

Year 6			
	Block 1	Block 2	Block 3
Calculation content	<p>ADDITION AND SUBTRACTION (UNIT 1)</p> <p><i>Optional revision</i> <i>Number facts and calculation strategies</i></p> <ul style="list-style-type: none"> • Facts for one hundred • Friendly numbers • Facts for one and ten • Single digit number facts • Making the next/previous ten • Partitioning the minuend <p><i>Column method</i></p> <ul style="list-style-type: none"> • Add numbers with up to 7 digits (with exchanging) • Subtract numbers from numbers with up to 7 digits (with exchanging) 	<p>MONEY AND DECIMALS (UNIT 1) n/a</p> <p>ADDITION AND SUBTRACTION (UNIT 2)</p> <ul style="list-style-type: none"> • Adding numbers that form a sequence • Adding and subtracting decimals and associated problems (tenths, hundredths and thousandths) <p>FRACTIONS (UNIT 2)</p> <ul style="list-style-type: none"> • Addition of fractions with unrelated denominators • Subtraction of fractions with unrelated denominators 	<p>CALCULATION UNIT n/a</p> <p>MONEY (UNIT 2) n/a</p>

Year 6			
	Block 1	Block 2	Block 3
Strategies/ methods	<p><i>Optional revision</i> <u>Number facts and calculation strategies</u></p> <ul style="list-style-type: none"> • Facts for one hundred • Friendly numbers • Facts for one and ten • Single digit number facts • Making the next/previous ten • Partitioning the minuend <p>There are no new methods. It is helpful for teachers to use the optional revision lessons so they become familiar with children's proficiency in the various methods.</p> <p><u>Add numbers with up to 7 digits (with exchanging)</u> Children consolidate their understanding of the column method, interpreting calculations presented in varied ways, eg: $549,893 + 5,662 = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} = 38,265 + 153,827$ $\underline{\hspace{2cm}} - 357,247 = 999,888$ $467,889 + 77,862 + 5,997,459 = \underline{\hspace{2cm}}$</p>	<p><u>Adding numbers that form a sequence</u> Teaching explores what happens when a series of numbers to be added form a sequence, eg: $30 + 40 + 50 = 40 \times 3$.</p> <p><u>Adding and subtracting decimals (tenths, hundredths and thousandths)</u> Children learnt about complements for one thousand in Year 5. (Addition and subtraction Unit 1.) They are now encouraged to use scaling to convert facts like $0.001 + 0.999 = 1$ to $1 + 999 = 1,000$.</p> <p>Scaling is also encouraged for examples where the number of decimal places is not the same, eg: $1.005 + 0.5$ becomes $1,500 + 500 = 1,505$; $1.005 + 0.05$ becomes $1,005 + 50 = 1,055$; $1.005 + 0.005$ becomes $1,005 + 5 = 1,010$.</p>	

Year 6			
	Block 1	Block 2	Block 3
Strategies/ methods	<p><u>Subtract numbers from numbers with up to 7 digits (with exchanging)</u> Children consolidate their understanding of the column method, interpreting calculations presented in varied ways. They distinguish whether addition or subtraction is required, eg: $943,642 - 288,988 = \underline{\hspace{2cm}}$ (subtraction); $\underline{\hspace{2cm}} + 289,999 = 3,154.863$ (subtraction); $\underline{\hspace{2cm}} - 652,347 = 989,899$ (addition); $\underline{\hspace{2cm}} = 284,000 - 49,568$ (subtraction).</p>	<p><u>Addition of fractions with unrelated denominators (eg $1/2 + 3/7$)</u> In Year 5 children subtracted fractions with related denominators, so only one fraction needed to be changed for the denominators to be the same. In Year 6 children need to find a common denominator. They then use learning from Year 4 (when the denominators are the same, we add the numerators). Visual representations also support the making the next whole method</p> <p><u>Subtraction of fractions with unrelated denominators</u> Children use methods from earlier year groups:</p> <ul style="list-style-type: none"> • using improper fractions; • making the previous one. <p>They also use their ability to partition the minuend.</p>	