ALDER COPPICE PRIMARY SCHOOL YEAR 6 LONG TERM OVERVIEW			
Wk	**AUTUMN**	**Unit Specific Vocabulary**	
1-2	**Place Value to 10,000,000** **National Curriculum Objectives** • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • read, write, order and compare numbers to ***10,000,000*** and determine the value of each digit • round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	place value represent digit tens ones hundreds thousands compare order greatest smallest equal to = more than >less than <	more less fewer most least multiple numerals and words number pattern odd even amount multiple partition
3-4	**Additive and Multiplicative Relationships** **National Curriculum Objectives** • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	additive relationship multiplicative relationship distributive law scaling/scale related calculation	factor product addend sum inverse infinite
5-12	**Fractions** **National Curriculum Objectives** • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • compare and order fractions whose denominators are all multiples of the same number • ***add and subtract fractions with denominators that are multiples of the same number*** • add and subtract fractions with the same denominator and denominators that are multiples of the same number • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	whole parts equal parts fraction numerator denominator fraction bar unit fraction non-unit fraction equivalent fraction proper fraction improper fraction	

	• multiply simple pairs of proper fractions, writing the answer in its simplest form [for exam ple, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • solve simple measure and money problems involving fractions • solve problems which require answers to be rounded to specified degrees of accuracy USE ESTIMATION TO CHECK ANSWERS TO **EQUATIONS** AND DETERMINE, IN THE CONTEXT OF A PROBLEM, AN APPROPRIATE DEGREE OF ACCURACY	mixed number like fraction unlike fraction decimal equivalent simplify/simplest form common multiple common factor lowest common multiple common denominator remainder convert	
1 day each week	**Measure - Volume** **National Curriculum Objectives** • recognise when it is possible to use formulae for volume of shapes • estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]	volume/capacity units cubic units edges faces	
	Geometry - Position and Direction **National Curriculum Objectives** • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • 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	reflection translation coordinate grid quadrant coordinate plane axes	
	Weekly Units are subject to change based on Teacher assessment.		