Year 6 Mathematics – Autumn Term 2026

Number **Place Value**	**Number** **Four Operations**	**Fractions**	**Geometry** **Position and direction**
Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Count forward and backwards in powers of 10 for numbers up to 1,000,000. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.	Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Express relationship between two given numbers additively or multiplicatively; use this representation in reasoning and problem solving e.g to calculate a missing numbers in measures and statistics context. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method. Perform mental calculations, including with mixed operations and large numbers. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division. Interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8] 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 denominations and mixed numbers, using the concept of equivalent fractions. 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 1/4 x 1/2 = 1/8] Generate and describe linear number sequences (with fractions).	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.

Children should engage with appropriate number and practical problems throughout each topic. Statements underlined have been identified as 'ready to progress' objectives: key concepts which are essential building blocks for the next steps in learning. These objectives must be embedded across the year so that children are fluent. Resources to support teaching of these specific objectives can be found here:

Maths Guidance KS1/ KS2 NCETM progress criteria

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	Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Use a given multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding) e.g. 300 x 60 =1,800	Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6 Solve problems which require answers to be rounded to specified degrees of accuracy.	

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