Year 6 - Yearly Overview - Summer

|  | $\begin{gathered} \text { Week } 1-3 \\ \text { BLOCK } 1 \end{gathered}$ | Week 4 BLOCK 2 | $\begin{gathered} \text { Week 5-12 } \\ \text { BLOCK } 3 \end{gathered}$ |
| :---: | :---: | :---: | :---: |
|  | Geometry - Shape | Geometry - Position and direction | Themed projects, consolidation and problem solving |
|  | - Measure and classify angles <br> - Calculate angles <br> - Vertically opposite angles <br> - Angles in a triangle <br> - Angles in a triangle - special cases <br> - Angles in a triangle - missing angles <br> - Angles in a quadrilateral <br> - Angles in polygons <br> - Circles <br> - Draw shapes accurately <br> - Nets of 3-D shapes | - The first quadrant <br> - Read and plot points in four quadrants <br> - Solve problems with coordinates <br> - Translations <br> - Reflections | Projects, consolidation and problem solving to be completed in the Summer term of Year 6 following SATs and Schemes of Learning. |
|  | - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <br> - Draw given angles, and measure them in degrees ( ${ }^{\circ}$ (Y5) <br> - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5) <br> - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <br> - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius <br> - Draw 2-D shapes using given dimensions and angles <br> - Recognise, describe and build simple 3-D shapes, including making nets | - Describe positions on the full coordinate grid (all four quadrants) <br> - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | -Revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. <br> - Opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school |

