Heathlands Primary Academy Curriculum Map

Year 5 (Summer 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**
 | * Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
* Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
* *Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.*
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
* *Continue to order temperatures including those below 0°C.*
* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
* Solve number problems and practical problems that involve all of the above.*Select a mental strategy appropriate for the numbers involved in the calculation.*
* Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
* Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).
* Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
* 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).*
* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy*.
* Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
* Round decimals with two decimal places to the nearest whole number and to one decimal place.
* Solve problems involving number up to three decimal places.
* Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.
* Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
* Solve problems involving converting between units of time.
* Use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling.
* *Understand the difference between liquid volume, including capacity and solid volume.*
* Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
* 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 volume (for example, using 1 cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water).
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