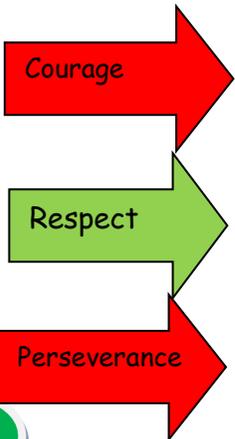


**Yew Class Autumn 1**

**Launch**  
Investigation of primary sources - Slavery



**Final Products**  
-Home Learning outcomes  
-Published writing outcomes

**R.E.** Creation / Fall - through the Buddhist concept of Sila

**PHSE:** Valuing differences

**P.E:** Tennis

**French:** A school trip  
Speak in sentences, using familiar vocabulary and basic language structures  
-Present ideas and information orally to an audience.  
-Read carefully and show understanding of words, phrases and simple writing  
-Appreciate stories, songs, poems and rhymes in the language

**English Year 5 and Year 6**

<p><b>Text focus: 'Unspoken' by Henry Cole</b> <b>Recount in role, Descriptive retellings, Character description</b> <b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-Use expanded noun phrases to convey complicated information concisely</li> <li>-Propose changes to vocabulary. Grammar and punctuation to enhanced effect and clarify meaning</li> <li>-Make deliberate choices of sentence length and structure for impact on the reader</li> <li>-Use relative clauses beginning with who, which, where, when, whose, that</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <ul style="list-style-type: none"> <li>-Use a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>	<p><b>Text focus: Poetry 'Caged Bird' Maya Angelou</b> <b>Harriet Tubman Biography</b> <b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>-Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>-Produce internally coherent paragraphs in logical sequence</li> <li>-Link ideas across paragraphs use adverbials of time (later), place (nearby) number (secondly)</li> <li>-Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>-Identify the audience for and purpose of the writing</li> <li>-Draft and write by using a wide range of devices to build cohesion within paragraphs</li> <li>-Link ideas across paragraphs using a wider range of cohesive devices</li> <li>- Recognising a range of poetic conventions and understanding how these have been used</li> </ul>
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**Mathematics Year 5 and Year 6**

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

- Compare and group everyday materials based on their properties
- Explore how/ whether materials change when mixed with water
- Demonstrate that dissolving, mixing and changes of state (water) are reversible changes
- Decide how different mixtures could be separated (e.g. filtering, sieving, evaporation)
- Explore and explain differences between reversible and irreversible changes
- Investigate ways to prevent rusting - fair testing

**Art & D.T:** Textiles -Puppets

- Plan for seam allowance when making and using own patterns for 3D shaped products
- Use more complex stitches with finer needles to construct outcomes i.e. back stitch and blanket stitch
- Combine different materials to enhance the function of the product

**History:**

**Slavery (Light touch)**

- 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

**Study of a site (Hursley Park) over time that is significant in the locality**

- Gain historical perspective and understand historical concepts such as continuity and change through a study of a site (Hursley Park) over time that is significant in the locality (Anglo Saxon origins, Cromwell era, Slavery and the British Country House, Location of the design office of the Spitfire, IBM Development Laboratory)