Heathlands Primary Academy Curriculum Map

Year 5 (Spring 2)

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| **English**  Over the course of this academic year the children will be working towards the following objectives. | **Maths**  Over the course of this half term the children will be working towards the following objectives. |
| **Reading**   * **read age-appropriate books with confidence and fluency (including short novels)** * **read aloud with some intonation that shows understanding** * **work out the meaning of words from the context** * **explain and discuss their understanding** maintaining a focus on the topic and using notes where necessary, **and justify ideas with evidence** * **draw on inferences** such as inferring characters’ feelings, thoughts and motives from their actions, **and justify inferences with evidence** * **predict what might happen from details stated and implied** * **retrieve**, record and present **information from non-fiction** * distinguish between statements of fact and opinion * identify how structure and presentation contribute to meaning * **summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas** * identify and discuss themes and conventions * able to appreciate subtleties and nuances in texts * **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** * **make comparisons within and across books** * participate in discussions about books; challenging views courteously * express views about books and provide reasoned justifications for their views   **Writing**   * **Uses direct** and reported **speech for characterisation** * **Uses setting to create mood** * **Includes some significant interaction between characters through action, description and character responses** * Confidently and consistently uses the main features of text type * **Adapts sentence structure to the text type** * **Links sentences within paragraphs** * **Uses subordinate and embedded clauses to write varied sentences** * **Uses paragraphs to signal a change in time, scene, action, mood or person** * Uses shifts in time and place to create plots with more than one narrative thread * **Uses capital letters, full stops, question marks, exclamation marks, commas in lists, apostrophes and inverted commas with accuracy** * **Proof reads to check for errors in spelling, grammar and punctuation** * **Uses a colon to introduce a list and a semi-colon within a list** * **Ensures the consistent and correct use of tense throughout a piece of writing** * **Uses relative/embedded clauses beginning with; who, which, where, when, whose and that** * **Uses commas to clarify meaning or avoid ambiguity** * **Chooses words and phrases that both engage the reader and support the purpose** * **Chooses words for deliberate effect on the reader** * Uses a range of similes, personification and metaphors to deliberately affect the reader * **Spells most of the Y5 and Y6 keywords with accuracy** * Chooses which shape of a letter * to use when given choices and decide whether or not to join specific letters * Chooses the writing implement that is best suited for a task * **Handwriting is increasingly legible and consistent** * **Uses devices to build cohesion** | * Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. * Divide numbers mentally drawing upon known facts. * Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* * *Select a mental strategy appropriate for the numbers involved in the calculation.* * Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. * Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. * Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. * Use the properties of rectangles to deduce related facts and missing lengths and angles. * Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. * Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. * Recognise mixed number and improper fractions and convert from one form to the other. * Add and subtract fractions with the same denominator and denominators that are multiples of the same number *(using diagrams).* * Write mathematical statements > 1 as a mixed number, e.g.  + = = 1. * Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. * *Understand the difference between liquid volume, including capacity and solid volume.* * Estimate *(and calculate)* volume (for example, using 1cm3 blocks to build cuboids (including cubes)). * Use, read and write standard units of length and mass to a suitable degree of accuracy. * Estimate and calculate capacity. * *Calculate and interpret the mode, median and range.* * Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places. * Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods. * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* * *Select a mental strategy appropriate for the numbers involved in the calculation.* * Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |