

Power Maths Year 6, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|--|-------------------|
| | | Unit | Unit | |
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 10,000,000 | 7 |
| | Number – addition, subtraction, multiplication and division | 2 | Four operations (1) | 10 |
| | Number – addition, subtraction, multiplication and division | 2 | Four operations (2) | 9 |
| | Number – fractions | 4 | Fractions (1) | 11 |
| | Number – fractions | 5 | Fractions (2) | 9 |
| | Geometry – position and direction | 6 | Geometry – position and direction | 4 |
| Textbook B / Practice Book B (Term 2) | Number – fractions (including decimals and percentages) | 7 | Decimals | 9 |
| | Number – fractions (including decimals and percentages) | 8 | Percentages | 9 |
| | Algebra | 9 | Algebra | 11 |
| | Measurement | 10 | Measure – imperial and metric measures | 5 |
| | Measurement | 11 | Measure – perimeter, area and volume | 11 |
| | Ratio and proportion | 12 | Ratio and proportion | 9 |
| Textbook C / Practice Book C (Term 3) | Geometry – properties of shapes | 13 | Geometry – properties of shapes | 12 |
| | Number – number and place value | 14 | Problem solving | 14 |
| | Statistics | 15 | Statistics | 10 |

Power Maths Year 6, Textbook 6A (Term I) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|--------|-------------------------------|---------------|--|---|----------------|----------------|
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 1 | Numbers to 1,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 2 | Numbers to 10,000,000 (1) | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 3 | Numbers to 10,000,000 (2) | Solve number and practical problems that involve all of the above | | |
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 4 | Number line to 10,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 5 | Comparing and ordering numbers to 10,000,000 | Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 6 | Rounding numbers | Round any whole number to a required degree of accuracy | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|----------|--------|-------------------------------|--------------|---|--|----------------|
| Number – number and place value | | Unit 1 | Place value within 10,000,000 | 7 | Negative numbers | Use negative numbers in context, and calculate intervals across zero | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 1 | Problem solving – using written methods of addition and subtraction (1) | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 2 | Problem solving – using written methods of addition and subtraction (2) | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 3 | Multiplying numbers up to 4 digits by a 1-digit number | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 4 | Multiplying numbers up to 4 digits by a 2-digit number | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 5 | Dividing numbers up to 4 digits by a 2-digit number (1) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 6 | Dividing numbers up to 4 digits by a 2-digit number (2) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 7 | Dividing numbers up to 4 digits by a 2-digit number (3) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 8 | Dividing numbers up to 4 digits by a 2-digit number (4) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 9 | Dividing numbers up to 4 digits by a 2-digit number (5) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 2 | Four operations (1) | 10 | Dividing numbers up to 4 digits by a 2-digit number (6) | 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 | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 1 | Common factors | Identify common factors, common multiples and prime numbers | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|----------|--------|---------------------|---------------|--------------------------------------|---|--|----------------|
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 2 | Common multiples | Identify common factors, common multiples and prime numbers | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 3 | Recognising prime numbers up to 100 | Identify common factors, common multiples and prime numbers | | |
| Number – multiplication and division | | Unit 3 | Four operations (2) | 4 | Squares and cubes | Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (Year 5) | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 5 | Order of operations | Use their knowledge of the order of operations to carry out calculations involving the four operations | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 6 | Brackets | Use their knowledge of the order of operations to carry out calculations involving the four operations | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 7 | Mental calculations (1) | Perform mental calculations, including with mixed operations and large numbers | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 8 | Mental calculations (2) | Perform mental calculations, including with mixed operations and large numbers | | |
| Number – addition, subtraction, multiplication and division | | Unit 3 | Four operations (2) | 9 | Reasoning from known facts | Use their knowledge of the order of operations to carry out calculations involving the four operations | Solve problems involving addition, subtraction, multiplication and division | |
| Number – fractions | | Unit 4 | Fractions (1) | 1 | Simplifying fractions (1) | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | | |
| Number – fractions | | Unit 4 | Fractions (1) | 2 | Simplifying fractions (2) | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | Compare and order fractions, including fractions > 1 | |
| Number – fractions | | Unit 4 | Fractions (1) | 3 | Fractions on a number line | Compare and order fractions, including fractions > 1 | | |
| Number – fractions | | Unit 4 | Fractions (1) | 4 | Comparing and ordering fractions (1) | Compare and order fractions, including fractions > 1 | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | |
| Number – fractions | | Unit 4 | Fractions (1) | 5 | Comparing and ordering fractions (2) | Compare and order fractions, including fractions > 1 | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | |
| Number – fractions | | Unit 4 | Fractions (1) | 6 | Adding and subtracting fractions (1) | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |
| Number – fractions | | Unit 4 | Fractions (1) | 7 | Adding and subtracting fractions (2) | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|---|--------|-----------------------------------|---------------|--|---|---|--|
| Number – fractions | | Unit 4 | Fractions (1) | 8 | Adding fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |
| Number – fractions | | Unit 4 | Fractions (1) | 9 | Subtracting fractions | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |
| Number – fractions | | Unit 4 | Fractions (1) | 10 | Problem solving – adding and subtracting fractions (1) | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |
| Number – fractions | | Unit 4 | Fractions (1) | 11 | Problem solving – adding and subtracting fractions (2) | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | |
| Year 5 – Number – fractions | | Unit 5 | Fractions (2) | 1 | Multiplying a fraction by a whole number | Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | | |
| Number – fractions | | Unit 5 | Fractions (2) | 2 | Multiplying a fraction by a fraction (1) | Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) | | |
| Number – fractions | | Unit 5 | Fractions (2) | 3 | Multiplying a fraction by a fraction (2) | Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) | | |
| Number – fractions | | Unit 5 | Fractions (2) | 4 | Dividing a fraction by a whole number (1) | Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$) | | |
| Number – fractions | | Unit 5 | Fractions (2) | 5 | Dividing a fraction by a whole number (2) | Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$) | | |
| Number – fractions | | Unit 5 | Fractions (2) | 6 | Dividing a fraction by a whole number (3) | Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$) | | |
| Number – fractions | Number – addition, subtraction, multiplication and division | Unit 5 | Fractions (2) | 7 | Four rules with fractions | 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) | Use their knowledge of the order of operations to carry out calculations involving the four operations |
| Number – fractions | | Unit 5 | Fractions (2) | 8 | Calculating fractions of amounts | Use written division methods in cases where the answer has up to two decimal places | | |
| Number – fractions | | Unit 5 | Fractions (2) | 9 | Problem solving – fractions of amounts | Use written division methods in cases where the answer has up to two decimal places | | |
| Geometry – position and direction | | Unit 6 | Geometry – position and direction | 1 | Plotting coordinates in the first quadrant | Describe positions on the full coordinate grid (all four quadrants) | | |
| Geometry – position and direction | | Unit 6 | Geometry – position and direction | 2 | Plotting coordinates | Describe positions on the full coordinate grid (all four quadrants) | | |
| Geometry – position and direction | | Unit 6 | Geometry – position and direction | 3 | Plotting translations and reflections | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | | |
| Geometry – position and direction | | Unit 6 | Geometry – position and direction | 4 | Reasoning about shapes with coordinates | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | | |

Power Maths Year 6, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|--|-------------------|
| Textbook A / Practice Workbook A (Term 1) | Number – number and place value | 1 | Place value within 10,000,000 | 7 |
| | Number – addition, subtraction, multiplication and division | 2 | Four operations (1) | 10 |
| | Number – addition, subtraction, multiplication and division | 3 | Four operations (2) | 9 |
| | Number – fractions | 4 | Fractions (1) | 11 |
| | Number – fractions | 5 | Fractions (2) | 9 |
| | Geometry – position and direction | 6 | Geometry – position and direction | 4 |
| Textbook B / Practice Workbook B (Term 2) | Number – fractions (including decimals and percentages) | 7 | Decimals | 9 |
| | Number – fractions (including decimals and percentages) | 8 | Percentages | 9 |
| | Algebra | 9 | Algebra | 11 |
| | Measurement | 10 | Measure – imperial and metric measures | 5 |
| | Measurement | 11 | Measure – perimeter, area and volume | 11 |
| | Ratio and proportion | 12 | Ratio and proportion | 9 |
| Textbook C / Practice Workbook C (Term 3) | Geometry – properties of shapes | 13 | Geometry – properties of shapes | 12 |
| | Number – number and place value | 14 | Problem solving | 14 |
| | Statistics | 15 | Statistics | 10 |

Power Maths Year 6, Textbook 6B (Term 2) Overview

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|--------|----------|---------------|--|---|---|----------------|
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 1 | Multiplying by 10, 100 and 1,000 | 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 | | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 2 | Dividing by multiples of 10, 100 and 1,000 | 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 | | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 3 | Decimals as fractions | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | 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 | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 4 | Fractions as decimals (1) | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 5 | Fractions as decimals (2) | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | Use written division methods in cases where the answer has up to two decimal places | |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|--------|-------------|---------------|--|--|--|--|
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 6 | Multiplying decimals (1) | Multiply one-digit numbers with up to two decimal places by whole numbers | | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 7 | Multiplying decimals (2) | Multiply one-digit numbers with up to two decimal places by whole numbers | | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 8 | Dividing decimals (1) | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] | Solve problems which require answers to be rounded to specified degrees of accuracy | |
| Number – fractions (including decimals and percentages) | Unit 7 | Decimals | 9 | Dividing decimals (2) | Use written division methods in cases where the answer has up to two decimal places | Solve problems which require answers to be rounded to specified degrees of accuracy | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 1 | Percentage of (1) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 2 | Percentage of (2) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 3 | Percentage of (3) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 4 | Percentage of (4) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Multiply one-digit numbers with up to two decimal places by whole numbers | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 5 | Finding missing values | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 6 | Converting fractions to percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 7 | Equivalent fractions, decimals and percentages (1) | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 8 | Equivalent fractions, decimals and percentages (2) | Compare and order fractions, including fractions > 1 | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | |
| Number – fractions (including decimals and percentages) | Unit 8 | Percentages | 9 | Mixed problem solving | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Solve problems which require answers to be rounded to specified degrees of accuracy | |
| Algebra | Unit 9 | Algebra | 1 | Finding a rule (1) | Generate and describe linear number sequences | Use simple formulae | |
| Algebra | Unit 9 | Algebra | 2 | Finding a rule (2) | Generate and describe linear number sequences | Use simple formulae | |
| Algebra | Unit 9 | Algebra | 3 | Using a rule (1) | Generate and describe linear number sequences | | |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-------------|---------|--|---------------|-----------------------------------|---|--|----------------|
| Algebra | Unit 9 | Algebra | 4 | Using a rule (2) | Express missing number problems algebraically | Generate and describe linear number sequences | |
| Algebra | Unit 9 | Algebra | 5 | Using a rule (3) | Express missing number problems algebraically | Generate and describe linear number sequences | |
| Algebra | Unit 9 | Algebra | 6 | Formulae | Use simple formulae | | |
| Algebra | Unit 9 | Algebra | 7 | Solving equations (1) | Express missing number problems algebraically | | |
| Algebra | Unit 9 | Algebra | 8 | Solving equations (2) | Express missing number problems algebraically | | |
| Algebra | Unit 9 | Algebra | 9 | Solving equations (3) | Express missing number problems algebraically | | |
| Algebra | Unit 9 | Algebra | 10 | Solving equations (4) | Find pairs of numbers that satisfy an equation with two unknowns | | |
| Algebra | Unit 9 | Algebra | 11 | Solving equations (5) | Enumerate possibilities of combinations of two variables | Find pairs of numbers that satisfy an equation with two unknowns | |
| Measurement | Unit 10 | Measure – imperial and metric measures | 1 | Metric measures | 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 three decimal places | | |
| Measurement | Unit 10 | Measure – imperial and metric measures | 2 | Converting metric measures | 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 three decimal places | | |
| Measurement | Unit 10 | Measure – imperial and metric measures | 3 | Problem solving – metric measures | Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate | | |
| Measurement | Unit 10 | Measure – imperial and metric measures | 4 | Miles and km | Convert between miles and kilometres | | |
| Measurement | Unit 10 | Measure – imperial and metric measures | 5 | Imperial measures | 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 three decimal places | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 1 | Shapes with the same area | Recognise that shapes with the same areas can have different perimeters and vice versa | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 2 | Area and perimeter (1) | Recognise that shapes with the same areas can have different perimeters and vice versa | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 3 | Area and perimeter (2) | Recognise that shapes with the same areas can have different perimeters and vice versa | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 4 | Area of a parallelogram | Recognise when it is possible to use formulae for area and volume of shapes | Calculate the area of parallelograms and triangles | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 5 | Area of a triangle (1) | Calculate the area of parallelograms and triangles | | |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|----------------------|---------|--------------------------------------|---------------|--|---|--|----------------|
| Measurement | Unit 11 | Measure – perimeter, area and volume | 6 | Area of a triangle (2) | Calculate the area of parallelograms and triangles | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 7 | Area of a triangle (3) | Calculate the area of parallelograms and triangles | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 8 | Problem solving – area | Calculate the area of parallelograms and triangles | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 9 | Problem solving – perimeter | Recognise that shapes with the same areas can have different perimeters and vice versa | | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 10 | Volume of a cuboid (1) | 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] | Recognise when it is possible to use formulae for area and volume of shapes | |
| Measurement | Unit 11 | Measure – perimeter, area and volume | 11 | Volume of a cuboid (2) | 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] | Recognise when it is possible to use formulae for area and volume of shapes | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 1 | Ratio (1) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 2 | Ratio (2) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 3 | Ratio (3) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 4 | Ratio (4) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 5 | Scale drawings | Solve problems involving similar shapes where the scale factor is known or can be found | | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 6 | Scale factors | Solve problems involving similar shapes where the scale factor is known or can be found | | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 7 | Similar shapes | Solve problems involving similar shapes where the scale factor is known or can be found | | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 8 | Problem solving – ratio and proportion (1) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Ratio and proportion | Unit 12 | Ratio and proportion | 9 | Problem solving – ratio and proportion (2) | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |

Power Maths Year 6, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|---------|--|-------------------|
| Textbook A / Practice Workbook A (Term 1) | Number – number and place value | 1 | Place value within 10,000,000 | 7 |
| | Number – addition, subtraction, multiplication and division | 2 | Four operations (1) | 10 |
| | Number – addition, subtraction, multiplication and division | 3 | Four operations (2) | 9 |
| | Number – fractions | 4 | Fractions (1) | 11 |
| | Number – fractions | 5 | Fractions (2) | 9 |
| | Geometry – position and direction | 6 | Geometry – position and direction | 4 |
| Textbook B / Practice Workbook B (Term 2) | Number – fractions (including decimals and percentages) | 7 | Decimals | 9 |
| | Number – fractions (including decimals and percentages) | 8 | Percentages | 9 |
| | Algebra | 9 | Algebra | 11 |
| | Measurement | 10 | Measure – imperial and metric measures | 5 |
| | Measurement | 11 | Measure – perimeter, area and volume | 11 |
| | Ratio and proportion | 12 | Ratio and proportion | 9 |
| Textbook C / Practice Workbook C (Term 3) | Geometry – properties of shapes | Unit 13 | Geometry – properties of shapes | 12 |
| | Number – number and place value | Unit 14 | Problem solving | 14 |
| | Statistics | Unit 15 | Statistics | 10 |

Power Maths Year 6, Textbook 6C (Term 3) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|---------|---------------------------------|---------------|-----------------------------|--|----------------|----------------|
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 1 | Measuring with a protractor | Draw 2-D shapes using given dimensions and angles | | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 2 | Drawing shapes accurately | Draw 2-D shapes using given dimensions and angles | | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 3 | Angles in triangles (1) | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 4 | Angles in triangles (2) | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|--|---------|---------------------------------|--------------|--|--|--|
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 5 | Angles in triangles (3) | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 6 | Angles in polygons (1) | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 7 | Angles in polygons (2) | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 8 | Vertically opposite angles | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 9 | Equal distance | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes | 10 | Parts of a circle | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | |
| Geometry – properties of shapes | Year 5 – Geometry – properties of shapes | Unit 13 | Geometry – properties of shapes | 11 | Nets (1) | Recognise, describe and build simple 3-D shapes, including making nets | Identify 3-D shapes, including cubes and other cuboids, from 2-D representations |
| Geometry – properties of shapes | Year 5 – Geometry – properties of shapes | Unit 13 | Geometry – properties of shapes | 12 | Nets (2) | Recognise, describe and build simple 3-D shapes, including making nets | Identify 3-D shapes, including cubes and other cuboids, from 2-D representations |
| Number – number and place value | | Unit 14 | Problem solving | 1 | Problem solving – place value | Solve number and practical problems that involve all of the above | |
| Number – number and place value | | Unit 14 | Problem solving | 2 | Problem solving – negative numbers | Solve number and practical problems that involve all of the above | |
| Number – addition, subtraction, multiplication and division | | Unit 14 | Problem solving | 3 | Problem solving – addition and subtraction | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|----------|---------|-----------------|---------------|--|---|--|---|
| Number – addition, subtraction, multiplication and division | | Unit 14 | Problem solving | 4 | Problem solving – four operations (1) | Solve problems involving addition, subtraction, multiplication and division | Use their knowledge of the order of operations to carry out calculations involving the four operations | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy |
| Number – addition, subtraction, multiplication and division | | Unit 14 | Problem solving | 5 | Problem solving – four operations (2) | Solve problems involving addition, subtraction, multiplication and division | | |
| Number – fractions (including decimals and percentages) | | Unit 14 | Problem solving | 6 | Problem solving – fractions | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | | |
| Number – fractions (including decimals and percentages) | | Unit 14 | Problem solving | 7 | Problem solving – decimals | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | | |
| Number – fractions (including decimals and percentages) | | Unit 14 | Problem solving | 8 | Problem solving – percentages | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | | |
| Ratio and proportion | | Unit 14 | Problem solving | 9 | Problem solving – ratio and proportion | Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | |
| Measurement | | Unit 14 | Problem solving | 10 | Problem solving – time (1) | 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 three decimal places | | |
| Measurement | | Unit 14 | Problem solving | 11 | Problem solving – time (2) | 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 three decimal places | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|----------------------|---------|-----------------|---------------|--|--|--|----------------|
| Geometry – position and direction | | Unit 14 | Problem solving | 12 | Problem solving – position and direction | Describe positions on the full coordinate grid (all four quadrants) | | |
| Geometry – properties of shapes | | Unit 14 | Problem solving | 13 | Problem solving – properties of shapes (1) | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Geometry – properties of shapes | | Unit 14 | Problem solving | 14 | Problem solving – properties of shapes (2) | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | |
| Statistics | | Unit 15 | Statistics | 1 | The mean (1) | Calculate and interpret the mean as an average | | |
| Statistics | | Unit 15 | Statistics | 2 | The mean (2) | Calculate and interpret the mean as an average | | |
| Statistics | | Unit 15 | Statistics | 3 | The mean (3) | Calculate and interpret the mean as an average | | |
| Statistics | | Unit 15 | Statistics | 4 | Introducing pie charts | Interpret and construct pie charts and line graphs and use these to solve problems | | |
| Statistics | | Unit 15 | Statistics | 5 | Reading and interpreting pie charts | Interpret and construct pie charts and line graphs and use these to solve problems | | |
| Statistics | | Unit 15 | Statistics | 6 | Fractions and pie charts (1) | Interpret and construct pie charts and line graphs and use these to solve problems | | |
| Statistics | | Unit 15 | Statistics | 7 | Fractions and pie charts (2) | Interpret and construct pie charts and line graphs and use these to solve problems | | |
| Statistics | Ratio and proportion | Unit 15 | Statistics | 8 | Percentages and pie charts | Interpret and construct pie charts and line graphs and use these to solve problems | Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | |
| Statistics | | Unit 15 | Statistics | 9 | Interpreting line graphs | Interpret and construct pie charts and line graphs and use these to solve problems | | |
| Statistics | | Unit 15 | Statistics | 10 | Constructing line graphs | Interpret and construct pie charts and line graphs and use these to solve problems | | |