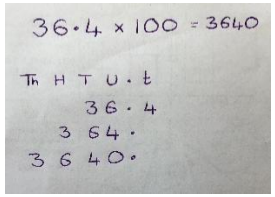
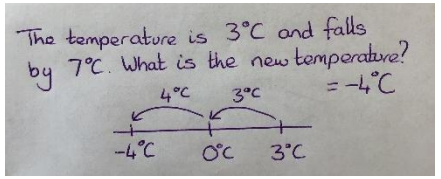
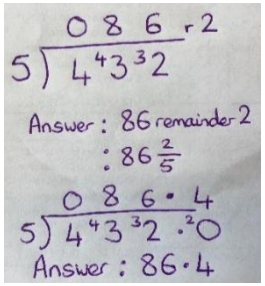
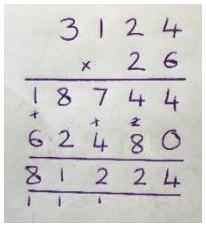
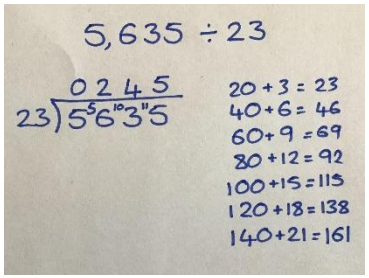
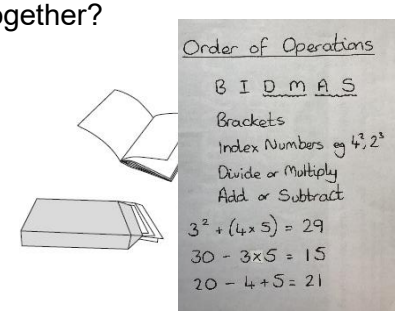
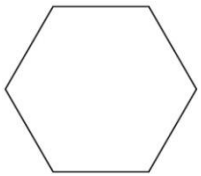
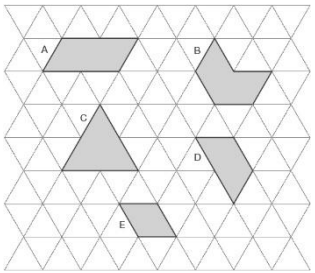
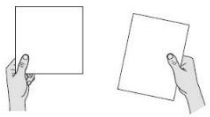
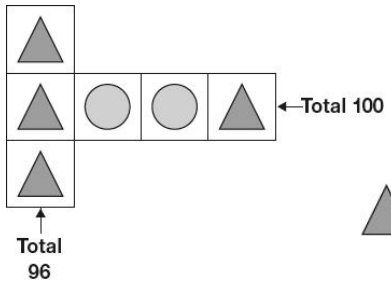
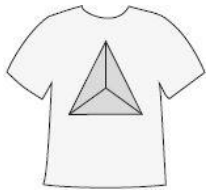
Key stage 2 Scheme of Work 2026-27 - Year 6
Autumn Term

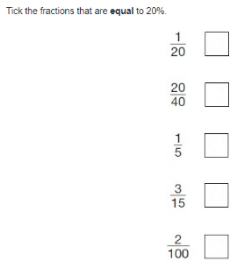
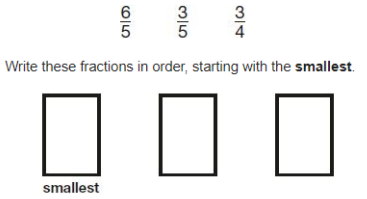
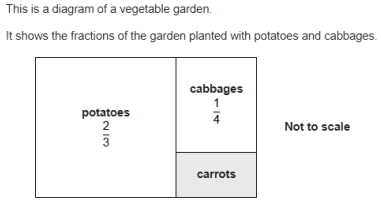
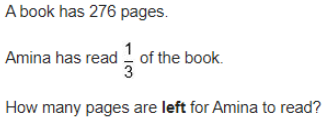
This table provides an overview of the curriculum for Year 6 for the Autumn Term. Pupils will be given the opportunity to master new methods and develop fluency through a range of problem solving lessons, calculation papers and times-tables challenges.

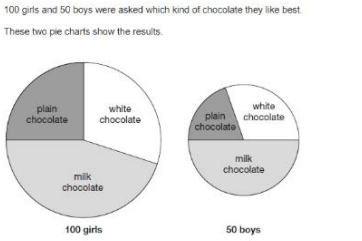
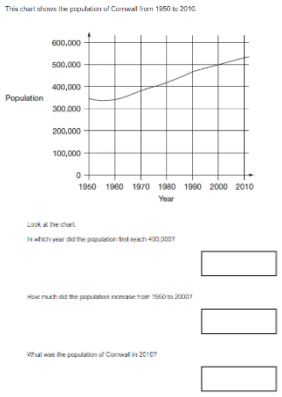
Week	Topic	Example Questions
1-3 1/9 7/9 14/9	**Block 6A1 Number** – Place Value ***Deconstructing Word Questions – More Than, Less Than*** • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • identify common factors, common multiples and prime numbers • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. Prior Knowledge • read, write, order and compare numbers up to 1 000 000 and determine the value of each digit (Y5 POS) • Interpret negative numbers in context, count forward and backward with positive and negative whole numbers, including through zero. (Y5 POS) • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (Y5 POS) • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) (Y5 POS)	  • Write three factors of 30 that are **not** factors of 15 • A **square** number and a **prime** number have a total of 22 What are the two numbers? ☐ + ☐ = 22 • Complete the table. **Number** / **Roman Numerals** LX / 60 LXXVI / ☐ XCIII / ☐

Week	Topic	Example Questions
4 – 5 21/9 28/9	**Block 6A2** Number – Calculations ***Deconstructing Word Questions – Money Transactions*** • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • 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 • 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. Prior Knowledge • Add and subtract whole numbers with more than 4 digits, including formal written methods (Y5 POS) • multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method including long multiplication for 2 digits (Y5 POS) • divide numbers up to 4 digits by a 1-digit number using the formal written method of short division	   Layla makes jewellery to sell at a school fair. Each necklace has **105** beads. She makes **34** necklaces. Each bracelet has **53** beads. She makes **68** bracelets. How many beads does she need altogether? Adam is making booklets. Each booklet must have **34** sheets of paper. He has **2** packets of paper. There are **500** sheets of paper in each packet. How many complete booklets can Adam make from **2** packets of paper? 

Week	Topic	Example Questions
	and interpret remainders appropriately for the context (Y5 POS)	
6-7 5/10 12/10	**Block 6A3 Geometry** – Properties of Shape ***Deconstructing Word Questions – Multistep Multiplicative*** Names of different triangles and quadrilaterals, properties of circles and review area and perimeter. Language & properties to include – parallel, perpendicular, equal sides & angles, symmetry, acute, obtuse & reflex angles in shapes. • compare and classify geometric shapes based on their properties and sizes • recognise, describe and build simple 3-D shapes, including making nets • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Prior Knowledge • *distinguish between regular and irregular polygons based on reasoning about equal sides and angles (Y5 POS)* • *use the properties of rectangles to deduce related facts and find missing lengths and angles (Y5 POS)* • *measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (Y5 POS)* • *calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (Y5 POS)*	 Join dots on the grid to make a quadrilateral that has **3 acute** angles.  54Here is a hexagon. Draw **two** straight lines across the hexagon to make two triangles and two quadrilaterals.  Here are five shapes made from equilateral triangles. Write the letter of the shape that is a **rhombus**. Write the letter of the shape that has only **one** pair of parallel sides.  A square tile measures 20 cm by 20 cm. A rectangular tile is 3 cm **longer** and 2 cm **narrower** than the square tile. What is the **difference in area** between the two tiles?

Week	Topic	Example Questions
	• *compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes. (Y4 POS)* • *identify 3-D shapes, including cubes and other cuboids, from 2D representations (Y5 POS)*	A bicycle wheel has a diameter of 64 cm. What is the **radius** of the bicycle wheel?
8-9 19/10 2/11	**Block 6A4 - Algebra** ***Deconstructing Word Questions – Inverse*** *<>, missing number problems, digit cards, working backwards (start of 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. *Guidance - missing numbers, lengths, coordinates and angles,* *formulae in mathematics and science, equivalent expressions (for example, a + b = b + a), generalisations of number patterns, number puzzles (for example, what two numbers can add up to).* Prior Knowledge • *solve problems, including missing number problems, involving multiplication and division including integer scaling (Y3 POS)*	$n = 22$ What is $2n + 9$? $2q + 4 = 100$ Work out the value of q.  Each shape stands for a number. Work out the **value** of each shape. ▲ = _____ ● = _____ $x + 2y = 20$ x and y are whole numbers **less than 10** What could x and y be?  A shop prints designs on T-shirts. They use this formula to work out the price for printing a design.

Week	Topic	Example Questions
		Price = 60p x number of colours + £1.25 What is the price for printing a design that has **3** colours in it? Amina has **£5** to spend on printing a design. What is the greatest number of **colours** she can have in the design?
	Half Term	
10-11 9/11 16/11	**Block 6A5 Number** – Fractions (including decimals and percentages) ***Deconstructing Word Questions – Missing Fraction*** ***Deconstructing Word Questions – Percentages of Quantities*** • 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 [for example, 1/4 × 1/2 = 1/8] • divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	   

Week	Topic	Example Questions
	• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Prior Knowledge • *compare and order fractions whose denominators are all multiples of the same number (Y5 POS)* • *recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements >1 as a mixed number (eg $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$) (Y5 POS)* • *recognise the per cent symbol (%) and understand that per cent relates to the number of parts per hundred and write percentages as a fraction with a denominator of 100 and as a decimal fraction (Y5 POS)* • *multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5 POS)*	
12-13 23/11 30/11	**Block 6A6 Statistics** – Line graphs, Pie charts and Mean ***Deconstructing Word Questions – Interpreting Graphs*** • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average. Prior Knowledge • *solve comparison, sum and difference problems using information presented in a line graph (Y5 POS)* • *complete, read and interpret information in tables, including timetables. (Y5 POS)*	 

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		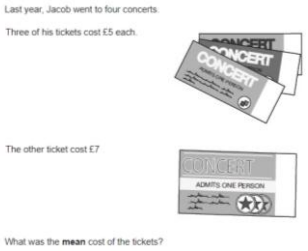
14-15 7/12 14/12	**Block 6A7 Geometry** – Angles and Transformations • draw 2-D shapes using given dimensions and angles • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes Prior Knowledge • *know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5)* • *draw given angles, and measure them in degrees (°) (Y5)* • *identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. (Y5)*