Yew Class Half Term Learning grid **Summer 2 Our Ever- Changing World**



Gender equality conservation

Text Focus: Pandora Sci Fi Clip

Year 5 and 6

Non-Chronological Report on creature that inhabits Pandora (Linking to Science Learning)

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 quide 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
- -Use of commas to clarify meaning or avoid ambiguity

- Use of the colon to introduce a list and use of semi-colons within lists

Text Focus: The Mystery of the Flannan Isle Lighthouse keepers, non fiction, narrative poem based on real events

Radio News Bulletin, Letter in role

Year 5 and 6

Describe settings, characters and atmosphere

To use a wide range of clause structures, sometimes varying their positions in a sentence

Linking ideas across paragraphs using adverbials of time, place and number and through tense choice+

Making a choice between pronouns or nouns to aid cohesion

Use a wide range of devices to build cohesion within paragraphs

Choose the appropriate register for the audience and purpose

Establish and maintain viewpoints

Use brackets, dashes or commas to indicate parenthesis

Edit sentences by either expanding or reducing for meaning and effect

Content is balanced between action/ description/ dialogue

Use semi colons, colons and dashes to mark boundaries between independent clauses Manage shifts in levels of formality within a text

Select synonyms accurately for effect

Mockumentary 'The Majestic Plastic Bag'

Text Focus: Mockumentary short

Year 5 and 6

English Year 5 and Year 6

Geography

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 extended complex sentences to add detail and inform Present a peer write through multi-media
- -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Using brackets, dashes or commas to indicate parenthesis
- -Use of commas to clarify meaning or avoid ambiguity
- Use of the colon to introduce a list and use of semi-colons within lists
- -Use of adverbials and ellipsis to create cohesion

Maths

Addition, subtraction, multiplication, division

Science

Solve addition and subtraction multi- step problems in contexts deciding which operations and methods to use and

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

Computing / PSHE

Creative Digital Literacy

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

Fractions, decimals and percentages

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

Yew Class Wider Subject Areas

Art & Design

Measurement and Statistics

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

A Good Life - Humanism

Revise reading and interpreting pie charts

Revise drawing pie charts

Revisit skills and curriculum content through investigations/ projects

| I.Iant | creative Digital Literacy | Kontinet.2 | Textiles | | A Cood Elle - Hallanishi | ochaci equality, conservation |
|--|-------------------------------|-------------------------------------|--|--|---|-------------------------------|
| Recognise that light appears to travel in straight lines WS: To be able to use scientific evidence to support or refute on idea. Use the idea that light travels in straight lines to explain that | Text Adventures | -Explore their understanding of | Design and Make: Ocean inspired | Why do oceans matter? | -Explain how Humanists might live a good life | climate justice |
| | Map out a story based text | the principles of striking and | Textile hearts | -Understand ways to keep our oceans healthy | -Evaluate the importance of living a good life to | |
| | adventure | fielding. | Research existing products, noting | -Identify coastal features | Humanists using examples | |
| | Use 2Create to create, text | -Learn how to score points by | details/features | -Understand how beaches are formed and why they have | | |
| jects are seen because they give out or reflect light into the eye | and debug a text adventure | striking a ball into space and | Learn about the roles and purposes of | different sized stones or sand | | |
| S: To be able to use scientific evidence to support or refute on | Compare different game types | running around cones | Carolyn Saxby – a mixed media textile | -Explain the formation of erosional and depositional | | |
| 5: To be able to use scientific evidence to support or retute on | Create and debug our own text | or bases. | artist | landforms | | |
| ea, | based map adventure | -Learn how to play in different | Generate innovative ideas, drawing on | Why does population change? | | |
| xplain that we see things because light travels from light sources | | fielding roles. | research | WALT: Understand the change and distribution of the | | |
| our eyes or from light sources to objects and then to our eyes | | Basketball | Select from and use a wider range of | global population | | |
| se the idea that light travels in straight lines to explain why | | -Pupils develop their understanding | textiles according to their functional | WALT: Understand what birth and death rates are and | | |
| nadows have the same shape as the objects that cast them. | | of the attacking and defending | 3 . | identify what influences them | | |
| /S: To be able to use test results to make predictions to set up | | principles of invasion games | properties and aesthetic qualities | WALT: Understand the push and pull factors influencing | | |
| urther comparative tests. | | -Think about how they use skills, | Apply a range of skills such as | migration | | |
| · · · · · · · · · · · · · · · · · · · | | strategies and tactics to outwit | assembling, joining and finishing to | WALT: Understand the impact climate change can have | | |
| l de la companya de | | the opposition | implement our design plan | on global population | | |
| l de la companya de | | the opposition | implement our design plun | on global population | | |
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The Big events this term are: RSE Week, Class trip to Lepe Beach Country Park, Year 6 Winchester Cathedral Leavers' Service, KS2 Production 'The Wizard of Oz', Healthy Living Week, Cransition Days, Y6 Leavers' Service

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Yew Class Half Term Learning grid Summer 2 Our Ever- Changing World



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

Yew Class Half Term Learning grid **Summer 2 Our Ever- Changing World**



Year 5 Year 5/6 Phase 2/3 Objectives

Retrieve

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

Year 6



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

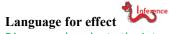
Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)

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



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



Predicting what might happen from details stated and implied

Asking questions to improve their understanding