



Voyagers 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	Half Term
Key Class Events:		2 nd March-year 4 street dance		Big Science Week			

Outdoor Learning Opportunities		
English	Focus Text	An Alternative to plastic Straws – Stroodles, non-fiction (Persuasive advert) – Finish from last term. The Explorer (Narrative Text) Scott of the Antarctic (Diary)
	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	Statutory spellings for Year 4 and 5 based on the National curriculum <ul style="list-style-type: none"> • Using the prefixes 'anti' and 'inter' • Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'

		<ul style="list-style-type: none"> • Using similes, metaphors, onomatopoeia, alliteration, time adverbials, complex sentences. • Using colons. • To use personification and action. • To be able to use dialogue effectively. • To be able to mimic sentence structure. • To use an adverbial phrase.
	Speaking & Listening	<ul style="list-style-type: none"> • To be able to discuss the feelings and repetition in the story. • 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. • 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 changes to improve their work.
Maths	Fluency Focus	<ul style="list-style-type: none"> • 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	<p>Year 4</p> <ul style="list-style-type: none"> • Fractions • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, families of common equivalent fractions. • Add and subtract fractions with the same denominator.

- **Decimals.**

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Compare numbers with the same number of decimal places up to 2 decimal places.
- Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Recognise and show, using diagrams, families of common equivalent fractions.

Year 5

- **Fractions.**

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

- **Decimals – including percentages.**

- Read, write, order and compare numbers with up to 3 decimal places.
- Read and write decimal numbers as fractions.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to 3 decimal places.
- Solve problems involving numbers up to 3 decimal places.
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
- Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Science		
	Big Science Week	
	Knowledge focus	Working scientifically: To plan an investigation, including making and checking predictions
Geography	<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 	
Art/DT	<p>Combining different fabrics</p> <ul style="list-style-type: none"> Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces. Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. 	
PE Focus 1 Netball	<ul style="list-style-type: none"> To develop the use of the chest, bounce and shoulder pass. To develop an understanding of attacking and defending. To gain some knowledge of the rules. 	
PE Focus 2 Tag Rugby	<ul style="list-style-type: none"> To develop an understanding of tag rugby. To understand and apply the idea of passing backwards. To be able to attack and defend. 	

RE	Christianity: How significant is it for Christians to believe God intend Jesus to die?
PSHE	<p>Jigsaw Programme of study – Healthy ME</p> <ul style="list-style-type: none"> • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. • I can identify the feelings I have about my friends and my different friendship groups. • I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. • I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. • I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. • I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. • I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. • I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want. • I can identify feelings of anxiety and fear associated with peer pressure. • I know myself well enough to have a clear picture of what I believe is right and wrong. • I can tap into my inner strength and know how to be assertive.
Music	From the scheme Dancing in the street.
MFL	Beginners French – Colours, fruits, days of the week, months of the year, food items, Easter