



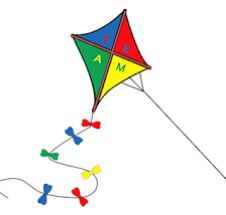
<p>Text focus: 'Skyhawk' Gill Lewis</p> <p>Blurb (including character description) on a fictional character</p> <p>Year 5 and 6</p> <ul style="list-style-type: none"> - Select the appropriate form and use other similar writing as models for their own -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Use a wide range of clause structures, sometimes varying their position within the sentence -Linking ideas across paragraphs through tense choice (he had seen her before) -Use a wide range of devices to build cohesion within paragraphs -Integrate dialogue to convey character and advance the action 	<p>Text focus: 'Moth' by Isabel Thomas</p> <p>Non chronological Report on the peppered moth</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Use a wide range of clause structures, sometimes varying their position within the sentence -Openings and closings are clearly signaled and well developed - Write events in chronological order -Choose the appropriate register for the audience and purpose (formal or informal) -Use a colon to introduce a list -Use a wide range of clause structures, sometimes varying their position within the sentence -Content is balanced e.g. between fact and comment -Use a wide range of devices to build cohesion within paragraphs -Linking ideas across paragraphs through tense choice (he had seen her before) - Choose the appropriate register for the audience and purpose (formal or informal) -Develop and use our punctuation for effect -Establish and maintain a clear viewpoint -Start my sentences in different ways using ISPACE. -Relative clauses to add detail -Dashes for afterthoughts/ asides, brackets for additional information -Shifts in tense in my diary entry
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<p>Geometry, Statistics</p> <ul style="list-style-type: none"> -Estimate and compare acute, obtuse and reflex angles and identify angles at a point and one whole turn Identify angles at a point and one whole turn (360°), at a point on a straight line and half a turn (180°), and other multiples of 90°. - Know that there are four right angles in a complete turn and two in a half turn. -Measure and draw given angles Identify, describe, and represent the position of a shape following a reflection or translation. Know that the shape has not changed, and internal angles are preserved - Describe and plot positions in the first quadrant -Draw and translate points and simple shapes on the co ordinate plane -Identify, describe and represent the position of a shape following reflection -Read, write and draw line graphs -Solve comparison, sum and difference problems using information presented in a line graph - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles -Interpret and construct line graphs and use these to solve problems -Interpret and construct pie charts and use these to solve problems, including comparison problems - Draw given angles, and measure them in degrees -Describe positions on a grid in all four quadrants -Draw and translate simple shapes in the full coordinate plane and reflect them in the axes <p>NPV with measurement</p> <p>Read and write tenths and hundredths as decimals or fractions</p> <ul style="list-style-type: none"> -Round decimals with two decimal places to the nearest whole number Round decimals with two decimal places to the nearest whole number or tenth -Multiply and divide numbers by 10, 100 and 1000 where answers are up to 3 decimal places -Convert between different units of metric measure -Use all four operations to solve problems involving measure (mass and capacity) using decimal notation including scaling - Read and write tenths, hundredths and thousandths as decimals or fractions -Order and compare decimal fractions -Round decimals to the nearest whole number and one decimal place 	<p>Decimals, percentages, ratio and proportion</p> <p>Use written methods to add, subtract and multiply decimal numbers</p> <p>Divide decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> -Recognise and understand the per cent symbol (%) and write percentages as a fraction with denominator hundred, and as a decimal fraction -Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 Solve problems involving scaling numbers and quantities Solve problems involving ratio - Multiply numbers with up to two decimal places by whole numbers -Use written division methods in cases where the answer has up to two decimal places -Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts (ratio) -Solve problems involving scale factor - Recall and use equivalences between simple fractions, decimals and percentages including in different contexts -Write percentages as a fraction with a denominator of 100 and as a decimal fraction -Know percentage and decimal equivalents -Solve problems involving the calculation of percentages 	<p>NPV and measurement</p> <p>Convert between different units of metric measure</p> <ul style="list-style-type: none"> -Read scales graded in different sized intervals <p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling</p> <p>Understand and use equivalences between metric units and common imperial units such as inches, pounds, and pints</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places</p> <p>Convert between miles and kilometres</p> <p>-Calculate the area of triangles and parallelograms where some sides are decimal numbers</p>
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Science	Computing / PSHE	PE	Art & Design	Geography	RE	P4C
Living things and their habitats -Explain how organisms are classified using the Linnaean system -Classify the cold-blooded vertebrate groups using their common characteristics <i>WS:Record data and results y using scientific diagrams and labels, classification keys</i> -Classify the warm-blooded vertebrate groups using their common characteristics - Classify invertebrates <i>W.S -Create and use a table to compare the characteristics of invertebrates</i> -Describe how the plant kingdom is organised (based on shared characteristics) <i>WS: Produce a working classification key</i> -Describe and classify micro-organisms	Computational Thinking – Game Creator - Design a game -Develop animations for a game -Create instructions -Evaluate our game	Yoga - Compare their performances with previous ones and demonstrate improvement to achieve their personal best Football -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Art & Design - Using a range of cooking techniques, prepare and cook a savoury and sweet dish -Prepare and cook a dish using the skills of chopping, slicing, grating, mixing and baking	Geography - Describe different types of settlements - Identify the human and physical features in the local area -Discuss why human and physical features are in particular locations - Describe how land use in the local area has changed - Plan the most spectacular route around the UK for the new King to see his country	RE Gospel – What would Jesus do? Gospel -Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Compare Christian and Buddhist beliefs about peace	P4C Loss, justice, fairness, value, riches, culture, diversity

The Big events this term are: Spirituality Week
The Core values and learning keys we will be focusing on are: Care, Joy, Persevere

**Yew Class Half Term Learning grid
Spring 1 Darwin's Delights**



Yew Class Reading Medium Term Plan Spring

Year 5

Year 5/6

Year 6

Phase 2 Objectives

Retrieve



Extract information and make notes using quotations and reference to the text

Summarise



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

Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources

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)

Explain



Identify and explain the author's point of view with reference to the text

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

Inference



Make links between the authors' use of language and the inferences drawn

Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)

Vocabulary



Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identify how presentational and organizational choices vary according to the form and purpose of the writing

Recognize texts that contain features from more than one genre, or demonstrate shifts in formality

Language for effect

Discuss and evaluate the intended impact of the language used with reference to the text

Compare and discuss accounts of the same event through different character viewpoints

Explore a similar theme or topic written in a different genre