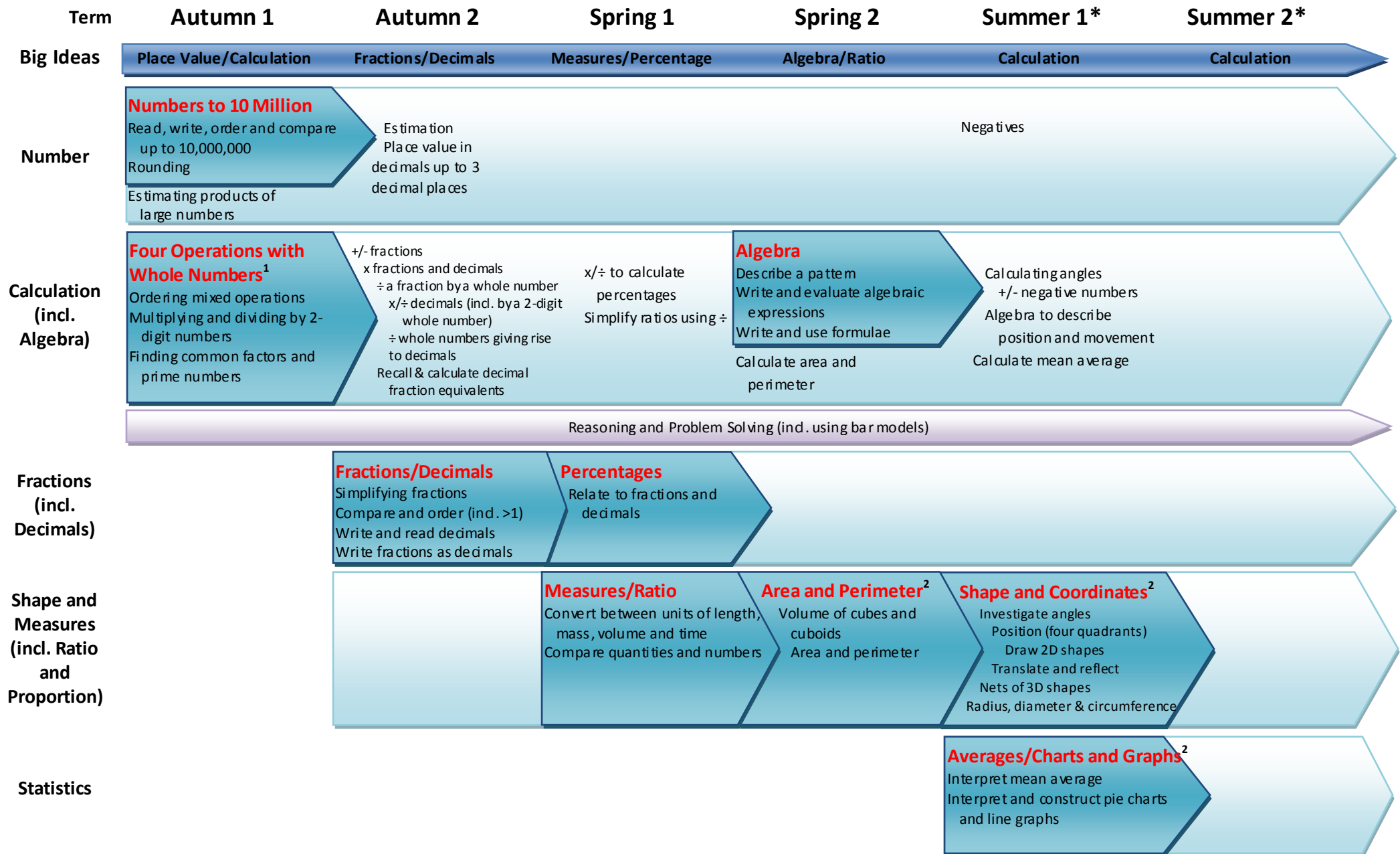


Year 6 Mathematics Overview 2017-18



¹ It may be necessary to separate addition/subtraction and multiplication/division. If so, revert to previous year's overview.

² To ensure coverage before SATs, these may be covered at an alternative, earlier time either discretely or through cross-curricular means.

* Consolidation and application opportunities to be decided upon in response to assessed needs. Preparation for Y7.

Year 6 Maths No Problem Book 6A Curriculum Map

	Chapter 1 Numbers to 10 Million	Chapter 2 Four Operations with Whole Numbers	Chapter 3 Fractions	Chapter 4 Decimals	Chapter 5 Measure ments	Chapter 6 Word Problems
Lesson 1	combine		recap		combine	
Lesson 2			important			
Lesson 3		combine	revision	method 2		
Lesson 4	combine		method 2			
Lesson 5		combine		method 1		
Lesson 6	combine		column			
Lesson 7			method			
Lesson 8				combine		
Lesson 9			2 sessions			
Lesson 10				method 2		
Lesson 11						
Lesson 12						
Lesson 13			2 sessions			
Lesson 14						
Lesson 15						
Lesson 16						
Lesson 17		combine				
Lesson 18						
Lesson 19						
Lesson 20						
Lesson 21						
Lesson 22						
Lesson 23						
Lesson 24						

Essential/Core Lesson

Extension/Further Learning

Please Note:

1 - Y6 SATs are an end of year assessment that take place 10 weeks prior to the end of the year, which means that the entire curriculum needs to be covered 10 weeks early
 2 - Pupils currently in Y6 have had limited experience of the to the MNP / Singaporean approach prior to this year, resulting in:

- a) taking longer to master some of the basic ideas using multiple methods
- b) an inaccessibility to some of the more challenging word problems and heuristics
- c) a slower pace than appropriate in order to cover the curriculum using the Singaporean style by the SATs week

3 - We believe this to be a temporary plan, needing revision each year, based on the new cohort of pupils' mastery of the previous curriculum and its main concepts

4 - Curriculum targets were linked with a available sample SATs testing information to triangulate the 'essential' nature and combination method of the lessons

5 - Until the cohort of learners has had a number of years exposure to the Singaporean approach, conceptual variation (multiple methods) may not be appropriate in Anchor tasks for the struggling and average learners, as there must be a balance between pace and depth of learning in the Y6 year in order to meet the national testing requirements.

6 - In future years, as pupils come in to Y6 with conceptual variation (multiple methods/concepts) and procedural variation (multiple problem types), revisions will be made to the map until all lessons become individual core lessons.

Credit goes to the following people who contributed to the creation of this curriculum map:

Emma Witham, Y6 teacher - Nightingale Primary School, Becky Gulliver, Y6 teacher - Belleville Primary School, Elen McFadyen, AHT - Belleville Primary School, Leonie Tumeay, Y6 teacher - Three Bridges Primary School, Emma Valério, Maths Leader - Three Bridges Primary School, Jeremy Hanna, DHT - Three Bridges Primary School

Year 6 Maths No Problem Book 6B Curriculum Map

	Chapter 7 Percentage	Chapter 8 Ratio	Chapter 9 Algebra	Chapter 10 Area and Perimeter	Chapter 11 Volume	Chapter 12 Geometry	Chapter 13 Position and Movement	Chapter 14 Graphs and Averages	Chapter 15 Negative Numbers
Lesson 1									Teach as Chapter 13 – after Geometry
Lesson 2									
Lesson 3									
Lesson 4									
Lesson 5									
Lesson 6									
Lesson 7									
Lesson 8									
Lesson 9									
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Lesson 22									
Lesson 23									
Lesson 24									

- Essential/Core Lesson
- Extension/Further Learning

To be adapted by year groups.