



Falcons Class

Medium Term Plan – Spring Term 2



Week Commencing:	20.2.23	27.2.23	6.3.23	13.3.23	20.3.23	27.3.23	Easter Holidays
Key Class Events:	NSPCC Day 22.2.23	World Book Day 2.3.23		Science Week			

Outdoor Learning Opportunities		Forest School every Tuesday afternoon this term.
English	Focus Text	Anglo Saxon Battle – Persuasive speech Moth (Poetry) Kensuke’s Kingdom (Adventure)
	Reading	<ul style="list-style-type: none"> • Reading comprehensions to develop understanding, empathy and inference • continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • To make inferences based on what has been read • To make predictions based on what they have read so far • To ask and answer questions
	SpaG	Moving on the statutory spellings for Year 5 and 6 based on the National curriculum <ul style="list-style-type: none"> • using the semi colon, colon and dashes in lists or as a boundary between 2 independent clauses • to use commas to clarify meaning and avoid ambiguity

		<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun) • use layout devices (headings, columns, subheadings, bullets and tables) to structure the text • use adverbials of time and other devices to build cohesion in a text • recognise and use the passive voice in own work
	Speaking & Listening	<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • consider and evaluate different viewpoints
	Composition	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure 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 • proofread for spelling and punctuation errors • Plan own writing by noting and developing initial ideas, drawing on reading and research where necessary • Draft and write by using organisational and presentational devices to structure the text and guide the reader where necessary • Evaluate and edit, proposing reasoned changes to improve their work • To use a range of devices to build cohesion within a paragraph • To use the passive voice in correct texts and modal verbs to suggest possibility • Re-read and edit their own work so that it makes sense
Maths	Fluency Focus	<ul style="list-style-type: none"> • To recognise decimal, percentage and fraction equivalents • Properties of Shape • Time and Measures

		<ul style="list-style-type: none"> Decimal calculations related to money and measures
	<p>Core Concept</p> <p>Decimals, Fractions and percentages</p>	<p>Year 5</p> <p>I can multiply and divide numbers mentally drawing upon known facts</p> <p>I can compare and order fractions whose denominators are all multiples of the same number.</p> <p>I can identify, name and write equivalent fractions, represented visually, including 1/10 and 1/100</p> <p>I can read and write decimal numbers as fractions eg $0.17 = 17/100$</p> <p>Compare decimals, fractions and percentages</p> <p>Recognise decimals up to 1000ths</p> <p>Year 6</p> <p>To identify the value of each digit in numbers given to 3dp</p> <p>To multiply and divide by 10,100 and 1000, giving the answer up to 3dp</p> <p>Multiply one digit numbers with up to 2dp by whole numbers</p> <p>To use division with decimals up to 2dp</p> <p>To recall and use equivalences between simple decimals, fraction and percentages, including in different contexts</p> <p>To order fractions, decimals and percentages</p> <p>To find percentages of an amount</p> <p>To solve word problems and give reasoning for answers using mathematical concepts.</p>
Science		<p>Working Scientifically</p> <p>Planning, recording, measuring, predicting and testing key scientific questions. Followed by evaluations and forward thinking questioning based on results.</p>
	Big Question	
	Knowledge focus	
	History/Geography	<p>Countries of the World</p> <p>Core:</p> <ul style="list-style-type: none"> Identify, label and explain key features of the world including equator, tropics, time zones and hemispheres Identify continents of the world and several countries within each; understand that a continent is made up of many countries <p>More:</p> <ul style="list-style-type: none"> Know several key countries in each continent with their capital cities Know each continent's longest river and highest mountain Name and locate climate zones around the world Compare vegetation and animal life in different climate zones

	Know some famous landmarks on each continent
Computing	To develop speed in word processing To use different text styles and layouts to suit the text To recognise and use appropriate websites for both research and revision purposes To use technology safely, respectfully and responsibly
DT	To design, make and evaluate a slipper Technical knowledge and understanding <ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and used appropriately for the product design .
PE Fitness Circuits (Linked to Healthy topic in PSHE)	<ul style="list-style-type: none"> • To recognise the importance of stretches in both warm-up and cool down • To practice a series of fitness exercises to improve fitness and cardio-vascular health • To recognise the importance of fitness in a healthy lifestyle • To aim to improve on their time and performance in each exercise over the term • To recognise simple yoga moves as a way to cool down and improve mental well- being by relieving stress
RE	Christianity – The significance of Easter. How significant is it for Christians to believe that God intended Jesus to die?
PSHE	Jigsaw Programme of study – Healthy – recognising and appreciating how to look after yourself and remain as healthy as possible.
Music	From the scheme Charanga. Listening and comparing different pieces of rock music from the Beatles onwards. Developing the language of Music appreciation. Recognising pulse and beat. Writitng music notation.
MFL	Beginners French. To develop speaking and listening skills in French. Introducing the verbs 'to be' and ' to have'