

Voyagers 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 |  |  |  |

|  |  |
| --- | --- |
| Outdoor Learning Opportunities |  |
| English | Focus Text | The Iron Man – narrative text An Alternative to plastic Straws – Stroodles, non-fiction (Persuasive advert) |
| 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 |  Statutory spellings for Year 4 and 5 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
* use layout devices (headings, subheadings, underlining) to structure the text
 |
| 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
* 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
 |
| Maths | Fluency Focus | * to x and / by 10, 100 and 100 and to be able to explain what happens to the numbers
* to know multiplication tables to 12 x 12 and related division facts
* To use known calculations to work out mentally other related calculations.
 |
| Core Concept | Year 4* multiplication and division
* fractions
* decimals

Year 5* multiplication and division
* fractions
* Decimals – including percentages
 |
| Science | Animals including Humans |

|  |
| --- |
| **Year 4 –** |
| 1. Describe the simple function of the basic parts of the digestive system in humans
2. Identify the different types of teeth in humans and their simple functions
3. Construct and interpret a variety of food chains, identifying producers, predators and prey.

  |
|

|  |
| --- |
| **Year 5 –**  |
| 1. Describe the changes as humans develop to old age.       |

 |

 |
| Big Question  | Science Focus day:Year 4: Sound Year 5: Earth & Space  |
| Knowledge focus  | Working scientifically: To plan an investigation, including making and checking predictions  |
| 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  |
| Computing | Coding |
| 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.Cooking:Focus on healthy eating. |
| PE Focus 1Gymnastics | Year 4* Physical: individual and partner balances
* jumps using rotation
* straight roll
* barrel roll
* forward roll
* straddle roll
* bridge
* shoulder stand

Year 5 in addition* Backward roll
* Cartwheel
* symmetrical and asymmetrical balances
 |
| PE Focus 2 | Forest School |
| 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. Hip hop. |
| MFL  | Beginners French – Colours, fruits, days of the week, months of the year, food items, Easter  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |