Yew Class Half Term Learning grid **Autumn 1 Full Steam Ahead!**



Text focus: The Invention of Hugo Cabret

Diary entry, Newspaper report

Year 5 and 6

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

Text Focus: 'This is the Night Mail' poem

Poetry

Using expanded noun phrases to convey complicated information concisely

Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Précising longer passages

Plan a new poem building on an existing structure

Use figurative language such as similes, alliteration, metaphors and personification in poetry

Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features,

Recognise a range of poetic conventions and understand how these have been used

Maths Year 5 and Year 6

Multiplication, division

-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

NPV Addition subtraction measurement

. -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

-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

-Add and subtract whole numbers with more than 4 digits

Multiply and divide whole numbers and those involving

decimals by 10, 100 and 1000

-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

-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

Fractions

-Identify multiples and factors, including finding all factor pairs of a number, and common factors of two

-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

-Recall and use equivalences between simple fractions, decimals and percentages, including in different

- Add and subtract fractions with different denominators and mixed numbers, using the concept of

Compare and order fractions, including fractions larger than one.

Properties and Changes of Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,

conductivity and response to magnets WS: To take accurate measurements using a data-logge

To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution WS: To be able to report and present findings from enquiries,

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and

WS: To be able to measure accurately using a thermometer

including conclusions, causal relationships and explanation

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials

WS: To be able to recognise control variables when planning a fair

Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials,

WS: To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations

and that this kind of change is not usually reversible

Computing / PSHE Digital Wellbeing

-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 ston to such behavior -Recognise the need to find a balance between active and

digital activities -Reflect on the positive and negative aspects of technology

OOA

-Take part in outdoor and adventurous activity challenges both individually and within a team

Tag Rugby

-Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Yew Class Wider Subject Areas Art & Design

Block wallpaper printing--Investigate tessellated approaches with off-set prints on different surfaces

-Apply more than one colour using precut 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 (William Morris) working in Victorian Times to aid our knowledge and understanding of the art form

20th Century History, British Railways and turning points in history through inventions Understand the events and changes in work and

transport on the lives of people from different sections Understand the impact of significant individuals and

their inventions, including the navies and the TPO Know the chronology for the development of the railways Investigate the impact of the first railways on farming, giving rise to regional specialisms

Belief through Creation & Fall Should Christians be greener than others because of their beliefs about stewardship and creation?

What would a modern day non-religious patron saint of ecology look like?

Explain the concepts of creation and stewardship in Christianity Explain the importance and relevance of

stewardship to Muslims Compare the Native American creation story to Muslim Creation Stories Express a personal response to the concept of stewardship

P4C

Discovery, innovation, democracy

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: Team, Explore, Evaluate

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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

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

Distinguish between statements of fact and opinion