c: Use and convert between metric units of length; understand imperial units of length	Measuring	<p>Use, read and write standard metric units of length: mm, cm, m, km</p> <p>Convert from one smaller metric unit of length to another larger unit</p> <p>Suggest suitable units and measuring equipment to estimate or measure length</p> <p>Understand the relationship between imperial and metric units of length</p>
	Block C1.d: Use and convert between metric units of weight; understand imperial units of weight	Measuring	<p>Use, read and write standard metric units of weight: kg, g</p> <p>Convert from one smaller metric unit of weight to another larger unit</p> <p>Record estimates and readings from weighing scales</p> <p>Suggest suitable units and measuring equipment to estimate or measure weight</p> <p>Understand the relationship between imperial and metric units of weight</p>
7	Block D1.a: Using a protractor to measure and draw acute and obtuse angles	Understanding shape	<p>Use a protractor to measure and draw acute and obtuse angles to the nearest degree</p> <p>Consolidate the estimation of an angle in degrees</p> <p>Measure and calculate angles at a point</p>

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	Block D1.b: Calculate angles in a triangle	Using and applying mathematics Understanding shape	<p>Make and investigate a general statement about familiar numbers or shapes by finding examples that satisfy it</p> <p>Recognise and explain patterns and relationships, generalise and predict</p> <p>Recognise that the sum of the angles of a triangle is 180 degrees</p> <p>Calculate angles in a triangle</p>
8	Block D1.c: Add and subtract near multiples of 10, 100 and 1000	Knowing and using number facts Calculating	<p>Check the sum of several numbers by adding in reverse order</p> <p>Add or subtract the nearest multiple of 10, 100 or 1000, then adjust</p> <p>Add and subtract 0.9, 1.9, 2.9, ... or 1.1, 2.1, 3.1, ... by adding or subtracting 1, 2, 3, ... then adjusting</p> <p>Add several numbers</p>
	Block D1.d: Mental subtraction strategies	Calculating	<p>Recognise that there are several different mental subtraction strategies</p> <p>Continue to find differences by counting on</p> <p>Use known number facts and place value to consolidate mental subtraction</p>

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9	Block E1.a: Doubling and halving multiples of 10 to 1000 and multiples of 100 to 10 000	Calculating	<p>Derive doubles of 2-digit numbers, e.g. 3.8×2, 0.76×2, and the corresponding halves</p> <p>Double or halve the most significant digit first</p> <p>Consolidate the derivation of doubles of multiples of 10 to 1000, and the corresponding halves</p> <p>Consolidate the derivation of doubles of multiples of 100 to 10 000, and the corresponding halves</p>
	Block E1.b: Multiplying using doubling and halving	Calculating	<p>Consolidate the use of doubling and halving to help multiply</p> <p>Use doubling or halving to find new facts from known facts</p> <p>Halve/double one number in the calculation, find the product, then double/halve it</p>
10	Block E1.c: Changing an improper fraction to a mixed number, and vice versa	Counting and understanding number	Consolidate changing an improper fraction to a mixed number, and vice versa
	Block E1.d: Converting, reducing, comparing and ordering fractions	Counting and understanding number	<p>Consolidate recognition of equivalent fractions</p> <p>Reduce a fraction to its simplest form by cancelling common factors in the numerator and denominator</p> <p>Order fractions by converting them to fractions with a common denominator</p> <p>Continue to order fractions and position them on a number line</p> <p>Recognise relationships between fractions, e.g. $1/16$ is half of $1/8$</p>