

# LPS Year 6 Spring



Fractions 2 Weeks	Decimals 2 Weeks	Percentages 2 Weeks	Order of operations 1 Week	Algebra 1 Week	Ratio 1 Week	Consolidation 2 week																																																																																									
<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denominator</p> <p>Compare and order fractions, including fractions &gt; 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</p> <p>Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</p>	<p>Solve problems involving number up to three decimal places</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p>Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p>	<p>Use their knowledge of the order of operations to carry out calculations involving the four operations numbers that satisfy an equation with two unknowns</p>	<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	<p><b>Based on summative assessment teach to GAPS.</b></p> <p><b>Focus on blue objectives</b></p>																																																																																									
	<table border="1"> <tr> <td>0.001</td><td>0.002</td><td>0.003</td><td>0.004</td><td>0.005</td><td>0.006</td><td>0.007</td><td>0.008</td><td>0.009</td> </tr> <tr> <td>0.01</td><td>0.02</td><td>0.03</td><td>0.04</td><td>0.05</td><td>0.06</td><td>0.07</td><td>0.08</td><td>0.09</td> </tr> <tr> <td>0.1</td><td>0.2</td><td>0.3</td><td>0.4</td><td>0.5</td><td>0.6</td><td>0.7</td><td>0.8</td><td>0.9</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td> </tr> </table> <table border="1"> <thead> <tr> <th>Place (Thousands)</th> <th>Ten</th> <th>Hundreds</th> <th>Tens</th> <th>Units</th> <th>0.1</th> <th>0.01</th> <th>0.001</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1	2	3	4	5	6	7	8	9	10	20	30	40	50	60	70	80	90	Place (Thousands)	Ten	Hundreds	Tens	Units	0.1	0.01	0.001																																				<table border="1"> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>27</td> <td></td> </tr> </table>	3	1	27		
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Make links to measurement across every number unit and statistics in place value and addition/subtraction  
 Include reasoning and problem solving in all units  
 Green statements are ready to progress, red is additional information, blue are key objectives