

HIAS MOODLE+ RESOURCE

# HIAS Scheme of Learning for Mathematics

## Medium Term Plans for Year 6

HIAS Maths Team  
September 2026  
Final version

© Hampshire County Council

# Overview

## **This document contains...**

Long-term curriculum map for Year 6

Medium-term overview plans for Year 6 designed to support single age classes

## **Points to consider when using this resource**

This medium-term plan outlines the 'I can' learning journey across the year for each content domain, showing how key objectives are progressively developed and built upon within each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.

Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks. Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

The objectives set out for the summer term (Milestone 4) are the statutory end-of-year expectations from the National Curriculum. These should be used to ensure pupils have secured the required knowledge and understanding by the end of the academic year.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis.

## Long term curriculum map for Year 6

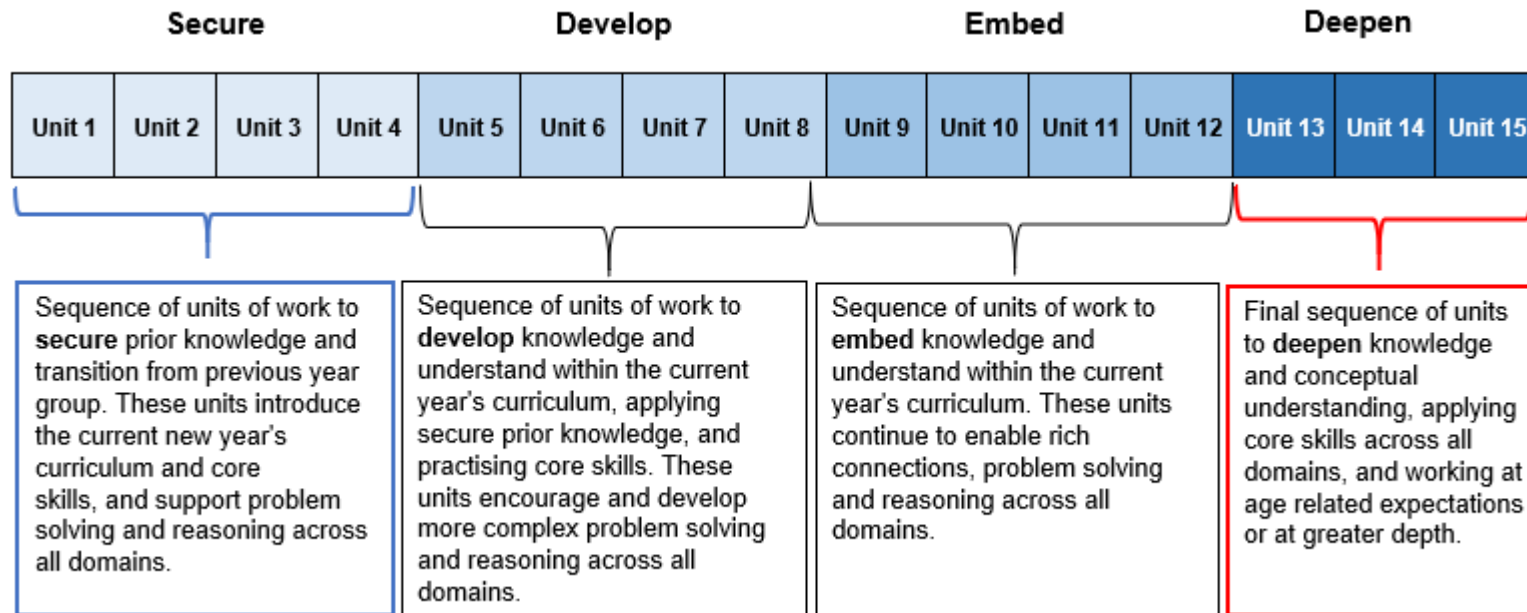
### Year 6 – Yearly Overview



### HIAS MOODLE+ RESOURCE

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Autumn</b>	6.1 Number and Place Value Addition and Subtraction			6.2 Multiplication and Division			6.3 Fractions		6.3 Percentages	6.4 Measurement		6.4 Geometry	6.5 Number and Place Value	6.5 Multiplication and Division
<b>Spring</b>	6.6 Fractions		6.6 Geometry	6.7 Addition and Subtraction		6.8 Multiplication and Division		6.8 Algebra	6.9 Fractions, decimals and percentages		6.10 Four Operations	6.10 Measurement		
<b>Summer</b>	6.11 Statistics	6.11 Ratio and Proportion	6.11 Geometry	<b>Statutory Testing</b>	6.12 Four operations			6.13 Measurement		6.14 Fractions	6.14 Ratio and Proportion	6.14 Algebra		

## Overview of curriculum intent



## Key for assessment bands

<b>AM1</b>	<b>AM2</b>	<b>AM3</b>	<b>ARE</b>
<b>Assessment Milestone 1</b>	<b>Assessment Milestone 2</b>	<b>Assessment Milestone 3</b>	<b>Assessment ARE</b>

## Learning Journey – Number and Place Value

### Autumn unit 6.1 (2 weeks)

I can count forwards or backwards in steps of powers of 10 for any given number up to 10 000 000.

I can recognise the place value of each digit up to 10 000 000.

I can reason about the location of a six-digit number on a number line.

I can reason about the location of a seven-digit number on a number line.

I can round any number up to 10 000 000 to the nearest 10, 100 and 1000.

I can round any number up to 10 000 000 to the nearest 10 000.

I can round any number up to 10 000 000 to the nearest 100 000.

I can round any number up to 10 000 000 to the nearest 1 000 000.

I can solve number and practical problems.

### Autumn unit 6.5 (1 week)

I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

I can round any whole number to a required degree of accuracy.

I can use negative numbers in context, and calculate intervals across zero.

I can read roman numerals to 1000 and recognise years written in Roman numerals.

I can solve number and practical problems.

## Learning Journey – Addition and Subtraction

Autumn unit 6.1 (1 week)	Spring unit 6.7 (2 weeks)	Spring unit 6.10 (1 week)	Summer unit 6.12 (3 weeks)
<p>I can add and subtract numbers mentally with increasingly large numbers.</p> <ul style="list-style-type: none"> <li>• Partitioning</li> <li>• Number bonds</li> <li>• Reordering</li> <li>• Rounding and adjusting</li> <li>• Counting on</li> </ul> <p>I can add whole numbers with more than 4 digits, including using formal written methods.</p> <p>I can subtract whole numbers with more than 4 digits, including using formal written methods.</p> <p>I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</p>	<p>I can use knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can use rounding to check answers to calculations and determine levels of accuracy.</p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <ul style="list-style-type: none"> <li>• Partitioning</li> <li>• Number bonds</li> <li>• Reordering</li> <li>• Rounding and adjusting</li> <li>• Counting on</li> </ul> <p>I can add and subtract whole numbers with more than 4 digits, including using formal written methods.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><i>Repeated in multiplication and division.</i></p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can add and subtract whole numbers with more than 4 digits, including using formal written methods.</p> <p>I can use knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>I can solve problems involving addition, subtraction, multiplication and division.</p>	<p><i>Repeated in multiplication and division.</i></p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can use knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>I can solve problems involving addition, subtraction, multiplication and division.</p>

## Learning Journey – Multiplication and Division

Autumn unit 6.2 (3 weeks)	Autumn unit 6.4 (1 week)	Spring unit 6.8 (2 weeks)	Spring unit 6.10	Summer unit 6.12
<p>I can use place value, known and derived facts to multiply and divide mentally.</p> <p>I can solve problems using the distributive law to multiply two-digit numbers by one-digit,</p> <p>I can solve scaling problems involving multiplication and division.</p> <p>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>I can use knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>I can multiply a four-digit number by a one-digit number using short multiplication.</p> <p>I can multiply a four-digit number by a two-digit number using long multiplication.</p> <p>I can divide four-digit numbers by one-digit numbers using short division.</p>	<p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can multiply up to a four-digit number by a two-digit whole number using the formal written method of long multiplication.</p> <p>I can divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division.</p> <p>I can divide numbers up to 4 digits by a 2-digit number using the formal written method of short division.</p> <p>I can interpret remainders as whole number remainders.</p> <p>I can interpret remainders as fractions.</p> <p>I can interpret remainders by rounding, as appropriate for the context.</p>	<p>I can identify common factors, common multiples and prime numbers.</p> <p>I can recognise and use square numbers and cube numbers, and the notation for squared and cubed.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.</p> <p>I can divide numbers up to 4 digits by a 2-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.</p> <p>I can divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, where appropriate, interpreting remainders according to the context.</p>	<p><i>Repeated in addition and subtraction</i></p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can use knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>I can solve problems involving addition, subtraction, multiplication and division.</p>	

## Learning Journey – Fractions, Decimals and Percentages

### Autumn unit 6.3 (2 weeks)

I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and when dividing tenths by ten.

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can add fractions with denominators that are multiples of the same number.

I can subtract fractions with denominators that are multiples of the same number.

I can add fractions with different denominators.

I can subtract fractions with different denominators.

I can recognise and show using diagrams, mixed numbers and improper fractions.

I can convert mixed numbers to improper fractions.

I can convert improper fractions to mixed numbers.

I can add fractions with mixed numbers.

I can subtract fractions with mixed numbers.

I can recognise the per cent symbol and understand that percent relates to number of parts per hundred and write percentages as a fraction with denominator 100, and as a decimal.

I can find percentage equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$  and  $\frac{4}{5}$

I can find percentage equivalents of fractions with a denominator of a multiple of 10 or 25.

### Spring unit 6.6 (2 weeks)

I can compare and order fractions within 1.

I can compare and order fractions greater than 1.

I can solve problems involving fractions to calculate quantities.

I can multiply proper fractions by whole numbers.

I can multiply simple pairs of proper fractions.

I can divide proper fractions by whole numbers.

I can associate a fraction with division and calculate decimal fraction equivalents.

I can identify the value of each digit in numbers given up to three decimal places.

I can multiply numbers by 10, 100 and 1000.

I can divide numbers by 10, 100 and 1000.

## Learning Journey – Fractions, Decimals and Percentages

### Spring unit 6.9 (2 weeks)

- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can multiply one-digit numbers with up to two-decimal places by whole numbers.
- I can use written division methods where the answer has up to two-decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can recall and use equivalences between simple fractions, decimals and percentages.
- I can find percentages of an amount.

### Summer unit 6.14 (2 weeks)

- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions  $>1$
- I can add and subtract fractions with different denominators and mixed numbers.
- I can identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 10, 100 and 1000.
- I can multiply one-digit numbers with up to two-decimal places by whole numbers.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages.

## Learning Journey – Algebra

### Spring unit 6.8 (1 week)

I can use simple formulae.

I can generate and describe linear number sequences.

I can express missing number problems algebraically.

### Summer unit 6.14 (2 weeks)

I can express missing number problems algebraically.

I can find pairs of numbers that satisfy an equation with 2 unknowns.

I can enumerate possibilities of combinations of 2 variables.

## Learning Journey – Ratio and Proportion

### Summer unit 6.11 (1 week)

- I can understand simple ratios.
- I can solve problems involving simple ratios.
- I can solve problems involving scale factors.
- I can solve problems involving the calculation of percentages.
- I can use percentages for comparison.

### Summer unit 6.14 (1 week)

- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving the calculation of percentages and the use of percentages for comparison.

## Learning Journey – Measurement

Autumn unit 6.4 (2 weeks)	Spring unit 6.10 (1 week)	Summer unit 6.13 (2 weeks)
<p>I can read, write and convert time between analogue and digital 12- and 24- hour clocks.</p> <p>I can solve problems involving converting between units of time.</p> <p>I can find end times, start times, and durations of time.</p> <p>I can read, write and convert between different units of metric measure (length).</p> <p>I can read, write and convert between different units of metric measure (mass).</p> <p>I can read, write and convert between different units of metric measure (capacity and volume).</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units.</p> <p>I can convert between miles and kilometres.</p> <p>I can solve problems involving the calculation and conversion of units of measure.</p>	<p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles including squares.</p> <p>I can recognise that shapes with the same areas can have different perimeters, and vice versa.</p> <p>I can calculate area of triangles.</p> <p>I can calculate area of parallelograms.</p> <p>I can use a formula to calculate area.</p> <p>I can use a formula to calculate volume of shapes.</p>	<p>I can 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 up to 3 decimal places.</p> <p>I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.</p> <p>I can recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>I can recognise when it is possible to use formula for area and volume of shapes.</p>

## Learning Journey – Geometry (properties of shape and position and direction)

Autumn unit 6.4 (1 week)	Spring unit 6.6 (1 week)	Summer unit 6.11 (1 week)
<p>I can draw given angles and measure them in degrees.</p> <p>I can identify angles at a point and one whole turn (360)</p> <p>I can identify angles at a point on a straight line and half a turn (180)</p> <p>I can recognise angles that are vertically opposite.</p> <p>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>	<p>I can draw 2-D shapes using given dimensions and angles.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>I can recognise, describe and build simple 3-D shapes, including making nets.</p> <p>I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>I can illustrate and name parts of circles, including radius, diameter and circumference.</p>
<p>I can describe positions on the full coordinate grid.</p> <p>I can plot specified points and draw sides to complete a given polygon.</p>	<p>I can identify, describe and represent the position of a shape following a reflection.</p> <p>I can identify, describe and represent the position of a shape following a translation.</p>	<p>I can describe positions on the full coordinate grid.</p> <p>I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>

## Learning Journey – Statistics

### Summer unit 6.11 (1 week)

I can read and interpret information in timetables.

I can solve comparison, sum and difference problems using information presented in bar charts.

I can solve comparison, sum and difference problems using information presented in tables.

I can solve comparison, sum and difference problems using information presented in line graphs.

I can interpret pie charts and use these to solve problems.

I can construct pie charts.

I can calculate and interpret the mean as an average.

# HIAS Maths Team

Jo Lees – Lead Inspector  
Email: [jo.lees@hants.gov.uk](mailto:jo.lees@hants.gov.uk)

Kate Spencer – Lead Inspector  
Email: [kathryn.spencer@hants.gov.uk](mailto:kathryn.spencer@hants.gov.uk)

Rebecca Vickers – Teaching & Learning Adviser  
Email: [rebecca.vickers@hants.gov.uk](mailto:rebecca.vickers@hants.gov.uk)

Nikki Barber – Teaching & Learning Advisor  
Email – [nicola.barber@hants.gov.uk](mailto:nicola.barber@hants.gov.uk)

Olivia Goodburn – Teaching & Learning Advisor  
Email – [olivia.goodburn@hants.gov.uk](mailto:olivia.goodburn@hants.gov.uk)

For further details on the full range of services available please contact us using the following email:

[hias.publications@hants.gov.uk](mailto:hias.publications@hants.gov.uk)

# Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)
- [TED](#)
- [MFL](#)

# Terms and conditions

## Terms of licence

Moodle+ subscribers are licenced to access and use this resource and have agreed to pay the annual subscription fee. This licence begins once the fee is paid and remains valid until the subscription period expires, unless renewed. This resource is intended solely for personal or classroom use. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use.

This document/file must be used and shared in its original form. The use of artificial intelligence (AI) tools (Copilot, Gemini, Chat GPT etc) or automated systems to alter, rewrite, translate, or otherwise modify its content is strictly prohibited without prior written permission from the original author(s) or publisher. Unauthorised use of AI in this way may result in misrepresentation, loss of context, or breach of intellectual property rights, and may lead to corrective or legal action.

HIAS reserves the right to modify these terms at any time. Any changes will take immediate effect and supersede all previous agreements.

## You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

## You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.