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).
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* 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. $\frac{1}{4}$ x $\frac{1}{2}$ = $\frac{1}{8}$ ).
* Divide proper fractions by whole numbers *(using diagram)* (e.g. $\frac{1}{3}$ ÷ 2 = $\frac{1}{6}$ ).
* Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$ ).
* 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.
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