

# St Anne's C of E Primary School Curriculum Plan

Subject: Maths



Year: 6

Term: Summer



Unit: Properties of shape



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>2-D shape</b>  <b>Polygon</b> -(from Greek "many-angled")  <b>Quadrilateral</b> -                      (Latin <i>quadrilaterus</i>, from <i>quadri</i>- "four" and <i>latus</i> "the side, flank of humans or animals, lateral surface,")  <b>Regular, irregular</b>  <b>Vertex, vertices</b>  <b>sides</b>  <b>point, pointed</b></p> <p><b>Triangles</b>  <b>Isosceles</b> -(Greek <i>isoskelēs</i>, from <i>isos</i> 'equal' + <i>skelos</i> 'leg'.)  <b>Scalene</b> -                      (Greek <i>skalēnos</i> 'unequal'; related to <i>skolios</i> 'bent'.)  <b>Equilateral</b> -(Latin <i>aequilateralis</i>, from <i>aequilaterus</i> 'equal-sided')</p>	<ul style="list-style-type: none"> <li>• how to line up a protractor accurately.</li> <li>• there are two right-angles on a straight line and four right-angles around a point.</li> <li>• the notation for right-angles.</li> <li>• vertically opposite angles are equal.</li> <li>• the opposite angles in a rhombus are equal.</li> </ul>	<ul style="list-style-type: none"> <li>• whether to read the inside or outside scale of a protractor when measuring angles.</li> <li>• vertically opposite angles share a vertex and are therefore equal.</li> <li>• how to find missing angles.</li> <li>• the internal angles of a triangle can be arranged along a straight line and therefore add together to equal 180 degrees.</li> <li>• the internal angles of a quadrilateral can be arranged around a point and therefore</li> </ul>  	<ul style="list-style-type: none"> <li>• read and measure angles accurately using a protractor.</li> <li>• calculate missing angles on a straight line or around a point.</li> <li>• calculate missing angles in a triangle.</li> <li>• draw shapes accurately using squared, dotted paper and using protractors.</li> <li>• identify 3D shapes from their nets.</li> <li>• use measuring tools and conventional markings to draw nets accurately.</li> </ul>

<p><b><u>Quadrilaterals</u></b>  <b>Square</b>  <b>Rectangle</b>  <b>Rhombus</b>  <b>Parallelogram</b>  <b>Trapezium</b></p> <p><b><u>3-D shape</u></b>  <b>Face</b>  <b>Edge</b>  <b>vertex, vertices</b>  <b>apex</b>  <b>prism</b>  <b>net</b></p> <p><b><u>Angle</u></b>  <b>Right-angle</b>  <b>Acute</b>  <b>Obtuse</b>  <b>Reflex</b>  <b>Clockwise</b>  <b>Anti-clockwise</b>  <b>protractor</b></p> <p><b><u>Line</u></b>  <b>Horizontal</b>  <b>Vertical</b>  <b>Parallel</b>  <b>Perpendicular</b></p>		<p>add together to make 360 degrees.</p> <ul style="list-style-type: none"> <li>• the relationship between a rectangle, a parallelogram, a square and a rhombus.</li> <li>• a net is a two-dimensional figure that can be folded to make a three-dimensional shape.</li> </ul>	
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# St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 6

Term: Summer



Unit: Position and direction



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<b>Coordinates</b> <b>Axes</b> <b>X axis</b> <b>Y axis</b> <b>Origin (0,0)</b> <b>Quadrant</b> <b>First quadrant</b> <b>Four quadrants</b> <b>Negative numbers</b> <b>clockwise, anticlockwise</b>	<ul style="list-style-type: none"> <li>the point (0,0) is know as the origin.</li> <li>which way to move along the axis to find negative coordinates.</li> <li>the order of the coordinates is (x, y).</li> <li>to find where a reflected point is located, you can use a mirror or count how far the point is away from the mirror line.</li> <li>when translating shapes, you should focus on one vertex at a time.</li> <li>when translating shapes, you move along the X axis first</li> </ul>	<ul style="list-style-type: none"> <li>negative numbers in context of reading scales in four quadrants.</li> <li>how to find the length of a line by using the coordinates of its two end points.</li> <li>the coordinate is fixed (does not move) whereas a point can be plotted at different coordinates, so it can be moved.</li> <li>(0, 0) is where we start measuring the coordinates from.</li> </ul>	<ul style="list-style-type: none"> <li>place positive numbers on a number line.</li> <li>place negative numbers on a number line.</li> <li>determine the difference between positive and negative numbers using a number line.</li> <li>describe the positions of points on a coordinate grid.</li> <li>record the positions of points on a coordinate grid accurately.</li> <li>reflect a shape across a horizontal mirror line.</li> <li>reflect a shape across a vertical mirror line.</li> <li>identify the coordinates of figures on a grid.</li> </ul>

<p><b>compass point</b></p> <p><b>north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW</b></p> <p><b>horizontal, vertical, diagonal</b></p> <p><b>translate, translation</b></p> <p><b>movement</b></p> <p><b>whole turn, half turn, quarter turn, three-quarter turn</b></p> <p><b>rotate, rotation</b></p> <p><b>angle, is a greater/smaller angle than degree</b></p> <p><b>right angle</b></p> <p><b>acute angle</b></p> <p><b>obtuse angle</b></p> <p><b>Symmetry, symmetrical, line of symmetry</b></p> <p><b>reflection</b></p> <p><b>straight line</b></p>	<p>(left/right) and then along the Y axis (up/down)</p> <ul style="list-style-type: none"> <li>• the difference between reflection and translation.</li> </ul>		<ul style="list-style-type: none"> <li>• identify the vertex of a square and its opposite vertex.</li> <li>• determine the difference between the coordinates of a vertex and its opposite vertex.</li> <li>• express the change in coordinates between opposite vertices using algebra.</li> </ul>
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