

Power Maths Year 6, yearly overview

| Textbook | Strand | Unit | | Number of lessons |
|--|---|------|--|-------------------|
| Textbook A / Practice Workbook A (Term 1) | Number – number and place value | 1 | Place value within 10,000,000 | 8 |
| | Number – addition, subtraction, multiplication and division | 2 | Four operations (1) | 8 |
| | Number – addition, subtraction, multiplication and division | 3 | Four operations (2) | 12 |
| | Number - fractions | 4 | Fractions (1) | 9 |
| | Number - fractions | 5 | Fractions (2) | 9 |
| | Measurement | 6 | Measure – imperial and metric measures | 5 |
| Textbook B / Practice Workbook B (Term 2) | Ratio and proportion | 7 | Ratio and proportion | 9 |
| | Algebra | 8 | Algebra | 11 |
| | Number - fractions (including decimals and percentages) | 9 | Decimals | 9 |
| | Number - fractions (including decimals and percentages) | 10 | Percentages | 8 |
| | Measurement | 11 | Measure – perimeter, area and volume | 11 |
| Textbook C / Practice Workbook C (Term 3) | Statistics | 12 | Statistics | 11 |
| | Geometry – properties of shapes | 13 | Geometry – properties of shapes | 12 |
| | Geometry – position and direction | 14 | Geometry – position and direction | 5 |
| | Number – addition, subtraction, multiplication and division | 15 | Problem solving | 14 |

Power Maths Year 6, Textbook 6A (Term I) overview

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|--------|----------------------------------|---------------|--|--|--|
| Number – number and place value | Unit 1 | Place value within 10,000,000 | 1 | Numbers to 1,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 2 | Numbers to 10,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 3 | Partition numbers to 10,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 4 | Powers of 10 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 5 | Number line to 10,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 6 | Compare and order any number | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | Solve number and practical problems |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 7 | Round any number | Round any whole number to a required degree of accuracy | |
| Number – number and place value | Unit 1 | Place value within 1,000,000 (1) | 8 | Negative numbers | Use negative numbers in context, and calculate intervals across zero | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 1 | Add integers | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 2 | Subtract integers | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 3 | Problem solving – addition and subtraction | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 4 | Common factors | Identify common factors, common multiples and prime numbers | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 5 | Common multiples | Identify common factors, common multiples and prime numbers | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 6 | Rules of divisibility | Identify common factors, common multiples and prime numbers | Use their knowledge of the order of operations to carry out calculations involving the four operations |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 7 | Primes to 100 | Identify common factors, common multiples and prime numbers | |
| Number – addition, subtraction, multiplication and division | Unit 2 | Four operations (1) | 8 | Squares and cubes | Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (year 5) | |

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|-----------------------------------|--------|--------------------------|---------------|---|---|--|
| Number – addition and subtraction | Unit 3 | Four operations (2) | 1 | Multiply by a 1-digit number | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 2 | Multiply up to a 4-digit number by a 2-digit number | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 3 | Short division | 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 | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 4 | Division using factors | Identify common factors, common multiples and prime numbers | 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 |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 5 | Divide a 3-digit number by 2-digit (long division) | 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 | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 6 | Divide a 4-digit number by 2-digit (long division) | 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 | 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 |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 7 | Long division with remainders | 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 | 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 |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 8 | Order of operations | Use their knowledge of the order of operations to carry out calculations involving the four operations | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 9 | Brackets | Use their knowledge of the order of operations to carry out calculations involving the four operations | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 10 | Mental calculations (1) | Perform mental calculations, including with mixed operations and large numbers | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 11 | Mental calculations (2) | Perform mental calculations, including with mixed operations and large numbers | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction | 12 | Reason from known facts | Use their knowledge of the order of operations to carry out calculations involving the four operations | Solve problems involving addition, subtraction, multiplication and division |
| Number – fraction | Unit 4 | Fractions (1) | 1 | Equivalent fractions and simplifying | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | |
| Number – fraction | Unit 4 | Fractions (1) | 2 | Equivalent fractions on a number line | Compare and order fractions, including fractions > 1 | |
| Number – fraction | Unit 4 | Fractions (1) | 3 | Compare and order fractions (| Compare and order fractions, including fractions > 1 | |

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|--------|---------------|---------------|--|---|---|
| Number – fraction | Unit 4 | Fractions (1) | 4 | Add and subtract simple fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fraction | Unit 4 | Fractions (1) | 5 | Add and subtract any two fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fraction | Unit 4 | Fractions (1) | 6 | Add mixed numbers | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fraction | Unit 4 | Fractions (1) | 7 | Subtract mixed numbers | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fraction | Unit 4 | Fractions (1) | 8 | Multi-step problems | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fraction | Unit 4 | Fractions (1) | 9 | Problem solving - add and subtract fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 1 | Multiply fractions by integers | Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 2 | Multiply fractions by fractions (1) | Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 3 | Multiply fractions by fractions (2) | Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 4 | Divide a fraction by an integer (1) | Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 5 | Divide a fraction by an integer (2) | Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 6 | Divide a fraction by an integer (2) | Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] | |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 7 | Mixed questions with fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] |
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 8 | Fraction of an amount | Use written division methods in cases where the answer has up to two decimal places | |

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|--------|--|---------------|--|---|--|
| Number – fractions (including decimals and percentages) | Unit 5 | Fractions (2) | 9 | Fraction of an amount – find the whole | Use written division methods in cases where the answer has up to two decimal places | |
| Measurement | Unit 6 | Measure – imperial and metric measures | 1 | Metric measures | 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 | |
| Number – fractions (including decimals and percentages) | Unit 6 | Fractions (2) | 2 | Convert metric measures | 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 | Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate |
| Number – fractions (including decimals and percentages) | Unit 6 | Fractions (2) | 3 | Calculate with metric measures | Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate | |
| Number – fractions (including decimals and percentages) | Unit 6 | Fractions (2) | 4 | Miles and kilometres | Convert between miles and kilometres | |
| Number – fractions (including decimals and percentages) | Unit 6 | Fractions (2) | 5 | Imperial measures | 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 | |

Power Maths Year 6, Textbook 6B (Term 2) overview

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|----------------------|------|----------------------|---------------|--|--|--|
| Ratio and proportion | 7 | Ratio and proportion | 1 | Use ratio language | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | |
| Ratio and proportion | 7 | Ratio and proportion | 2 | Introduce the ratio symbol | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | |
| Ratio and proportion | 7 | Ratio and proportion | 3 | Use ratio | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | |
| Ratio and proportion | 7 | Ratio and proportion | 4 | Scale drawing | Solve problems involving similar shapes where the scale factor is known or can be found | |
| Ratio and proportion | 7 | Ratio and proportion | 5 | Scale factors | Solve problems involving similar shapes where the scale factor is known or can be found | |
| Ratio and proportion | 7 | Ratio and proportion | 6 | Similar shapes | Solve problems involving similar shapes where the scale factor is known or can be found | |
| Ratio and proportion | 7 | Ratio and proportion | 7 | Ratio problems | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | |
| Ratio and proportion | 7 | Ratio and proportion | 8 | Problem solving – ratio and proportion (1) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts |
| Ratio and proportion | 7 | Ratio and proportion | 9 | Problem solving – ratio and proportion (2) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts |
| Algebra | 8 | Algebra | 1 | Find a rule – one step | Generate and describe linear number sequences | |
| Algebra | 8 | Algebra | 2 | Find a rule – two steps | Generate and describe linear number sequences | |
| Algebra | 8 | Algebra | 3 | Form expressions | Generate and describe linear number sequences | |
| Algebra | 8 | Algebra | 4 | Substitution (1) | Express missing number problems algebraically | Generate and describe linear number sequences |
| Algebra | 8 | Algebra | 5 | Substitution (2) | Express missing number problems algebraically | Generate and describe linear number sequences |
| Algebra | 8 | Algebra | 6 | Formulae | Use simple formulae | |
| Algebra | 8 | Algebra | 7 | Form and solve equations | Express missing number problems algebraically | |
| Algebra | 8 | Algebra | 8 | Solve one-step equations | Express missing number problems algebraically | |
| Algebra | 8 | Algebra | 9 | Solve two-step equations | Express missing number problems algebraically | |
| Algebra | 8 | Algebra | 10 | Find pairs of values | Find pairs of numbers that satisfy an equation with two unknowns | |
| Algebra | 8 | Algebra | 11 | Solve problems with two unknowns | Enumerate possibilities of combinations of two variables | Find pairs of numbers that satisfy an equation with two unknowns |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|------|-------------|---------------|---------------------------------|---|---|
| Number – fractions (including decimals and percentages) | 9 | Decimals | 1 | Place value to 3 decimal places | 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 | Solve problems which require answers to be rounded to specified degrees of accuracy |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 2 | Round decimals | 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 | Solve problems which require answers to be rounded to specified degrees of accuracy |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 3 | Add and subtract decimals | Solve problems which require answers to be rounded to specified degrees of accuracy | |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 4 | Multiply by 10, 100 and 1,000 | 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 | |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 5 | Divide by 10, 100 and 1,000 | 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 | |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 6 | Multiply decimals by integers | Multiply one-digit numbers with up to two decimal places by whole numbers | |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 7 | Divide decimals by integers | Use written division methods in cases where the answer has up to two decimal places | Solve problems which require answers to be rounded to specified degrees of accuracy |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 8 | Fractions to decimals | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | 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 |
| Number – fractions (including decimals and percentages) | 9 | Decimals | 9 | Fractions as division | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 1 | Understand percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 2 | Fractions to percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|------|--------------------------------------|---------------|--|--|---|
| Number – fractions (including decimals and percentages) | 10 | Percentages | 3 | Equivalent fractions, decimals and percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 4 | Order fractions, decimals and percentages | Compare and order fractions, including fractions > 1 | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 5 | Simple percentage of an amount | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 6 | Percentage of an amount – 1% | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 7 | Percentages of an amount | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |
| Number – fractions (including decimals and percentages) | 10 | Percentages | 8 | Percentages (missing values) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Multiply one-digit numbers with up to two decimal places by whole numbers |
| Measurement | 11 | Measure – perimeter, area and volume | 1 | Shapes – same area | Recognise that shapes with the same areas can have different perimeters and vice versa | |
| Measurement | 11 | Measure – perimeter, area and volume | 2 | Area and perimeter | Recognise that shapes with the same areas can have different perimeters and vice versa | |
| Measurement | 11 | Measure – perimeter, area and volume | 3 | Area and perimeter – missing lengths | Recognise that shapes with the same areas can have different perimeters and vice versa | |
| Measurement | 11 | Measure – perimeter, area and volume | 4 | Area of a triangle – counting squares | Calculate the area of parallelograms and triangles | |
| Measurement | 11 | Measure – perimeter, area and volume | 5 | Area of a right-angled triangle | Calculate the area of parallelograms and triangles | |
| Measurement | 11 | Measure – perimeter, area and volume | 6 | Area of any triangle | Calculate the area of parallelograms and triangles | |
| Measurement | 11 | Measure – perimeter, area and volume | 7 | Area of a parallelogram | Recognise when it is possible to use formulae for area and volume of shapes | Calculate the area of parallelograms and triangles |
| Measurement | 11 | Measure – perimeter, area and volume | 8 | Problem solving – area | Calculate the area of parallelograms and triangles | |
| Measurement | 11 | Measure – perimeter, area and volume | 9 | Problem solving – perimeter | Recognise that shapes with the same areas can have different perimeters and vice versa | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|-------------|------|--------------------------------------|---------------|----------------------|---|---|
| Measurement | 11 | Measure – perimeter, area and volume | 10 | Volume – count cubes | Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³] | Recognise when it is possible to use formulae for area and volume of shapes |
| Measurement | 11 | Measure – perimeter, area and volume | 11 | Volume of a cuboid | Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³] | Recognise when it is possible to use formulae for area and volume of shapes |

Power Maths Year 6, Textbook 6C (Term 3) overview

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---------------------------------|------|---------------------------------|---------------|------------------------------------|--|--|
| Statistics | 12 | Statistics | 1 | Interpret line graphs | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 2 | Draw line graphs | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 3 | Advanced bar charts | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. |
| Statistics | 12 | Statistics | 4 | Understand and complete pie charts | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 5 | Read and interpret pie charts | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 6 | Pie charts and fractions (1) | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 7 | Pie charts and fractions (2) | Interpret and construct pie charts and line graphs and use these to solve problems | |
| Statistics | 12 | Statistics | 8 | Pie charts and percentages | Interpret and construct pie charts and line graphs and use these to solve problems | Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts [non-stat] |
| Statistics | 12 | Statistics | 9 | Introduction to the mean | Calculate and interpret the mean as an average | |
| Statistics | 12 | Statistics | 10 | Calculate the mean | Calculate and interpret the mean as an average | |
| Statistics | 12 | Statistics | 11 | Problem solving – mean | Calculate and interpret the mean as an average | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 1 | Measure and classify angles | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 2 | Vertically opposite angles | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 3 | Angles in a triangle | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | Draw 2D shapes using given dimensions and angles |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|-----------------------------------|------|-----------------------------------|---------------|--|--|----------------|
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 4 | Angles in a triangle – missing angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 5 | Angles in a triangle – special cases | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 6 | Angles in quadrilaterals | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 7 | Angles in polygons | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 8 | Circles | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 9 | Parts of a circle | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 10 | Draw shapes accurately | Draw 2D shapes using given dimensions and angles | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 11 | Nets of 3D shapes (1) | Recognise, describe and build simple 3D shapes, including making nets | |
| Geometry – properties of shapes | 13 | Geometry – properties of shapes | 12 | Nets of 3D shapes (2) | Recognise, describe and build simple 3D shapes, including making nets | |
| Geometry – position and direction | 14 | Geometry – position and direction | 1 | The first quadrant | Describe positions on the full coordinate grid (all four quadrants) | |
| Geometry – position and direction | 14 | Geometry – position and direction | 2 | Read and plot points in four quadrants | Describe positions on the full coordinate grid (all four quadrants) | |
| Geometry – position and direction | 14 | Geometry – position and direction | 3 | Translations | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | |
| Geometry – position and direction | 14 | Geometry – position and direction | 4 | Reflections | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|------|-----------------------------------|---------------|--|---|--|
| Geometry – position and direction | 14 | Geometry – position and direction | 5 | Solve problems with coordinates | Describe positions on the full coordinate grid (all four quadrants) | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 1 | Problem solving – place value | Solve number and practical problems that involve all of the above | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 2 | Problem solving – negative numbers | Solve number and practical problems that involve all of the above | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 3 | Problem solving – addition and subtraction | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 4 | Problem solving – four operations (1) | Solve problems involving addition, subtraction, multiplication and division | Use their knowledge of the order of operations to carry out calculations involving the four operations |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 5 | Problem solving – four operations (2) | Solve problems involving addition, subtraction, multiplication and division | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 6 | Problem solving – fractions | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 7 | Problem solving – decimals | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 8 | Problem solving – percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 9 | Problem solving – ratio and proportion | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 10 | Problem solving – time (1) | 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 | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|------|-----------------|---------------|--|---|--|
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 11 | Problem solving – time (2) | 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 | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 12 | Problem solving – position and direction | Describe positions on the full coordinate grid (all four quadrants) | |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 13 | Problem solving – properties of shapes (1) | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |
| Number – addition, subtraction, multiplication and division | 15 | Problem solving | 14 | Problem solving – properties of shapes (2) | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |