



- You may have been following the Abridged Curriculum and be slightly behind due to ensuring pupils have covered pre-requisite knowledge for the units before starting. Where this is the case, complete the Autumn units before starting Spring units.
- Without the pressure of completing all the content by May for SATs, you may wish to consider allowing for more time to cover the Spring units in more depth as some of the units are very tight. With that in mind, consider throughout where pupils may benefit from stretching an objective over more time. This may be for further consolidation or to unpick an objective in greater depth.
- We do not provide specific curriculum guidance for Year 6 in the summer term. Use the term to complete, consolidate and apply previously learnt topics, using assessments to identify which areas need further development. Also allow time to prepare children for transition to Year 7.

	Unit	Key Points	Considerations
Spring	<b>Unit 6: Coordinates and shape (2 weeks)</b>	<ul style="list-style-type: none"> <li>Draw a range of geometric shapes using given dimensions and angles</li> <li>Describe, draw, translate and reflect shapes on a co-ordinate plane</li> <li>Recognise and construct 3-D shapes</li> <li>Name and illustrate parts of a circle</li> </ul>	<ul style="list-style-type: none"> <li>Whilst not ideal to do something that requires a lot of practical resources and specific grids etc as remote learning, there are tools online that can be used. Consider how modelling can be done with an online protractor and pupils may be able to use online grids to develop their understanding of coordinates. <i>visnos.com/demos/basic-angles and geogebra.org/m/JMMKv7cx</i></li> <li>Do also consider how opportunities are given for reasoning tasks throughout the unit and allowing pupils to think mathematically around coordinates and shape, as opposed to simply completing grids of coordinates.</li> </ul>
	<b>Unit 7: Fractions (1 week)</b>	<ul style="list-style-type: none"> <li>Represent multiplication involving fractions</li> <li>Multiply two proper fractions</li> <li>Divide a fraction by an integer</li> </ul>	<ul style="list-style-type: none"> <li>This is a relatively short unit, and you may want to consider giving more time to explore concepts such as multiply fractions.</li> <li>For pupils to have a deep understanding of multiplying fractions, the use of pictorial representations is imperative. These should be modelled live with thinking aloud to make sense of them.</li> <li>You may wish to record yourself modelling over a PPT. The benefit of this over the live lesson is the pupil can pause it, go back and watch again to support them.</li> </ul>
	<b>Unit 8: Decimals and measure (3 weeks)</b>	<ul style="list-style-type: none"> <li>Add, subtract fractions with denominators that are multiples of the same number</li> <li>Multiply fractions (and mixed numbers) by a whole number</li> <li>Explore percentage, decimal, fractions equivalence</li> </ul>	<ul style="list-style-type: none"> <li>This unit covers a great number of concepts covered in previous years. If there is spare time available, consider consolidating time conversion, area and perimeter, and conversion between different units.</li> <li>There are 15 lessons and no consolidation. An extra week would be beneficial.</li> <li>This does provide a great opportunity for pupils to investigate and become fluent in area and perimeter. Exploring a range of strategies for calculating missing lengths, as well as investigating various shapes with different areas/perimeters from the same Cuisenaire rods, all allow for a deeper mastery of the concepts. These can be introduced in remote lessons and then pupils can investigate independently, before sharing their findings <i>mathsbot.com/manipulatives/rods</i></li> <li>Concepts on converting time and using timetables can be revisited in Maths Meetings.</li> </ul>



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<p><b>Unit 9: Percentages and statistics</b> (2 weeks)</p>	<ul style="list-style-type: none"><li>• Calculate and compare percentages of amounts</li><li>• Connect percentages with fractions</li><li>• Explore the equivalence of fractions, decimals and percentages</li><li>• Calculate the mean</li><li>• Construct and interpret lines graphs and pie charts</li><li>• Compare pie charts</li></ul>	<ul style="list-style-type: none"><li>- Although 2 weeks, this is with no consolidation. You may want to use 3 weeks and consolidate prior understanding of fractions, percentages, and graphs prior to introducing each.</li><li>- To engage pupils in remote learning in this unit, consider how the contexts can be adapted to make them exciting for pupils at home. Hugely different data can be represented and interpreted in graphs and pie charts – by making topics flexible pupils might be more inclined to engage in topics that are of interest to them. Collecting data from their peers is also a nice way to maintain a positive class ethos.</li><li>- Where pupils do not have access to graph paper, you may want to consider if they could create graphs from tables on computers (perhaps using Excel). Beyond this, there are also simple interactive formats available to create charts.</li></ul>
<p><b>Unit 10: Proportion problems</b> (2 weeks)</p>	<ul style="list-style-type: none"><li>• Use fractions to express proportion</li><li>• Identify ratio as a relationship between quantities and as a scale factor</li><li>• Unequal sharing involving ratio</li></ul>	<ul style="list-style-type: none"><li>- Pictorial representations and modelling are extremely important in proportion. Pupils need models of how proportional bar models help to make sense of problems and bring them to life, creating them rather than them being static images.</li><li>- There are lots of opportunities for mathematical thinking in the problem-solving lessons in this unit. One strategy to get groups working on the learning after initial input might be trialling the use of breakout rooms to allocate pupils into groups and encourage dialogue (although this is harder to manage!)</li><li>- If pupils have not had much experience in using proportional bar models, you may want to add a consolidation lesson where pupils can match up proportional bar models with problems and explore creating them without the pressure of calculating a solution.</li></ul>



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