

Y6- Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Unit	1	2	3	4	5	6	7	8	KS2 tests	9	10	11	12	13

- Number and place value
- Number facts
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry
- Other

Autumn 1	Multiples of 1,000 (2 weeks)
Ready to progress	6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding
NCETM documents	TEACHING POINT 1 AND 2 THEN 6.1 AND 6.2 https://www.ncetm.org.uk/media/amxludws/ncetm_mm_sply5_se26_teach.pdf#page=44
Small steps	- To explain how 10,000 is made up of smaller values. - To explain how 100,000 is made up of smaller values. - To read and write numbers up to 1,000,000 using a place value chart. - To read and write numbers up to 1,000,000 in real-world contexts. - To place five-digit multiples of 1,000 on an unlabelled number line. - To place six-digit multiples of 1,000 on an unlabelled number line. - To count forwards and backwards in powers of 10 from any multiple of 1,000. - To explain how 10,000 is composed of parts like 5,000s, 2,500s, and 2,000s. - To explain how 100,000 is composed of parts like 50,000s, 25,000s, and 20,000s. - To read scales on graphs and measures using understanding of 10,000 and 100,000 composition.
Links	NCETM ALL SLIDES-https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2Fbebjaz4l%2Fcp-year-6-unit-2-multiples-of-1000.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks2/units/multiples-of-1-000/lessons?sid-d8115a=bGYoO6qTgt&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y6%20Autumn%20Block%201%20SOL%20Place%20value.pdf Mastery with greater depth https://www.ncetm.org.uk/media/uitjlx5g/mastery_assessment_y6.pdf
Reasoning	What Do You Notice? Round 296 to the nearest 10. Round 296 to the nearest 100. - What do you notice about how it rounds? - Can you find other numbers like 296 that round down to one ten but up to a higher hundred? Objective: To round numbers using place value understanding. 🧠 Do, Then Explain Put these numbers in order starting with the smallest: 747014, 774014, 747017, 774077, 744444 - Which number is third? - How did you decide? What clues helped? Objective: To read and write numbers up to 1,000,000 using a place value chart. 🔍 Value of a Digit What is the value of 5 in each number below? 350114 567432 985376 - Explain how you know. Objective: To understand digit value in large numbers. ✍️ Make Up an Example Create six-digit numbers where: - The digit sum is 5 - The thousands digit is 2 - E.g. 300200, 210002 - What's the smallest possible number that fits? - What's the largest? Objective: To read, write, and construct six-digit numbers logically. 📍 On the Number Line - Place the following numbers on an unlabelled number line: 240000, 80000, 480000, 120000, 999000 - How did you estimate their positions? Objective: To place five- and six-digit multiples of 1,000 on an unlabelled number line. 🌱 Build 10,000 - How can you make 10,000 using: - Two or more 5,000s 2,500s and 2,000s - A mixture of 1,000s, 500s, and 100s - Write as many different combinations as you can. Objective: To explain how 10,000 is made up of smaller values. 🏠 Build 100,000 - Break 100,000 into combinations of: 50,000s

Problem solving



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Glossary

- Multiple - A multiple is the result of multiplying a number by another whole number.
- Equivalent - Two expressions are equivalent if they have the same value.
- Comma - A comma is a punctuation mark used to indicate a break in a sentence. It looks like this ,
- Factor - Factors are two or more numbers that we can multiply together to create a product.
- Multiple - A multiple is the result of multiplying a number by another whole number.
- Numeral - A numeral is a symbol or name that stands for a number
- Comma - A comma is a punctuation mark used to indicate a break in a sentence. It looks like this ,
- Represent - To represent something is to show something in a different way.
- Scaling - Scaling is when a given quantity is made ___ times the size. In this lesson, scaling will involve making values 1,000 times the size.
- Gridlines - A gridline is a horizontal or vertical line that helps organise data on a graph or chart.

Stem sentences

Ten one thousands make ten thousand.

One hundred hundreds make ten thousand.

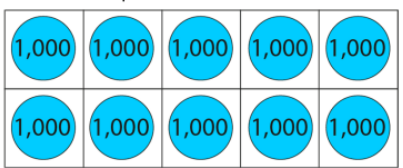
Ten ten thousands make one hundred thousand.

One hundred one thousands make one hundred thousand.

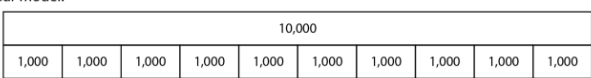
The midpoint of _____ and _____ is _____, so the midpoint of _____ thousand and _____ thousand is _____ thousand.

Representations

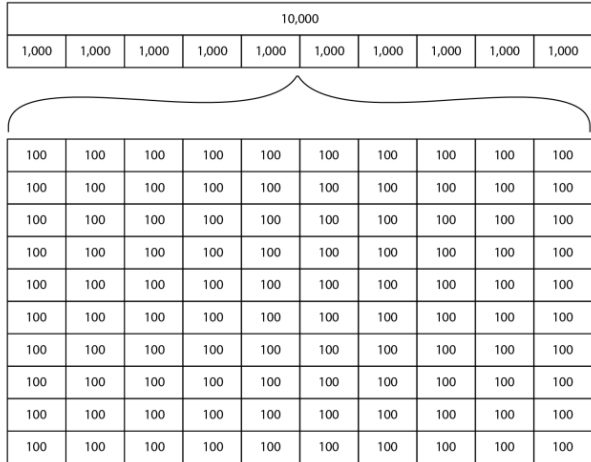
Tens frame and place-value counters:



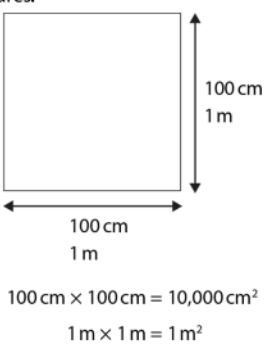
Bar model:



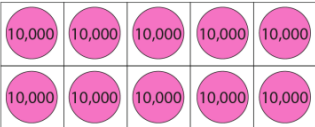
One hundred hundreds in 10,000:



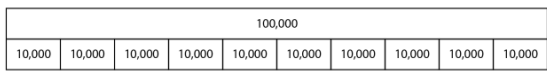
Number sense of 10,000 – measures:



Tens frame and place-value counters:



Bar model:



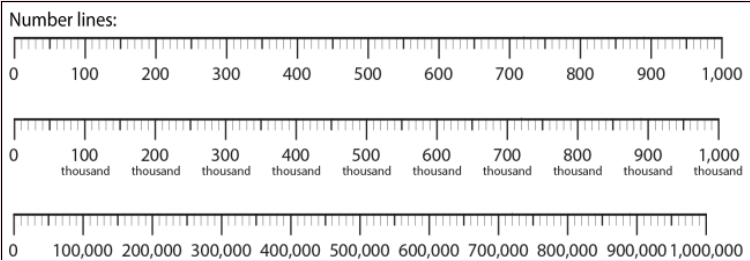
Place-value chart:

Millions			Thousands			Ones		
100s	10s	1s	100s	10s	1s	100s	10s	1s
								1
							1	0
							1	0
						1	0	0
					1	0	0	0
			1	0	0	0	0	0
		1	0	0	0	0	0	0

Reading and writing numbers:

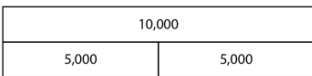
1	one
1 0	ten
1 0 0	one hundred
1 , 0 0 0	one thousand
1 0 , 0 0 0	ten thousand
1 0 0 , 0 0 0	one hundred thousand
1 , 0 0 0 , 0 0 0	one million

Number lines:

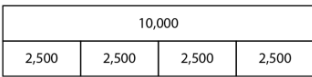


Bar models:

10,000 = 5,000 x 2
10,000 ÷ 2 = 5,000



10,000 = 2,500 x 4
10,000 ÷ 4 = 2,500



10,000 = 2,000 x 5
10,000 ÷ 5 = 2,000

