

## Yew Class Half Term Learning grid Spring 2 Darwin's Delights

### English Year 5 and Year 6

**Text focus: 'Moondial' Helen Cresswell**  
**Suspenseful setting description prologue**

**Year 5 and 6**

Viewpoint is established and generally maintained  
Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports  
Use figurative language such as similes, alliteration, metaphors and personification in poetry audience and purpose (formal or informal)  
Standard English forms for verb inflections instead of local spoken forms  
Use modal verbs or adverbs to indicate degrees of possibility

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

Language to describe, build atmosphere and suspense

Rule of three

Rhetorical questions

**Biography of Charles Darwin**

**Text Focus: 'Darwin's Voyage of Discovery'**

**Year 5 and 6**

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)

Organise information in carefully arranged paragraphs, linking within and between paragraphs

Evaluate and edit by assessing the effectiveness of their own and others' writing

Write a conclusion that links back to the opening

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

Organise information in carefully arranged paragraphs, linking within and between paragraphs

Use semi colons, colons or dashes to mark boundaries between independent clauses

Write a conclusion that links back to the opening

### Maths Year 5 and Year 6

**Measures, Patterns and Algebra**

**Measures**

Convert between different units of metric measure (link to scaling  $\times / \div 10, 100, 1000$ )

- Estimate capacity in litres and ml

-Read scales graded in different sized intervals

-Understand and use equivalences between metric units and common imperial units such as inches, pounds, and pints

-Use all four operations to solve problems involving mass and capacity using decimal notation and scaling

-Estimate volume using 1cm<sup>3</sup> blocks to build cuboids

-Multiply three numbers together, understanding that this can be done in any order, and linking to the volume of cuboids

**Pre-algebra**

Be able to find the rule for a linear sequence

Understand the inverse relationship between addition and subtraction and multiplication and division

Solve problems involving working backwards

Solve balancing problems, showing understanding of the meaning of the equals sign

**Measures**

-Calculate the area of rectilinear shapes

-Use division methods in cases where the answer has 2 decimal places

-Calculate the area of parallelograms and triangles where some sides are decimal numbers

-Convert measurements of length, mass and capacity

-Convert between imperial and metric units

-Find the volume of cubes and cuboids

**Algebra**

Write simple algebraic expressions

-Substitute into simple expressions to find a particular value

-Express missing number problems algebraically

-Solve one step equations

-Find pairs of values and list possibilities of combinations

**Number place value, fractions**

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Multiply numbers up to 4-digits by a one- or two-digit numbers using an appropriate written method

Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Revise adding and subtracting fractions with the multiples of the same number

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Revise conversions between percentages, fractions and decimals

Revise reading Roman numerals to 1000 (M) and recognizing years written in Roman numerals.

Revise using negative numbers in context, and calculate intervals across zero

Multiply numbers up to 4-digits by a one- or two-digit numbers using an appropriate written method

Revise adding and subtracting fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Revise multiplying simple pairs of proper fractions

Revise dividing proper fractions by whole numbers

Revise using equivalences between simple fractions, decimals and percentages

Revise problems involving the calculation of percentages

**Geometry**

-Complete, read and interpret information in tables, including time tables

-Identify 3D shapes from 2D representation

-Construct 3D models using their nets and estimate their volume

Revise recognising angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Recognise, describe and build simple 3-D shapes, including making nets

Recognise, describe and build simple 3-D shapes, including making nets

### Yew Class Wider Subject Areas

**Science**

**Evolution and Inheritance**

-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

WS: To be able to identify scientific evidence that has been used to support or refute ideas or arguments.

-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

WS: To be able to identify scientific evidence that has been used to support or refute ideas or arguments.

-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

WS: To be able to identify scientific evidence that has been used to support or refute ideas or arguments.

**Computing / PSHE**

**Creative Digital Literacy Blogging**

-Understand the key features of a blog

-Collaboratively plan a blog

-Create our own blog with consideration of our audience

-Explore sharing and commenting on blog posts

**PE**

**Gymnastics**

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Tag Rugby**

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

**Art & Design**

**Sculpture Project**

-Work collaboratively to design and create sculptures from recycled materials inspired by Bordalo II 'Owl Eyes'

-As independently as possible, design and create planned sculptures from clay

- Incorporate form, pattern, and texture

- Evaluate and edit using artistic language

**Geography**

-

FIELDWROK

I can carry out an independent fieldwork enquiry

WALT: Develop an enquiry question

WALT: Determine the most effective data collection methods for fieldwork

WALT: Plan a route for a fieldwork trip

WALT: Collect the data to answer the enquiry question

WALT: Determine an answer to the enquiry question

WALT: Present my findings

Locational knowledge unit

Mapping Darwin's journey of South America

**RE**

**Redemption**

Salvation / Martyrdom - What difference does the resurrection make to Christians?

-Understand and accurately explain what salvation means

-Explain connections between biblical texts used at funerals and the core concepts of Gospel, Salvation and Hope, using theological terms

**Music**

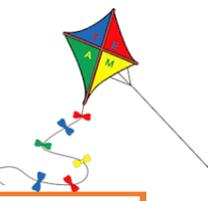
**Duration, Structure**

-Explore combining a steady beat with layers of rhythmic patterns

-Explore using a range of developmental structures e.g. Rondo and Leitmotif

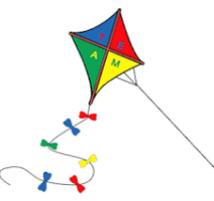
**The Big events this term are: Bikeability (Y6) World Book Day, Hawk Conservancy Trust educational outing**

**Yew Class Half Term Learning grid  
Spring 2 Darwin's Delights**



The Core values and learning keys we will be focusing on are: Care, Respect, Evaluate

**Yew Class Half Term Learning grid  
Spring 2 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