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 , , , , 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). |