Heathlands Primary Academy Curriculum Map

Year 6 (Spring 1)

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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 whole novels)** * **read aloud with intonation that shows understanding** * **work out the meaning of words from the context** * **explain and discuss their understanding of what they have read** maintaining a focus on the topic and using notes where necessary**, and justify this with evidence** * **draw on inferences** such as characters’ feelings, thoughts and motives from their actions **and justify these with evidence** * **predict what might happen from details stated and implied** * locate and **retrieve information from non-fiction** and draw on a variety of sources in order to research a topic, record and present this information * distinguish between statements of fact and opinion * understand how organisational structures are used to contribute to meaning and how this impacts on the reader * **summarise main ideas, identifying key details and using quotations for illustration** * identify and discuss themes and conventions * appreciate shades of meaning * **evaluate how authors use language, including figurative language, considering the impact on the reader** * **make comparisons within and across books** * express views about books and explain and justify personal opinions * courteously challenge views of others that may differ from their own * be critical of what we have read, and what writers have to say   **Writing**   * write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) * in narratives, describe settings, characters and atmosphere * integrate dialogue in narratives to convey character and advance the action * select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) * use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs * use verb tenses consistently and correctly throughout their writing * use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) * spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary * maintain legibility in joined handwriting when writing at speed. | * *Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.* * *Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.* * Use simple formulae. * Generate and describe linear number sequences. * Describe positions on the full coordinate grid (all four quadrants). * Describe positions on the full coordinate grid (all four quadrants). * Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. * Use negative numbers in context, and calculate intervals across zero. * *Order and compare numbers including integers, decimals and negative numbers.* * Calculate and interpret the mean as an average. * Identify common factors, common multiples and prime numbers. * Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. * Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. * Multiply simple pairs of proper fractions, writing the answer in its simplest form *(using diagram)* (e.g. x = ). * Divide proper fractions by whole numbers *(using diagram)* (e.g.  ÷ 2 = ). * Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. ). * Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. * Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. * Use written division methods in cases where the answer has up to two decimal places. * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* * Solve problems which require answers to be rounded to specified degrees of accuracy. * Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. * Multiply one-digit numbers with up to two decimal places by whole numbers. * *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 which require answers to be rounded to specified degrees of accuracy. * Enumerate possibilities of combinations of two variables. |