

## Yew Class Half Term Learning grid Summer 2 Does the punishment fit the crime?

### English Year 5 and Year 6

<p><b>Police Report, Hidden chapter of the narrative</b>  <b>Text Focus: The Watertower' Gary Crew</b>  <b>Year 5 and 6</b>          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          Use relative clauses beginning with who, which, where, when, whose, that          Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning          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 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</p>	<p><b>Retell the first scene of a play script as a narrative. Create a multimedia presentation of the scene.</b>  <b>Text Focus: Romeo and Juliet William Shakespeare ( Real Reads Version)</b>  <b>Year 5 and 6</b>          -Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own          - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed          -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning          - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action          -Assessing the effectiveness of their own and others' writing          -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning          -Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear          -Using embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun          -Ensuring the consistent and correct use of tense throughout a piece of writing          -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register          -Using commas to clarify meaning or avoid ambiguity in writing          -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>
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### Maths

<p><b>Addition, subtraction, multiplication, division</b>          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 number using the formal written method of short division and interpret remainders appropriately for the context          Revise using negative numbers in context, and calculate intervals across zero</p>	<p><b>Fractions, decimals and percentages</b>          Consolidate understanding of decimal fractions and operations involving decimal numbers          Revising rounding decimals and comparing and ordering FD          Revise percentages and fractions of amounts          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</p>	<p><b>Measurement and Statistics</b>          Convert between measurements of time and convert to and from 24 hour time          Solve problems involving converting units of time          Convert between metric units of measure          Solve problems involving metric mass          Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints          Interpret and present data in a line graph          Revise reading and interpreting pie charts          Revise drawing pie charts          Revisit skills and curriculum content through investigations/ projects</p>
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### Yew Class Wider Subject Areas

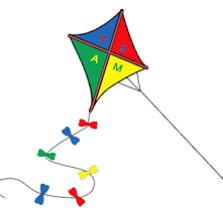
<p style="text-align: center;"><b>Science</b></p> <p><b>Light</b>          Recognise that light appears to travel in straight lines  <b>WS: To be able to use scientific evidence to support or refute an idea.</b>          Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  <b>WS: To be able to use scientific evidence to support or refute an idea.</b>          Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes          Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  <b>WS: To be able to use test results to make predictions to set up further comparative tests.</b></p>	<p style="text-align: center;"><b>Computing / PSHE</b></p> <p><b>Communication and Creativity</b>  <b>Databases</b>          Search a database          Enter information into a database          Understand how to effectively use a database</p>	<p style="text-align: center;"><b>PE</b></p> <p><b>Athletics</b>          Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Rounders</b>          Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p style="text-align: center;"><b>Art &amp; Design</b></p> <p><b>Playgrounds</b>          Investigate an existing product; analyse why materials have been chosen          Develop design criteria for our own product          Draw annotated sketches          Select appropriate tools to measure, cut and join the components of our product          Test and evaluate our final product for functionality</p>	<p style="text-align: center;"><b>History</b></p> <p>Understand how medieval justice favoured the rich and powerful          Explore the changes and continuity in crime and punishment from medieval times focusing on new crimes.          Know the timeline for changes in crime and punishment (Thieving)          Know how population, economic growth, religious turmoil and political change has influenced these changes</p>	<p style="text-align: center;"><b>RE</b></p> <p><b>River of Life - Humanism</b>          Express creatively the concept of a river of life          Recognise / explain some examples of different rivers of life          Accurately describe how Humanists might believe in a river of life</p>	<p style="text-align: center;"><b>P4C</b></p> <p>Gender equality, Fairness, democracy, Justice, Consequence, Rights</p>
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The Big events this term are: RSE Week, Year 5 Listen2me, Year 6 Winchester Cathedral Leavers' Service, KS2 Production 'Bugsy Malone', Mental Health & Wellbeing Week, Transition Days, Y6 Leavers' Service

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

# Yew Class Half Term Learning grid

## Summer 2 Does the punishment fit the crime?



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