YEAR 2022-23 Year 6 Objective Map - New Curriculum

|  | $\begin{aligned} & - \\ & \stackrel{C}{E} \\ & \frac{D}{3} \\ & \frac{1}{k} \end{aligned}$ | $N$ <br> N <br> $\frac{1}{3}$ <br> $\frac{1}{3}$ | $\begin{aligned} & \text { न } \\ & \text { g } \\ & \text { n } \\ & \text { nे } \end{aligned}$ | $\begin{aligned} & N \\ & \text { N } \\ & \text { 흘 } \\ & \text { nे } \end{aligned}$ |  |  | S U S 0 0 |  |
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| Numbers and Place Value |  |  |  |  |  |  |  |  |
| read, write, order and compare numbers up to 10000000 and determine the value of each digit |  |  |  |  |  |  |  |  |
| round any whole number to a required degree of accuracy |  |  |  |  |  |  |  |  |
| use negative numbers in context, and calculate intervals across zero |  |  |  |  |  |  |  |  |
| solve number and practical problems that involve all of the above. |  |  |  |  |  |  |  |  |
| Fractions and Decimals and Percentages |  |  |  |  |  |  |  |  |
| use common factors to simplify fractions; use common multiples to express fractions in the same denomination |  |  |  |  |  |  |  |  |
| compare and order fractions, including fractions > 1 |  |  |  |  |  |  |  |  |
| add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |  |  |  |  |  |  |  |  |
| multiply simple pairs of proper fractions, writing the answer in its simplest form |  |  |  |  |  |  |  |  |
| divide proper fractions by whole numbers |  |  |  |  |  |  |  |  |
| associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction |  |  |  |  |  |  |  |  |
| identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10,100 and 1000 giving answers up to three decimal places |  |  |  |  |  |  |  |  |
| multiply one-digit numbers with up to two decimal places by whole numbers |  |  |  |  |  |  |  |  |
| use written division methods in cases where the answer has up to two decimal places |  |  |  |  |  |  |  |  |
| solve problems which require answers to be rounded to specified degrees of accuracy |  |  |  |  |  |  |  |  |
| recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |  |  |  |  |  |  |  |  |
| Ratio and proportion |  |  |  |  |  |  |  |  |
| solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts |  |  |  |  |  |  |  |  |
| solve problems involving the calculation of percentages [for example, of measures, and such as $15 \%$ of 360 ] and the use of percentages for comparison |  |  |  |  |  |  |  |  |
| solve problems involving similar shapes where the scale factor is known or can be found |  |  |  |  |  |  |  |  |
| solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |  |  |  |  |  |  |  |  |
| Algebra |  |  |  |  |  |  |  |  |
| use simple formulae |  |  |  |  |  |  |  |  |
| generate and describe linear number sequences |  |  |  |  |  |  |  |  |
| express missing number problems algebraically |  |  |  |  |  |  |  |  |
| find pairs of numbers that satisfy an equation with two unknowns |  |  |  |  |  |  |  |  |
| enumerate possibilities of combinations of two variables. |  |  |  |  |  |  |  |  |
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| perform mental calculations, including with mixed operations and large numbers |  |  |  |  |  |  |  |  |
| identify common factors, common multiples and prime numbers |  |  |  |  |  |  |  |  |
| use their knowledge of the order of operations to carry out calculations involving the four operations |  |  |  |  |  |  |  |  |
| solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |  |  |  |  |  |  |  |  |
| solve problems involving addition, subtraction, multiplication and division |  |  |  |  |  |  |  |  |
| use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. |  |  |  |  |  |  |  |  |
| Geometry |  |  |  |  |  |  |  |  |
| draw 2-D shapes using given dimensions and angles |  |  |  |  |  |  |  |  |
| recognise, describe and build simple 3-D shapes, including making nets |  |  |  |  |  |  |  |  |
| compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |  |  |  |  |  |  |  |  |
| illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |  |  |  |  |  |  |  |  |
| recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |
| Measurement |  |  |  |  |  |  |  |  |
| solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate |  |  |  |  |  |  |  |  |
| use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places |  |  |  |  |  |  |  |  |
| convert between miles and kilometres |  |  |  |  |  |  |  |  |
| recognise that shapes with the same areas can have different perimeters and vice versa |  |  |  |  |  |  |  |  |
| recognise when it is possible to use formulae for area and volume of shapes |  |  |  |  |  |  |  |  |
| calculate the area of parallelograms and triangles |  |  |  |  |  |  |  |  |
| 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]. |  |  |  |  |  |  |  |  |
| Statistics |  |  |  |  |  |  |  |  |
| interpret and construct pie charts and line graphs and use these to solve problems |  |  |  |  |  |  |  |  |
| calculate and interpret the mean as an average. |  |  |  |  |  |  |  |  |


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| Multiplication, Division, Addition and Subtraction. |  |  |  |  |  |  |  |  |
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| multiply multi-digit numbers up to 4 digits by a two-digit <br> whole number using the formal written method of long |  |  |  |  |  |  |  |  |
| multiplication |  |  |  |  |  |  |  |  |$\quad$| divide numbers up to 4 digits by a two-digit whole <br> number using the formal written method of long division, <br> and interpret remainders a whole number remainders, <br> fractions, or by rounding, as appropriate for the context |  |  |  |  |  |
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Taught but not secure. Will need to revisit.
Taught and mostly secure. Some reinforcement needed.
Taught and secure. Need to be further challenged.

