

Falcons Class

Medium Term Plan – Spring Term **1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Commencing:** |  5.1.23 | 9.1.23 | 16.1.23 | 23.1.23 | 30.1.23 | 6.2.23 | Half Term |
| **Key Class Events:** | 2 day week |  |  | Burford Partnership indoor Athletics |  | Assessment Week |  |

|  |  |
| --- | --- |
| Outdoor Learning Opportunities |  |
| English | Focus Text | Anglo Saxon Battle – Persuasive speechThe Nowhere Emporium – by Ross Mackenzie – narrative text  |
| Reading | * 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* 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
* 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  | * 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 | * identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	+ 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 changed 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 | * to x and / by 10, 100 and 100 and to be able to explain what happens to the numbers – including decimals
* to know X’n tables to 12 x 12 and related division facts
* To use known calculations to work out mentally other related calculations. For example 3 x4 =12 so 30x 40 = 1200
* Divide with remainders
* To recognise decimal, percentage and fraction equivalents
 |
| Core Concept | I can multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.I can multiply and divide numbers mentally drawing upon known factsI can 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.I can compare and order fractions whose denominators are all multiples of the same number.I can identify, name and write equivalent fractions, represented visually, including 1/10 and 1/100I can read and write decimal numbers as fractions eg 0.17 = 17/100Year 6 To identify the value of each digit in numbers given to 3dpTo multiply and divide by 10,100 and 1000, giving the answer up to 3dpMultiply one digit numbers with up to 2dp by whole numbersTo use division with decimals up to 2dpTo recall and use equivalences between simple decimals, fraction and percentages, including in different contextsTo solve word problems that need to be rounded to a degree of accuracy. |
| Science | Animals including Humans | Year 5 Pupils:Describe the changes as humans develop to old age. Year 6 pupils:1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans. |
| Big Question  |  |
| Knowledge focus  | Living a Healthy Lifestyle – Looking at diet, sleep and exercise as a way to improve overall well beingKeeping themselves safe in mind and body. Recognising and avoiding dangers |
| History/Geography | - Know the kingdoms of England in 793  - What we can find out about the Viking invasion of Lindisfarne in 793 and subsequent invasions - The impact of Viking raiders and settlers by 878 - What Alfred the Great did to shore up English power before and after the Battle of Edington 878 (building of ships, building of fortified towns called burhs, founding of schools, churches and monasteries to pray for victory, having defeated rivals baptised) - The events leading up to the Battle of Hastings 1066 - What we can learn from the Bayeux Tapestry about the battle itself and about life in the eleventh century - Consideration of the title “The Great” for Alfred. What are the arguments why he was or was not “Great”? Be able to explain whether or not you think he was great - Resistance and reconquering under Alfred’s daughter Athelflaed and his grandson Athelstan. How did they learn from Alfred or take a different path? - What evidence is there today of Viking settlement and rule (look at place names, e.g. ending in -thorpe, -by and -toft: this shows where they were)  |
| Computing | To develop speed in word processingTo use different text styles and layouts to suit the textTo recognise and use appropriate websites for both research and revision purposesTo use technology safely, respectfully and responsibly |
| Art/DT | Block printing To recognise and appreciate different styles of block printingTo examine and experiment with a repeating pattern block printingTo recreate a scene from the Bayeaux Tapestry using block printing. |
| PE Focus 1Gymnastics | * Balance using a variety of balances (inc. Y balance, hand stand, bridge) and put them into a controlled sequence
* Complete rolls with control (e.g. forward and backward roll, handstand forward roll) and backward roll to straddle) and use them in a sequence of their own ideas
* Use jumps in a sequence (e.g. cart wheel and round off, full or half turn jump)

Vault by jumping onto a horse to crouch, or jumping through with hands only, then jumping off to land with control |
| PE Focus 2Tag Rugby | * Control movement with a ball in opposed situation whilst moving
* Combine accurate passing skills and techniques in a game

Work tactically with team mates to score and prevent the opposition from doing so* Control movement with a ball in opposed situation whilst moving
* Combine accurate passing skills and techniques in a game

Work with team mates to tag the opposition and prevent them from scoring whilst getting the ball yourself |
| RE | Sikhism – Are Sikh stories important today? |
| PSHE | Jigsaw Programme of study – Dreams and Goals (Setting goals , recognising wider goals, and celebrating achievements) |
| 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 – greetings, colours, numbers, foods and meeting new people. To develop speaking and listening skills in French |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |