

## Yew Class Half Term Learning grid Summer 1 Brilliant Brazil

### English Year 5 and Year 6

**Text Focus 'The Savage' by David Almond**  
**Atmospheric narrative**

**Year 5 and 6**

- Select the appropriate form and use other similar writing as models for their own
- Viewpoint is established and generally maintained
- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue,
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Use figurative language such as similes, alliteration, metaphors and personification in poetry audience and purpose
- 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
- Language to describe, build atmosphere and suspense
- Rule of three
- Rhetorical questions

**Text Focus: Various information texts on the New Forest**  
**Informative, persuasive leaflet on my fictitious forest**

**Year 5 and 6**

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by:
  - Using a wide range of devices to build cohesion within and across paragraphs
  - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Using brackets, dashes or commas to indicate parenthesis
- 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)
- Choose the appropriate register for the audience and purpose (formal or informal)
- Viewpoint is established and generally maintained

### Maths Year 5 and Year 6

**Addition, subtraction, multiplication, division, algebra and statistics**

- Solve addition and subtraction multi- step problems in contexts deciding which operations and methods to use and why
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method
- Divide numbers up to 4 digits by a one-digit and two digit number using the formal written method of short division and interpret remainders appropriately for the context
- Consolidate our understanding of multiples, factors and prime numbers (and order of operations)
- Revise work on calculating the mean average
- Revise using negative numbers in context, and calculate intervals across zero
- Revise work on algebraic problems
- Revise multiplying and dividing by powers of ten and missing number problems
- Consolidate work on statistics
- Revise work on co-ordinates

**Fractions, decimals, percentages, ratio and proportion**

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Solve problems involving number up to three decimal places
- Revise conversions between percentages, fractions and decimals
- Revise using equivalences between simple fractions, decimals and percentages
- Revise dividing fractions by integers
- Revise problems involving the calculation of percentages
- Solve problems involving unequal quantities (ratio)

**Measurement and Geometry**

- Distinguish between regular and irregular polygons**
- Understand the features of quadrilaterals**
- Understand how to find missing angles based on the rules of quadrilaterals**
- Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- (all of the above and including) Reason about properties of 3D shapes and their nets

### Yew Class Wider Subject Areas

**Science**

- Living Things and their habitats**
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
  - WS: To be able to plan the correct enquiry to answer a question.**
  - Describe the life process of reproduction in some plants and animals.
  - WS: To be able to use scientific diagrams and labels.**
- Animals, including Humans**
- Describe the changes as humans develop to old age
  - W.S: To be able to communicate data using a scatter graph.**

**Computing / PSHE  
Digital Communication  
Spreadsheets**

- Create conversion spreadsheets
- Use formula on a spreadsheet
- Solve problems on a spreadsheet
- Create a spreadsheet for a real life event

**PE**

- Basketball**
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Pathway to Paris**
- Develop strength, speed, endurance and flexibility

**Art & Design**

- Ink drawings of a figure inspired by David Almond's 'The Savage'**
- Plan the effective use of drawing space and develop techniques that enable us to create key elements
  - Use a variety of techniques to create form and texture
  - Learn about the roles and purposes of great graphic artists (Dave McKean and David Mack) working in modern times

**Geography  
Rainforests**

- Describe and give examples of a biome and find the location and some features of the Amazon rainforest
- Describe the characteristics of each layer of a tropical rainforest
- Understand the lives of indigenous peoples living in the Amazon rainforest
- Describe why tropical rainforests are important and understand the threats to the Amazon
- Understand how local woodland is used using a variety of data collection methods
- Analyse and present findings on how local woodland is used

**RE**

- Agape -What does it mean if God is holy and loving?**
- Explain the importance of agape to Christians
  - Explain how Christians respond to the idea of God as omniscient, omnipotent and eternal
  - Express creatively the Christian ideas learned about in this unit
  - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of our own

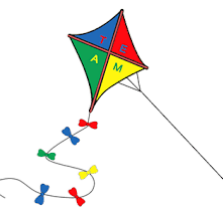
**P4C**

- Beauty, change, creation, conservation**

The Big events this term are: Y6 SATS week, Y6 Auditions for school play, Visiting speaker (more details to follow), Y5 Swimming continues, Y5 Listen2Me

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

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Year 5      Year 5/6      Year 6  
Phase 2/ 3 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  
(Themes and Conventions) Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors  
(Themes and Conventions) Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this  
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  
Make comparisons within and across books  
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  
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  
Compare and discuss accounts of the same event through different character viewpoints  
Explore a similar theme or topic written in a different genre

## Prediction

Predicting what might happen from details stated and implied  
Asking questions to improve their understanding