

PHONICS, SPELLING AND VOCABULARY

Learn word endings with different spellings but the same pronunciation, correct choices when representing consonants,

Learn words, apply patterns and improve accuracy in spelling.

Spelling rules and exceptions, including representing unstressed vowels.

Word roots, prefixes and suffixes, including variations, and knowing when to use double consonants. Transform meaning with prefixes and suffixes.

Definitions and shades of meaning and use new words in context.

Word origins and derivations and the use of words from other languages.

Understand changes over time in words and expressions and their use.

Express ideas clearly, using persuasive language.

SPEAKING AND LISTENING

Express and explain ideas clearly, earning persuasive spoken language, debate, vary vocabulary, engage listener, suit the audience, structure talk speak confidently, pay attention, asking and answering questions to introduce new ideas.

Move group discussion forward, clarify, prepare, practise spoken presentation,

Performances, drama in different roles and scenarios through deliberate choice of speech, gesture and

**CAMBRIDGE
E ENGLISH
LANGUAGE
ARTS****GRAMMAR AND PUNCTUATION****Reading and writing**

Uses of the colon, semi-colon, parenthetical commas, dashes and brackets, word classes, conditionals, impact of writers' choices of sentence length and structure, revise language conventions and grammatical features, active and passive verbs; Conventions of Standard English usage in

WRITING**Non-fiction and Fiction**

Paragraph, chapter structures. Key characteristics of non-fiction text, autobiography and biography, features of balanced written arguments.

Language, style and impact of non-fiction writing, facts and opinion in a range of texts and other media.

READING

- Uses of the colon, semi-colon, parenthetical commas, dashes and brackets; word classes;
- use of conditionals; awareness of the impact of writers'; choices of sentence length and structure, conventions and grammatical features of different types of text;
- Use of active and passive verbs within a sentence, conventions of standard English usage in different forms of writing,
- Distinguish the main clause and other clauses in a complex sentence.

WRITING

- Punctuate speech and use apostrophes accurately; Use a wider range of connectives to clarify relationships between ideas,
- Use connectives to structure an argument or discussion; develop grammatical control of complex sentences, manipulating them for effect.
- Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

FICTION AND POETRY

- Various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

NON-FICTION

- Instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

PROBLEM SOLVING

Using techniques and skills in solving mathematical problems

MATHS

Multiplication and Division

GEOMETRY

Shapes and geometric reasoning
Position and movement

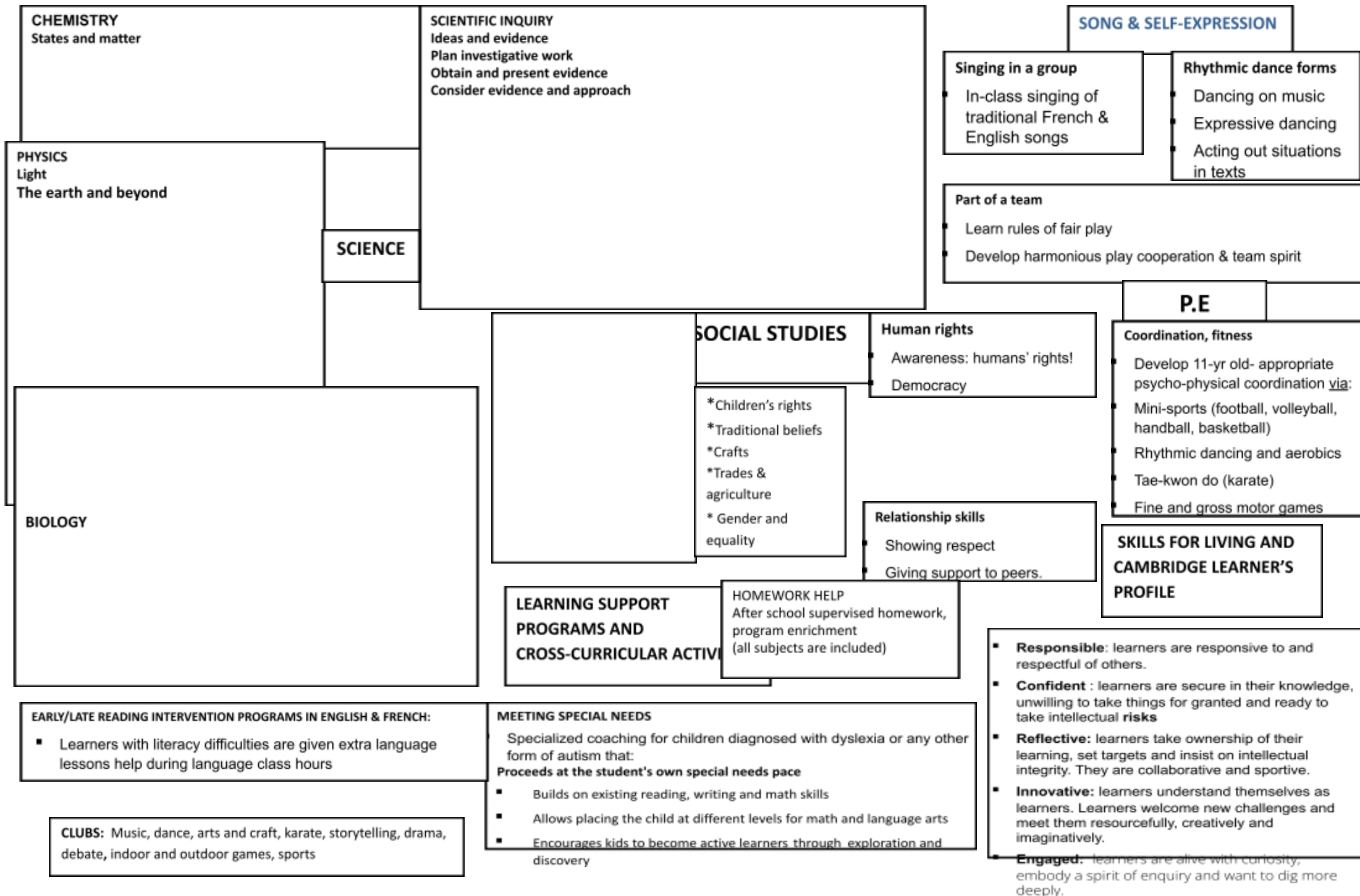
HANDLING DATA**NUMBER**

N.B: As in Stage 5, it is important that learners become confident users of calculators. They need to recognise that the calculator is a tool of which they are in control and to understand how it can help them to develop their mathematics. They are taught how to use a calculator effectively and to recognise how and when it is appropriate to do so; by first deciding if mental and pencil-and-paper methods are quicker or more reliable. Use a calculator effectively requires a secure knowledge of number, which has to be the prime aim.

Numbers and the number system

Please see the annexed document on number study at this level

PATH TO SUCCESS PRIMARY INTEGRATED CAMBRIDGE CURRICULUM FRAMEWORK – OVERVIEW – KEY STAGE 5



NUMBER AND NUMBER SYSTEM - KEY STAGE 6.

N Number

Nn Numbers and the number system

- Count on and back in fractions and decimals, e.g. $3\frac{1}{2}$ s, 0.1s, and repeated steps of whole numbers (and through zero).
- Know what each digit represents in whole numbers up to a million.
- Know what each digit represents in one- and two-place decimal numbers.
- Multiply and divide any whole number from 1 to 10 000 by 10, 100 or 1000 and explain the effect.
- Multiply and divide decimals by 10 or 100 (answers up to two decimal places for division).
- Find factors of two-digit numbers.
- Find some common multiples, e.g. for 4 and 5.
- Round whole numbers to the nearest 10, 100 or 1000.
- Round a number with two decimal places to the nearest tenth or to the nearest whole number.
- Make and justify estimates and approximations of large numbers.
- Order and compare positive numbers to one million, and negative integers to an appropriate level.
- Use the $>$, $<$ and $=$ signs correctly.
- Estimate where four-digit numbers lie on an empty 0–10 000 line.
- Order numbers with up to two decimal places (including different numbers of places).
- Recognise and extend number sequences.
- Recognise and use decimals with up to three places in the context of measurement.
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.
- Make general statements about sums, differences and multiples of odd and even numbers.
- Recognise prime numbers up to 20 and find all prime numbers less than 100.
- Recognise the historical origins of our number system and begin to understand how it developed.
- Compare fractions with the same denominator and related denominators, e.g. $\frac{4}{3}$ with $87\frac{1}{2}$.

6Nn22 Recognise equivalence between fractions, e.g. between

$\frac{1}{100}$

$1\frac{1}{2}$, $\frac{10}{10}$

$1\frac{1}{2}$ and $\frac{2}{2}$

$1\frac{1}{2}$.

• **6Nn23** Recognise and use the equivalence between decimal and fraction forms.

• **6Nn24** Order mixed numbers and place between whole numbers on a number line.

• **6Nn25** Change an improper fraction to a mixed number, e.g. $\frac{8}{3}$

$\frac{17}{10}$ to

$2\frac{7}{10}$

$1\frac{1}{2}$.

• **6Nn26** Reduce fractions to their simplest form, where this is $\frac{4}{4}$

$\frac{1}{2}$, $\frac{2}{2}$

$\frac{1}{4}$,

$\frac{4}{4}$

$\frac{1}{3}$ or a number of fifths or tenths.

- **6Nn27** Begin to convert a vulgar fraction to a decimal fraction using division.

- **6Nn28** Understand percentage as parts in every 100 and express $\frac{1}{4}$

$\frac{1}{4}$,
 $\frac{1}{4}$

$\frac{1}{4}$, $\frac{3}{4}$

$\frac{1}{4}$, $\frac{10}{100}$

$\frac{1}{4}$, $\frac{100}{100}$

$\frac{1}{4}$ as percentages.

- **6Nn29** Find simple percentages of shapes and whole numbers.

- **6Nn30** Solve simple problems involving ratio and direct proportion.

Nc Calculation

Mental strategies

- **6Nc1** Recall addition and subtraction facts for numbers to 20 and pairs of one-place decimals with a total of 1, e.g. $0.4 + 0.6$.

- **6Nc2** Derive quickly pairs of one-place decimals totalling 10, e.g. 7.8

and 2.2, and two-place decimals totalling 1, e.g. $0.78 + 0.22$. • **6Nc3** Know and apply tests of divisibility by 2, 4, 5, 10, 25 and 100.

- **6Nc4** Use place value and number facts to add or subtract two-digit whole numbers and to add or subtract three-digit multiples of 10 and pairs of decimals, e.g. $560 + 270$; $2.6 + 2.7$; $0.78 + 0.23$.

- **6Nc5** Add/subtract near multiples of one when adding numbers with one decimal place, e.g. $5.6 + 2.9$; $13.5 - 2.1$.

- **6Nc6** Add/subtract a near multiple of 10, 100 or 1000, or a near whole unit of money, and adjust, e.g. $3127 + 4998$; $5678 - 1996$.

- **6Nc7** Use place value and multiplication facts to multiply/divide mentally, e.g. 0.8×7 ; $4.8 \div 6$.

- **6Nc8** Multiply pairs of multiples of 10, e.g. 30×40 , or multiples of 10 and 100, e.g. 600×40 .

- **6Nc9** Double quickly any two-digit number, e.g. 78, 7.8, 0.78 and derive the corresponding halves.

- **6Nc10** Divide two-digit numbers by single-digit numbers, including leaving a remainder.

Addition and subtraction

- **6Nc11** Add two- and three-digit numbers with the same or different numbers of digits/decimal places.

- **6Nc12** Add or subtract numbers with the same and different numbers of decimal places, including amounts of money.

- **6Nc13** Find the difference between a positive and negative integer, and between two negative integers in a context such as temperature or on a number line.

Nc Calculation (continued)

Multiplication and division

- **6Nc14** Multiply pairs of multiples of 10, e.g. 30×40 , or multiples of 10 and 100, e.g. 600×40 .
- **6Nc15** Multiply near multiples of 10 by multiplying by the multiple of 10 and adjusting.
- **6Nc16** Multiply by halving one number and doubling the other, e.g. calculate 35×16 with 70×8 .
- **6Nc17** Use number facts to generate new multiplication facts, e.g. the $17 \times$ table from $10 \times + 7 \times$ tables.
- **6Nc18** Multiply two-, three- or four-digit numbers (including sums of money) by a single-digit number and two- or three-digit numbers by two-digit numbers.
- **6Nc19** Divide three-digit numbers by single-digit numbers, including those leaving a remainder and divide three-digit numbers by two-digit numbers (no remainder) including sums of money.
- **6Nc20** Give an answer to division as a mixed number, and a decimal (with divisors of 2, 4, 5, 10 or 100).
- **6Nc21** Relate finding fractions to division and use them as operators to find fractions including several tenths and hundredths of quantities.
- **6Nc22** Know and apply the arithmetic laws as they apply to multiplication (without necessarily using the terms commutative, associative or distributive).