| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 (3 days only) |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------|
| Maths | Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems. | Head Start | Read and interpret tables. Two way tables. Timetables. | Multiples Factors Common factors Prime numbers | Square numbers Cube numbers | Multiply and divide by 10, 100, 1000 Multiples of 10, 100, 1000 | Revision |
| | Revision: addition and subtraction | | | Revision | | | |
| English | Free verse poetry Imitation: warning stories | Head Start | Innovation: warning stories | Invention: warning stories | Imitation: persuasion | Innovation: persuasion | Invention: persuasion |
| SPAG | Revision from last half term Create personal spelling lists | Plurals | Year 5/6 list | Apostrophes for contractions and possession | Year 5/6 list | Hyphens | Revision |
| Guided reading (assessed activities and focus texts) | Recommending books to peers | Read aloud and understand the meaning of new Y5 spellings and related words | Read aloud and understand the meaning of new Y5 spellings and related words | Increasing familiarity with a wide range of books (fairy tales) | Understand the meaning of words in context | Retrieve, record and present information from non-fiction | n/a |
| | 'Day of the dead'- video | WW1- fiction and non fiction | The infinite lives of Maisie Day | | | | |
| French | Greet people and give personal information | Ask and talk about sisters and brothers | Say what people have and have not using third person (avoir) | Say what people are like using third person (etre) including negatives | Project work (as an extension throughout then finalised here) – descriptions of people/ celebrities | | |

| Р | SHE | Water safety | First Aid | Discussion writing and Understand how bodies and emotions change during puberty. | | | Revision | | |
|------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------|-------------------------------|--|
| To b Computing | | | | | To know what a spreadsheet looks like. To be able to navigate around a spreadsheet and enter data. To learn new vocabulary related to spreadsheets. To add a variety of data types to a spreadsheet. To use the 'move cell' and 'lock' tools. To perform simple calculations. | | | | |
| RE | | Engage with the idea of 'good news' and how and why people want to share it | Enquire into why Jesus is good news for Christians | Explore Christian ideas about the gospel in Biblical narrative | Explore how Christians value the gospel in church practice | Explore Christian ideas about the importance of the gospel in Christian living | Assessment and revision | | |
| PE | rugby Correct hold of ball and passing Attacking and Attacking and space. Attacking | | | | Small team games with scoring using previously learnt skills. | | | | |
| (Mr Frost and Mrs Figura) | Dance | Strictly Come Dancing To learn structured movement patterns and to create and perform short dance sequences To develop knowledge and technique around a theme Communicate positively with others and improve social wellness To appreciate and participate in different styles of dance | | | | | | | |
| | | Charleston | | Jive | | Latin | | See DT | |
| Music (Mrs Taylor) | | Christmas production | | | | | | | |
| DT (Mrs Figura) | | n/a | Can you lift friend? (levers experiment) Build a catapult. Link to maths- comparative | Fixed and movable pulleys. The power of pulleys activity. | Squashed tomato challenge-pulleys. | Investigate gears Explore Spirograph. Levers/pulleys/gears recap and uses. | Double science | Rube Goldberg machines. | |

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| | | testing-pattern seeking. | | | | | |
|-----------------------------|---------------------------|---------------------------------------|---------|----------------|------------------|------------------------------------------------------------|-----------|
| Science (Mrs Figura) | n/a | Balanced and unbalanced forces. | Gravity | Air resistance | Water resistance | FrictionMarvellous machines | Double DT |
| History Geography Art | Not taught this half term | | | | | | |