

## Yew Class Half Term Learning grid Spring 1 Out of Africa

### English Year 5 and Year 6

**Text focus: 'Daily Life in Ancient Benin'; Children of the Benin Kingdom' Dinah Orji**  
**Diary entry; Time Travellers' Persuasive Guide to Benin**

#### Year 5 and 6

- 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
- 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

**Text focus: Just so stories**

#### Narrative fable

#### Year 5 and 6

- Use conjunctions, adverbs and prepositions to express time and cause for cohesion
- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary
- Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)
- Use inverted commas and other punctuation to indicate direct speech
- Content is balanced e.g. between fact and comment
- Use a wide range of devices to build cohesion within paragraphs
- Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) and through tense choice (he had seen her before)
- Develop and use our punctuation for effect

### Maths Year 5 and Year 6

#### NPV and measurement

- Use written methods to add, subtract and multiply decimal numbers
- Multiply and divide decimals by 10, 100 and 1000
- Convert between different units of metric measure
- Read scales graded in different sized intervals
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling
- Understand and use equivalences between metric units and common imperial units such as inches, pounds, and pints
- 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 calculation and conversion of units of measure, using decimal notation up to three decimal places
- Convert between miles and kilometres
- Calculate the area of triangles and parallelograms where some sides are decimal numbers

#### Geometry, Statistics

- 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

#### Decimals, percentages, ratio and proportion

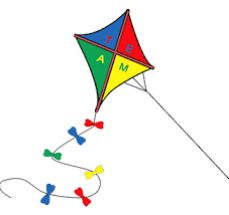
- Recognise and understand the percent symbol (%) and write percentages as a fraction with denominator hundred, and as a decimal fraction
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5
- Solve problems involving scaling numbers and quantities
- Solve 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

### Yew Class Wider Subject Areas

Science	Computing / PSHE	PE	Art & Design	History	RE	P4C
<b>Evolution and Inheritance</b> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>Computational Thinking</b> - Understand what a concept map is -Create a basic concept map -Present our concept maps to an audience	<b>Gymnastics</b> -Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement <b>Football</b> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<b>Sculpture Project</b> -Explore existing Benin artwork and identify roles and purposes of great Benin artists -As independently as possible, design and create planned sculptures from clay - Incorporate form, pattern, and texture - Evaluate and edit using artistic language	- Express why it is important to learn about the Benin civilization -Understand what sort of place Benin was 1000 years ago and reflect on how we know -Learn about Benin's society from the images and artefacts that survived -Create a living graph showing the changing relationship between Benin and the British Empire -Pose valid historical questions to shape a debate about whether the Benin bronzes should be returned	<b>Gospel – What would Jesus do?</b> 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	Loss, justice, fairness, value, riches, culture, diversity

**The Big events this term are: Bikeability (Y6), Young Voices, Safer Internet Day, Benin Class Museum parent sharing event**  
**The Core values and learning keys we will be focusing on are: Care, Team, Evaluate**


**Yew Class Half Term Learning grid  
Spring 1 Out of Africa**



*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