Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

Year 6 Unit Plan 6.4 Measurement Geometry

Autumn term

HIAS Maths Team
September 2026
Final version

Overview

This document contains…

Year 6 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

Measurement

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry (properties of shape and position and direction)

- 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 4 quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

<table>
<tr><td colspan="2">This unit develops pupils' fluency and confidence in measurement and geometry by securing their ability to convert between units, calculate with time, and apply these skills to solve multi-step problems. Pupils deepen their understanding of area and extend this to volume, while also learning to measure, draw and reason about angles using key angle facts. Alongside this, they build secure knowledge of shape properties and develop accuracy in working with coordinates across all four quadrants, including describing position and movement, strengthening their overall reasoning and problem-solving skills in mathematical contexts.</td><td>Notional Time:

15 sessions</td></tr>
<tr><td>Check and Refresh - skills and knowledge that pupils need to know</td><td>Verbal coding- precise mathematical language to model during worked examples</td><td>Mastering Key Facts in Key Stage 2 – developing fluency and automaticity</td></tr>
<tr><td>Fluency when multiplying and dividing by 10, 100 and 1000.
Secure understanding of key measurement conversions.
Secure understanding of area as length x width.
Recognise and describe basic properties of 2D and 3D shapes.
Secure understanding of plotting coordinates in the first quadrant.</td><td>When I convert ___ to ____, I multiply by 10/100/1000
The digits move one/two/three places to the left because the value becomes 10/100/1000 times larger.

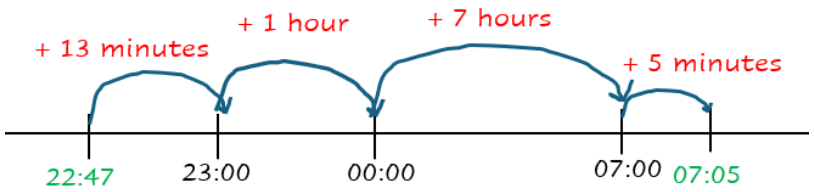
When I convert ___ to ____, I divide by 10/100/1000
The digits move one/two/three places to the right because the value becomes 10/100/1000 times smaller.

Volume = length x width x height</td><td>• Recap Y4 - Recall of all multiples up to 12 in any order, including missing numbers and related division facts up to 12x fluently.
• Y5 - Multiply and divide numbers mentally drawing upon known facts.</td></tr>
<tr><td>Mathematical Concepts- important pieces of information learners should take away from the unit</td><td>Watch out for</td><td>DfE Ready -to- progress criteria</td></tr>
<tr><td rowspan="2">Convert between a wide range of units (length, mass, capacity, time) confidently, using decimal notation.
Calculate and compare area and understand the relationship between area and perimeter.
Draw and measure angles accurately using a protractor.
Use known angle facts (around a point, on a straight line, vertically opposite) to find missing angles.
Plot and describe positions in all four quadrants of a coordinate grid.</td><td rowspan="2">Pupils who do not shift place value correctly when multiplying and dividing by 10, 100 and 1000.
Pupils who are not secure in key measurement conversions.
Pupils who confuse perimeter, area and volume.
Pupils who are incorrectly using a protractor.
Pupils who misunderstand angle facts.
Pupils who have difficulty working with negative coordinates in all four quadrants.</td><td>6NPV-1 6AS/MD-1 6AS/MS-3

6G-1</td></tr>
<tr><td>Formative assessment questions - key questions to support pupil reasoning and teacher assessment

• What is the same and what is different?
• What if I change…?
• Can you give me an example of… and another…and another?
• Which is harder and which is easier…?
• If I know this, then what else do I know?</td></tr>
</table>

Visual coding: key representations

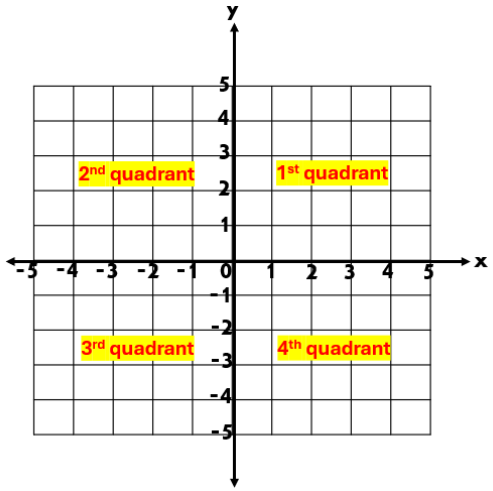


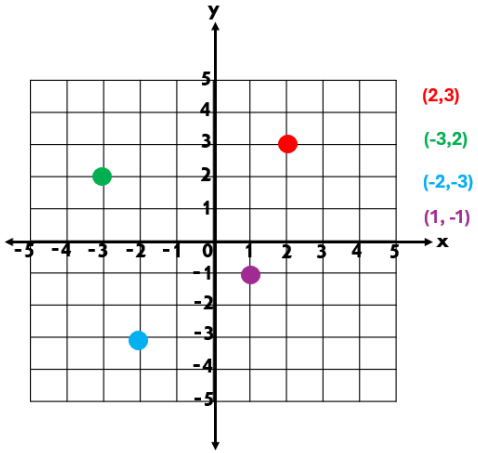
7 hours + 1 hour = 8 hours
13 minutes + 5 minutes = 18 minutes

8 hours and 18 minutes

5.65km = 5650m

	Ones			-ths		
1000s	100s	10s	1s	$\frac{1}{10}$s	$\frac{1}{100}$s	$\frac{1}{1000}$
			5	6	5	
5	6	5	0			

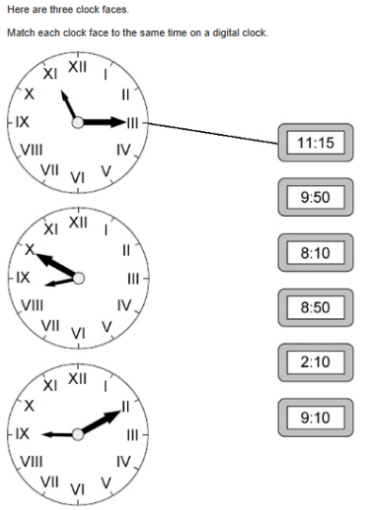




360°			
90°	50°	50°	?

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

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

Proposed lesson sequence to support development of mathematical concepts	
Developing fluency and automaticity – ongoing daily practice	
Mastering Key Facts in Key Stage 2	**Autumn Ongoing Mental Fluency Practice** • Recap Y4 - Recall of all multiples up to 12 in any order, including missing numbers and related division facts up to 12x fluently. • Y5 - Multiply and divide numbers mentally drawing upon known facts.
Counting Fluency	• I can count up and down in tenths; recognise that tenths arise from dividing an objects 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…	**Mathematical Concepts, Key Skills and Suggested Tasks**
10 sessions – Measurement	
I can read, write and convert time between analogue and digital 12- and 24- hour clocks.	An additional pre-teaching step may be needed to strengthen pupils' confidence in reading analogue clocks to the nearest minute with accuracy. Pupils may be able to read and record 12-hour and 24-hour digital times with increasing accuracy, though this may still require consolidation to ensure consistency and fluency. Highlight patterns (e.g. 13 = 1 pm, 14 = 2 pm, 15 = 3 pm) to build confidence and reduce reliance on memorisation. For example, 3:00 pm in the 12-hour clock is written as 15:00 in the 24-hour clock (3 + 12 = 15). Use assessment to continue to strengthen connections between analogue, 12-hour digital and 24-hour digital time, supporting pupils to move flexibly between representations and explain how they know. These are all times on the same morning. A 7:56 am B quarter to eight C six minutes to eight D half past seven Write the letters for the times in order, starting with the earliest. Contains material developed by the Standards and Testing Agency for 2015 national curriculum assessments and licensed under Open Government Licence v3.0' http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/ 

I can solve problems involving converting between units of time.	In this step, pupils consolidate their Key Stage 2 learning by solving problems that involve converting between units of time, applying their knowledge of multiplication facts to support efficient calculations.
	
	• Hours to minutes
	  ○ 2 hours = 2 groups of 60
	  ○ 2 x 60 = 120 minutes
	• Minutes to hours
	  ○ 180 minutes = how many groups of 60?
	  ○ 180 ÷ 60 =
	  ○ If I know 18 ÷ 6 is 3, then I know that 180 ÷ 60 = 3
	  ○ 180 ÷ 60 = 3 hours
	• Minutes to seconds / seconds to minutes also involves groups of 60
	• Years to months
	  ○ 4 years = 4 groups of 12
	  ○ 4 x 12 = 48 months
	• Months to years
	  ○ 36 months = how many groups of 12?
	  ○ 36 ÷ 12 = 3 years
	• Weeks to days
	  ○ 6 weeks = 6 groups of 7
	  ○ 6 x 7 = 42 days
	• Days to weeks
	  ○ 77 days = how many groups of 7?
	  ○ 77 ÷ 7 = 11 weeks
	
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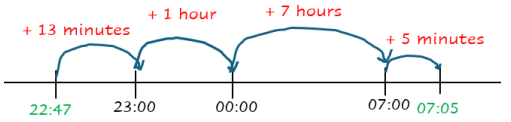
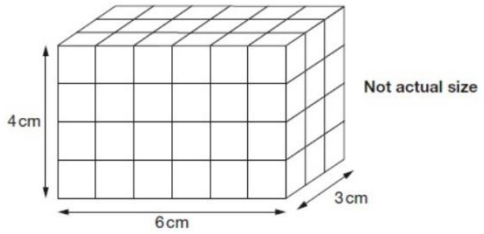
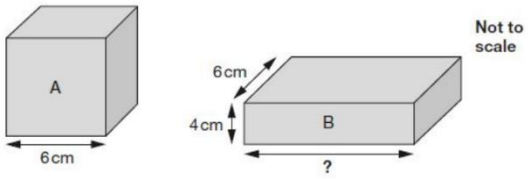
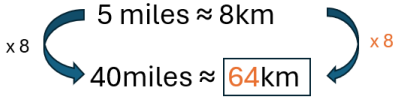
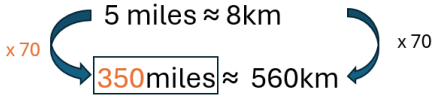
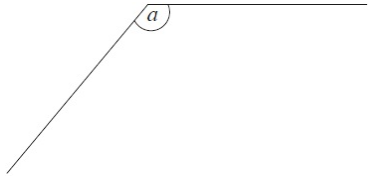
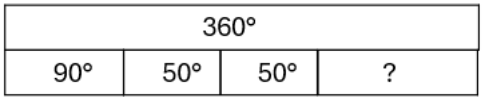
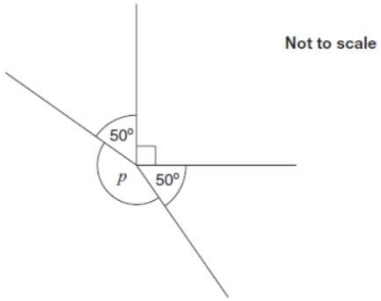
	Write the missing numbers in the table.
	
	Number of weeks / **Number of days**
	1 / 7
	2 / 14
	4 / 28
	6 / ____
	10 / ____
	____ / 105
	
	What is 444 minutes in hours and minutes?
	
	____ hours ____ minutes
	
	Kirsty ran a race in one and a half minutes.
	Mina took 10 seconds longer.
	How many **seconds** did Mina take to run the race?
	
	____ seconds

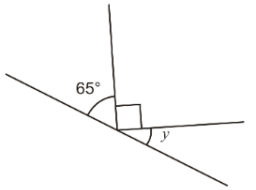
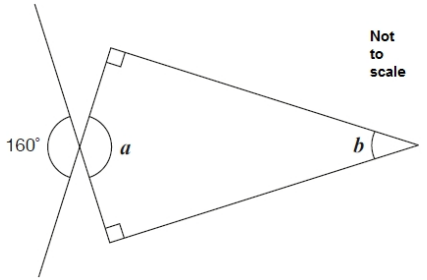
I can find end times, start times, and durations of time.	This step may need to be explicitly taught over several lessons to ensure pupils develop secure understanding of calculating start times, end times, and durations. A number line should be used to support accurate calculations throughout. Contains material developed by the Standards and Testing Agency for KS2 national curriculum assessments and licensed under Open Government Licence v3.0' http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/ An aeroplane takes off on Tuesday at 22:47 It lands on Wednesday at 07:05  How long in hours and minutes is the flight?  7 hours + 1 hour = 8 hours 13 minutes + 5 minutes = 18 minutes 8 hours and 18 minutes

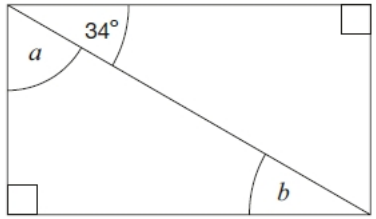
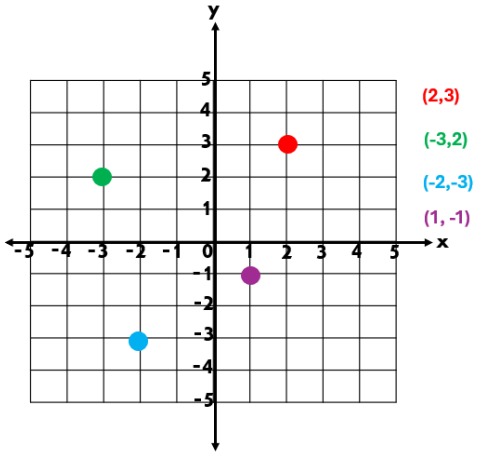
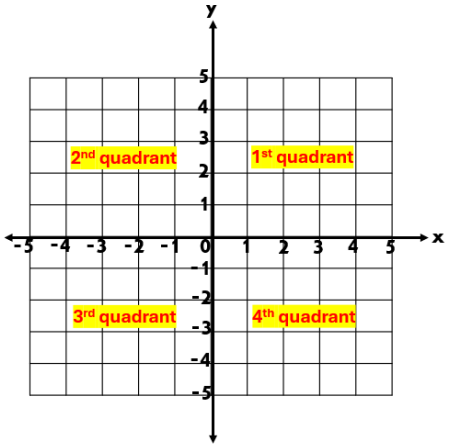
I can read, write and convert between different units of metric measure (length).	In this step, pupils apply their understanding of key measurement conversions for length, alongside their knowledge of multiplying and dividing by 10, 100, and 1000, to accurately convert between kilometres, metres, centimetres and millimetres. **For example:** Convert 5.65m to centimetres When I convert metres to centimetres, I multiply by 100 because 1m is equal to 100cm. The digits move two places to the left because the value becomes 100 times larger. 5.65m = 565cm |	Ones			-ths		
---	---	---	---	---	---	---
1000s	100s	10s	1s	$\frac{1}{10}$s	$\frac{1}{100}$s	$\frac{1}{1000}$
			5	6	5	
	5	6	5				 Pupils should also be confident in recalling known facts linked with fractional parts, for examples $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ of kilometres, metres, centimetres and millimetres.
I can read, write and convert between different units of metric measure (mass).	As above, pupils apply their understanding of key measurement conversions for mass, alongside knowledge of multiplying and dividing by 1000 to accurately convert between grams and kilograms. **For example:** Convert 2075g to kilograms. When I convert grams to kilograms, I divide by 1000 because 1kg is equal to 1000g. The digits move three places to the right because the value becomes 1000 times smaller. 2075g = 2.075kg |	Ones			-ths		
---	---	---	---	---	---	---
1000s	100s	10s	1s	$\frac{1}{10}$s	$\frac{1}{100}$s	
2	0	7	5			
			2	0	7	5	 Pupils should also be confident in recalling known facts linked with fractional parts, for example $\frac{1}{2}$ kg = 500g, $\frac{1}{4}$ kg = 250g, $\frac{3}{4}$ kg = 750g, $\frac{1}{5}$ kg = 200g and $\frac{1}{10}$ kg = 100g.
I can read, write and convert between different units of metric measure (capacity and volume).	As above, pupils apply their understanding of key measurement conversions for capacity and volume, alongside knowledge of multiplying and dividing by 1000 to accurately convert between millilitres and litres. **For example:** Convert 3.45l to millilitres. When I convert litres to millilitres, I multiply by 1000 because 1l is equal to 1000ml. The digits move three places to the left because the value becomes 1000 times larger 3.45l = 3450ml |	Ones			-ths		
---	---	---	---	---	---	---
1000s	100s	10s	1s	$\frac{1}{10}$s	$\frac{1}{100}$s	
			3	4	5	
3	4	5	0				 Pupils also recall known facts linked with fractional parts, for example $\frac{1}{2}$ l = 500ml, $\frac{1}{4}$ l = 250ml, $\frac{3}{4}$l = 750ml, $\frac{1}{5}$ l = 200ml and $\frac{1}{10}$ l = 100ml.

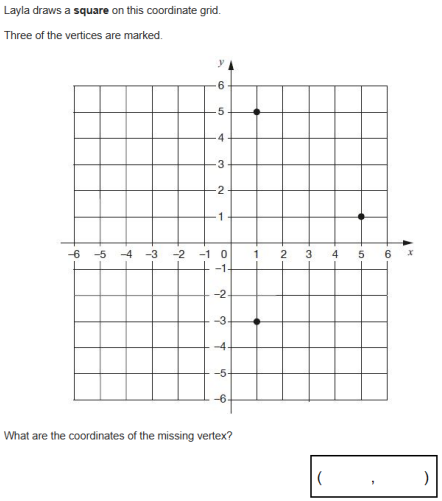
I can calculate, estimate and compare volume of cubes and cuboids using standard units.	In this step, pupils recap Year 5 learning by finding volume through counting cubes, then extend this by using multiplication to calculate the volume of cuboids and other prisms as layers, leading to an understanding that volume can be found by multiplying length, width and height and choosing efficient methods using known multiplication strategies. Pupils build on their understanding of area by connecting arrays to volume. For example, they may begin with multilink cubes in an array showing 4 × 2, where the area is 8 cm². This can then be extended into a cuboid by adding depth – for example, creating 3 equal layers to form a cuboid. Pupils can see that the structure now represents 4 × 2 × 3, leading to a volume of 24 cm³. This supports them in recognising how volume extends their prior knowledge of length × width by introducing a third dimension. Amina made this cuboid using centimetre cubes.  Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid. What is the **difference** between the number of cubes in Amina's and Stefan's cuboids? Calculate the **volume** of this cuboid.  cm³ Pupils who are secure in calculating the volume of cubes and cuboids can begin to determine missing lengths. Cube A and cuboid B have the same volume.  Calculate the missing length on cuboid B.

I can convert between miles and kilometres.	Pupils were introduced to imperial measurements for the first time in Year 5. Unlike metric measures, which are based on powers of 10 and are therefore easy to convert (e.g. 10 mm = 1 cm, 100 cm = 1 m), imperial measures do not follow a consistent pattern. Imperial measures are traditional units that originated in Britain and are still partly used in the UK and some other countries. • **Length:** inches, feet, yards, miles • **Mass:** ounces, pounds, stones • **Capacity/Volume:** pints, quarts, gallons Encourage pupils to recognise that these units measure the same types of things as metric units, but in a different system. In this step, the focus is on using proportional reasoning to convert between miles and kilometres using the approximate conversion of 5 miles ≈ 8 kilometres. **Example questions:** • 40 miles ≈ ____ km If I know 5miles x 8 is 40miles, then I need to work out 8km x 8 to find the conversion • ____ miles ≈ 560km If I know 8km x 70 is 560km, then I need to work out 5 miles x 70 to find the conversion.  
I can solve problems involving the calculation and conversion of units of measure.	In this step, pupils apply the skills and knowledge developed across the measurement objectives in this unit to solve both routine and non-routine problems. Here are four lengths. 55 mm	5 cm	0.55 m	5.5 mm Write the lengths in order, starting with the shortest. shortest 1 mark One gram of gold costs £32.94 What is the cost of **half a kilogram** of gold? Chen and Megan each have a parcel. Chen's parcel weighs $1\frac{1}{2}$ kg. Megan's parcel weighs 1.2 kg How many more **grams** does Chen's parcel weigh than Megan's parcel?

5 sessions – Geometry (properties of shape and position and direction)	
I can draw given angles and measure them in degrees.	In this step pupils use a protractor to both measure angles accurately and draw angles of a given size. They need to understand that angles are measured in degrees (°) and know how to line up the protractor correctly with a baseline and the vertex. For example, they might be asked to draw a 60° angle or measure an unknown angle in a diagram. Encourage careful use of equipment and checking whether the inner or outer scale on the protractor is needed to get the correct measurement. Design tasks that provide pupils with opportunities to both draw given angles and measure them in degrees using a protractor (angle measurer).  Measure angle a.
I can identify angles at a point and one whole turn (360°)	In this step pupils should recognise that all angles around a single point add up to a full turn, which is 360°. They should be able to look at angles around a point and work out any missing angles using this total. For example, if two angles at a point add up to 200°, they can find the remaining angle(s) by subtracting from 360°. It also helps them understand that turning all the way around (one complete turn) always equals 360°, no matter how the angles are split up. The use of a bar model here with the whole as 360°, is a helpful image for pupils. The parts represent the given angle(s) and missing angle(s):  Design tasks that provide opportunities for pupils to identify missing angles around a point / one whole turn, using a range of different given angles. Encourage pupils to use known facts to reason and explain their mathematical thinking to prove the missing angle(s).  Calculate the size of angle p in the diagram. Do **not** use a protractor (angle measurer).

I can identify angles at a point on a straight line and half a turn (180°)	In this step pupils need to understand that angles on a straight line always add up to 180°, which is a half turn. They should be able to identify given angles on a straight line and calculate any missing angle by subtracting from 180°. For example, if one angle is 70°, they can find the other by doing 180° − 70° = 110°. It also helps them connect the idea that turning halfway around forms a straight line, which always measures 180°. Like in the previous step, the use of a bar model here with the whole as 180°, is a helpful image for pupils. The parts represent the given angle(s) and missing angle(s). Design tasks that provide opportunities for pupils to identify missing angles on a straight line and half a turn, using a range of different given angles. Encourage pupils to use known facts to reason and explain their mathematical thinking to prove the missing angle(s).  **Not to scale** Calculate the size of angle y in this diagram. Do **not** use a protractor (angle measurer).
I can recognise angles that are vertically opposite.	In this step pupils should be able to recognise vertically opposite angles, which are the pairs of angles formed when two straight lines cross. They need to know that these opposite angles are always equal in size. For example, if one of the angles is 50°, the angle directly opposite it is also 50°. Encourage pupils to spot these equal angles in diagrams, even when the angles are not labelled clearly. Calculate the size of angles a and b in this diagram. 
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	In this step pupils should know and use the key properties of rectangles: opposite sides are equal and parallel, and all interior angles are 90°. They use this knowledge to work out missing side lengths or angles when some information is given. For example, if one side length is known, they can identify the opposite side has the same length, or if three angles are shown, they know the fourth must also be 90°. Encourage pupils to explain their reasoning using these properties, not just give an answer, so they build clear mathematical understanding.

	Here is a rectangle.  Not to scale Calculate the size of angles ***a*** and ***b***. Do **not** measure the angles. Contains material developed by Standards and Testing Agency national curriculum assessments and licensed under Open Government Licence v3.0' http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/
I can describe positions on the full coordinate grid.	In this step pupils read and describe positions using coordinates across the full grid, including all four quadrants. They need to understand that coordinates are written as (x, y), showing how far across (x-axis) and up or down (y-axis) a point is. Pupils should be comfortable working with both positive and negative numbers when locating or describing points. Encourage them to practise plotting and describing positions clearly, using correct coordinate notation and language.  

I can plot specified points and draw sides to complete a given polygon.	This step builds on prior learning in Unit 5.4 where pupils placed given points accurately on a grid using coordinates, within the first quadrant. They then use these plotted points to draw straight lines between them to form a polygon (a closed 2D shape with straight sides). It involves understanding how coordinates work (e.g. x-axis across, y-axis up/down) and joining points in the correct order. **This now progresses to all four quadrants as linked to the previous step.** Design tasks that provide pupils with opportunities to plot specified points and draw sides to a range of given polygons. The focus is on accuracy in plotting and helping pupils see how points connect to create a complete shape.  Contains material developed by Standards and Testing Agency national curriculum assessments and licensed Government Licence v3.0' http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/

HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: Reasoning and Intelligent Practice Tasks
- Faded Scaffolds and Intelligent Practice: Faded Scaffolds and Intelligent Practice
- Paired Examples: Paired Examples
- Entry and Exit tickets: Entry and Exit Tickets
- Interleaving, Recall and Retrieval: Interleaving, Recall and Retrieval (hants.gov.uk)
- Connect4Maths: Connect4Maths - Primary
- Moderation Documents: Moderation Documents
- KS1 Key Facts: Key Stage 1 Key Facts Document
- Mastering Times Tables: Mastering Times Tables

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): Exemplification of ready-to-progress criteria | NCETM
- NCETM Professional Development materials spine 1: Number, Addition and Subtraction | NCETM ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS Teaching for Mastery Booklets Yr1-6

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