

Number - Fractions (including decimals and percentages)

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- 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 [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Н Т О · $\frac{1}{10}$ $\frac{1}{100}$

3 2 7 ·
3 2 · 7

$$327 \div 10 =$$

$$\frac{3}{5} + \frac{1}{3} = \frac{9}{15} + \frac{5}{15} = \frac{14}{15}$$

$\times 3$ $\times 5$

$$\frac{1}{2} - \frac{1}{6} = \frac{3}{6} - \frac{1}{6} = \frac{2}{6}$$

x3

$$\frac{1}{2} \times \frac{2}{5} = \frac{2}{10}$$

$$\frac{2}{3} \div \frac{4}{1} = \frac{2}{3} \times \frac{1}{4} = \frac{2}{12}$$

Cross cancelling

$$\frac{\cancel{3}^3}{\cancel{2}_2} \times \frac{\cancel{5}^1}{\cancel{12}_4} = \frac{3}{8}$$

Ratio and proportion

Pupils should be taught to:

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

Measurement

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry - properties of shapes

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry - position and direction

Pupils should be taught to:

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Expectations

Children are expected to:

- Know their times tables off by heart up to 12×12 and practice regularly to keep recall quick. (If they know these, do they know division facts?)
- Present work neatly - one digit one box.
- Check their work carefully. If answers are incorrect, try to work out where they went wrong in green pen.
- Complete daily homework diary question.
- Complete maths homework set.



English

- Coverage
- How English is taught
- Expectations

Curriculum overview

Reading	Word Reading	<ul style="list-style-type: none">• To read words accurately
	Comprehension	<ul style="list-style-type: none">• To understand texts
Writing	Composition	<ul style="list-style-type: none">• To write with purpose• To use imaginative description• To organise writing appropriately• To use paragraphs• To use sentences appropriately
	Transcription	<ul style="list-style-type: none">• To present neatly• To spell correctly
	Grammar & Punctuation	<ul style="list-style-type: none">• To punctuate accurately• To use grammatical features correctly
	Analysis & Presentation	<ul style="list-style-type: none">• To analyse writing using grammatical terminology• Perform compositions
Communication	<ul style="list-style-type: none">• To listen carefully and understand• To develop a wide and interesting vocabulary• To speak with clarity• To tell stories with structure• To hold conversations and debates	

Structure of the week

5 English lessons each week:

1 x guided reading

1 x comprehension

1 x grammar

2 x writing (including at least one piece of extended writing)

Regular cross-curricular writing in other subjects such as science and creative curriculum.

Reading

Guided reading sessions:

- Children work in small groups to read and discuss a text with an adult.
- Focus on analysing text features, choice of language and its effect, etc.

Comprehension lessons:

- Teach strategies such as skimming and scanning.
- Discuss and model how to answer different types of questions.
- Inference and word meaning are key areas of focus.

Questions to aid understanding and analysis of the text.

Remembering

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying

Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis

How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating

Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating

Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. unble the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ly, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellision.	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

Key:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Writing objectives

Working at the expected standard

The pupil can:

- 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 correctly¹ (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.²

Children are expected to write at length.

Individual Targets

- Children have individual writing targets.
- These are changed every half term or more often if necessary.
- These are stuck in the back of books so children can refer to them.
- These go home each half term in homework diaries.
- Targets should be met in each writing homework.
(Children should highlight in their work where their targets have been met.)

Spelling

- Children are expected to spell Year 5/6 words correctly and use them appropriately within their writing.
- Dictation work
- Children are in different groups to learn their spellings.
- Majority are working on learning the Year 5/6 words and spelling rules.
- Some children are revising Year 3/4 words or other specific rules through cued spelling.

New spellings given on Thursdays - tested on Wednesdays.

Expectations

Children are expected to:

- Read regularly at home, both independently and to an adult so they can discuss the text.
- Join their handwriting correctly, neatly and consistently in all work.
- Check their work carefully for non-negotiables (spelling, punctuation etc)
- Bring their school reading book and homework diary to school every day.
- Practise their spellings regularly at home.
- Complete English homework set.

Questions?

