

Cloudside Academy
MTP Year 6 Autumn 1 2019-20



<p>Resources Base10, place value charts, number lines that go below zero, modelled examples of written methods for each of the four operations.</p>	<p>Mastery: (where to find some resources)</p> <ul style="list-style-type: none"> • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping) 	<p>Links to prior learning/ objectives Children will have learned about place value. Children will have learned about multiples, factors and prime numbers. Children will have learned how to round numbers. Children will know written methods for each of the four operations.</p>		
<p>Dates Focus</p>	<p>Objectives</p>	<p>Vocabulary</p>	<p>Barriers to ARE (misconceptions)</p>	
<p>Week 1 16.9.19</p>	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context • perform mental calculations, including with mixed operations and large numbers 	<p>Number, digit, place value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten millions, exchange, equal, round, nearest, more than, less than, add, subtract</p>	<p>Children might not understand place value. Children might not know how to round accurately. Children may struggle to read and write numbers up to 7 digits. Children may struggle to interpret negative numbers- they may see -4 as being larger than -2. Children might not be secure in practical and written methods before performing mental calculations. Children may not know their number bonds, multiplication facts and other basic skills that hinder mental calculation and fast recall.</p>	
<p>Week 2 23.9.19</p>	<ul style="list-style-type: none"> • 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. 	<p>Place value, formal written method, columns, exchange, operation, Add, addition, plus, altogether, sum, subtract, take away, minus, difference</p>	<p>Children might not know how to estimate appropriately before calculating an answer. Children may struggle to identify what number operation is needed to solve the problem. Children may not have sufficient strategies to interpret word problems. Accuracy of calculation may hinder the children. Children may struggle to use mental or formal</p>	

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	<ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers 	between,	<p>written methods to calculate problems. Children might not use the correct vocabulary or specific detail in their explanations. Children might not know the order of operations. Children might not be able to identify different operations within a problem. Children may struggle with formal written methods. Children may make calculation errors.</p>
Week 3 30.9.19	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Solve problems involving addition, subtraction, multiplication and division 	Place value, formal written method of long multiplication, number, digits, rows, columns,	<p>Children might not be fluent with multiplying by powers of 10 and 100. Children may have limited multiplication knowledge. Children might not use the columns accurately. Inaccuracy with multiplication facts and addition facts will gain incorrect answers.</p>
Week 4 7.10.19	<ul style="list-style-type: none"> 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 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, division, divisor, dividend, quotient, remainders, interpret, whole number, fractions, rounding, context, long division, short division	<p>Children might not be secure in their times-tables (encourage them to write key-facts) Children may struggle with the formal written methods. Children may not be able to interpret the remainder. Children may not understand why a remainder can be written as a fraction or decimal for greater accuracy.</p>
Week 5 14.10.19	<ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations 	Multiple, factor, product, common factors, common multiples, prime numbers, composite numbers, mixed operations, BIDMAS,	<p>children might not be secure in their times-tables and therefore might have misconceptions with multiples and factors. Children may misunderstand the vocabulary- mix up the meaning of each. Children may have limited basic skills recall which will hinder their mental calculation.</p>

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		order, operations, addition, subtraction, multiplication, division	Children may struggle to calculate mentally with larger numbers.
Week 6 21.10.19	<ul style="list-style-type: none">Recognise that shapes with the same areas can have different perimeters and vice versa	Area, perimeter, shape, rectilinear, quadrilateral, triangle, regular, irregular	Children might have misconceptions for calculating the area and perimeter. Children might not be able to use the area to identify the length of the edges. Children may be unable to recognise the relationship between area and perimeter.