

Yew Class Half Term Learning grid Autumn 1 Dream to be Free

English Year 5 and Year 6

<p>Text focus: 'Unspoken' by Henry Cole, 'Freedom Bird' by Jerdine Nolan Recounts in role, Descriptive retellings Year 5 and 6</p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Use expanded noun phrases to convey complicated information concisely -Propose changes to vocabulary. Grammar and punctuation to enhanced effect and clarify meaning -Make deliberate choices of sentence length and structure for impact on the reader -Use relative clauses beginning with who, which, where, when, whose, that - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Use of commas to clarify meaning or avoid ambiguity -Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision -Use a wide range of clause structures, sometimes varying their position within the sentence 	<p>Text focus: Poetry 'Caged Bird' Maya Angelou Harriet Tubman Biography; autobiographical extract Year 5 and 6</p> <ul style="list-style-type: none"> -Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining -Produce internally coherent paragraphs in logical sequence -Link ideas across paragraphs use adverbials of time (later), place (nearby) number (secondly) -Evaluate and edit by assessing the effectiveness of their own and others' writing -Identify the audience for and purpose of the writing -Draft and write by using a wide range of devices to build cohesion within paragraphs -Link ideas across paragraphs using a wider range of cohesive devices - Recognising a range of poetic conventions and understanding how these have been used 	<p>Text focus: 'Henry's Freedom Box' Ellen Levine Newspaper article Year 5 and 6</p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that Use brackets, dashes or commas to indicate parenthesis Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning Use of the colon to introduce a list and use of semi-colons within lists Use commas to clarify meaning Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence Use the structures typical of informal speech e.g. the use of question tags Use semi colons, colons or dashes to mark boundaries between independent clauses Select verb forms for meaning and effect e.g. deliberate change of tense
--	---	--

Maths Year 5 and Year 6

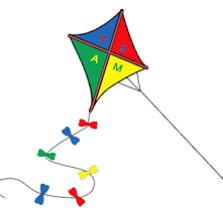
<p style="text-align: center;">NPV, Addition, subtraction, measurement</p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -Identify, represent and estimate numbers using different representations including number lines -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 -Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Add and subtract whole numbers with more than 4 digits -Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit -Identify, represent and estimate numbers using different representations including number-lines -Round any whole number to a required degree of accuracy -Perform mental calculations, including with mixed operations and large numbers -Add and subtract whole numbers with more than 4 digits. -Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why Perform mental calculations, including with mixed operations and large numbers -Add and subtract whole numbers with more than 4 digits. -Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why -Recognise the same areas can have different perimeters 	<p style="text-align: center;">Multiplication, division</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> -Represent division calculations as number-lines and bar-models to support conceptual understanding before solving. -Solve calculation problems and two-step problems involving multiplication and division -Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using a formal written method of long multiplication -Divide numbers up to 4-digits by a 2-digit whole number using a formal written method of long division, and interpret remainders as a whole number, fraction or by rounding as appropriate for the context -Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> -Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. -Compare and order fractions whose denominators are all multiples of the same number -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - Compare and order fractions, including fractions larger than one.
---	--	--

Yew Class Wider Subject Areas

<p style="text-align: center;">Science</p> <p>Forces- Pulleys, levers, gears and gravity</p> <ul style="list-style-type: none"> -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect WS: Identify scientific evidence that has been used to support or refute ideas or arguments 	<p style="text-align: center;">Computing / PSHE Digital Wellbeing</p> <ul style="list-style-type: none"> -Recap steps we can take to protect ourselves and our digital footprint -Know about the consequences of promoting inappropriate content online and how to put a stop to such behavior -Recognise the need to find a balance between active and digital activities -Reflect on the positive and negative aspects of technology 	<p style="text-align: center;">PE</p> <p>OOA</p> <ul style="list-style-type: none"> -Take part in outdoor and adventurous activity challenges both individually and within a team <p>Netball</p> <ul style="list-style-type: none"> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p style="text-align: center;">Art & Design</p> <p>Block wallpaper printing- Freedom Quilts</p> <ul style="list-style-type: none"> -Investigate tessellated approaches with off-set prints on different surfaces -Apply more than one colour using pre-cut printing tiles -Create our own sketch books to record our observations, practise techniques and collect visual information to develop our ideas -Learn about the roles and purposes of a graphic artist (Maurits Escher) working in the 20th Century to aid our knowledge and understanding of the art form 	<p style="text-align: center;">History</p> <p>Slavery and study of a site over time (Hursley House)</p> <ul style="list-style-type: none"> -Understand the three points of the triangular slave trade -Explore the experiences the slaves had - Generalise about the success of specific runaway slaves in obtaining freedom - Gain historical perspective and understand historical concepts such as continuity and change through a study of a site (Hursley House) over time that is significant in the locality 	<p style="text-align: center;">RE</p> <p>Belief through Creation & Fall</p> <p>Explore what Christians believe, what scientists believe, then discuss our own ideas</p>	<p style="text-align: center;">P4C</p> <p>Fairness, Equality, Power. Prejudice, overcoming adversity.</p>
--	--	---	---	---	---	---

The Big events this term are: Election Week, Listen2Me Recorders (Year 6) Calshot Residential (Year 6)
The Core values and learning keys we will be focusing on are: Courage, Respect, Evaluate

Yew Class Half Term Learning grid Autumn 1 Dream to be Free



Year 5

Year 5/6

Year 6

Autumn 1 and 2 Coverage

Reading Phase 1 Objectives

Ask questions to improve their understanding of a text

Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Distinguish between statements of fact and opinion and understand why this is important to interpreting the text (and recognise them in the language used by authors to influence readers)

Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas

Retrieve, record and present information from non-fiction

Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen and make well organised notes of the main ideas using quotation and reference to the text using own words

Recommend books that they have read, giving reasons for their choice

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Evaluate how successfully the organisation of a text supports the writer's purpose

Provide reasoned justifications for their views

Predict what might happen from details stated and implied

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Give/explain the meaning of words in context

Identify how language, structure and presentation contribute to meaning

Evaluate how authors use language, including figurative language, considering the impact on the reader

Show understanding through intonation, tone and volume so that meaning is clear to an audience

Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Isolation , flashback

Read books that are structured in different ways and read for a range of purposes

Identify and comment on genre-specific language features used e.g. shades of meaning between similar words

Make comparisons within and across books