

Oaks 2017-18 Medium Term Plan Spring 1

Subject	Week beginning: 8/1/18	Week beginning: 15/1/18	Week beginning: 22/1/18	Week beginning: 29/1/18	Week beginning: 5/2/18
Maths	Compare, read and interpret information in tables, including timetables.	Solve comparison, sum and difference problems using information presented in a line graph	Express the sum of a whole number and a proper fraction as a mixed number Recognise mixed numbers and improper fractions Compare and order mixed numbers and improper fractions Draw models of mixed numbers and improper fractions Reduce mixed numbers and improper fractions to their simplest form	Head start tests	Express the sum of a whole number and a proper fraction as a mixed number Recognise mixed numbers and improper fractions Compare and order mixed numbers and improper fractions Draw models of mixed numbers and improper fractions Reduce mixed numbers and improper fractions to their simplest form
English	(Previous week: cold task for narrative/ ballad poetry Hot task portal stories) Imitation and innovation: narrative and ballad poetry	Innovation and invention: narrative and ballad poetry	Cold task: information Imitation: information	Head start tests	Innovation and invention: information
	SPAG: apostrophes for possession 1 st 20 year 5/6 words unusual GPCs: bruise/ guarantee/ immediately/ vehicle/ yacht	SPAG: 1 st 20 year 5/6 words unusual GPCs: bruise/ guarantee/ immediately/ vehicle/ yacht words ending in 'cious' or 'tious'	SPAG: 1 st 20 year 5/6 words words ending in 'tial' or 'cial'	SPAG: next 20 year 5/6 words words ending in –ant, –ance/– ancy, –ent, –ence/–ency	SPAG: next 20 year 5/6 words words ending in 'able' or 'ible'
Science	Pre-teaching assessment tasks	Compare and group together everyday materials on the basis of their properties	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Report and present findings from enquiries	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
History	Develop my understanding of the chronology of British and world history. Describe why, where and when the Scots and Anglo Saxons invaded Britain.	Construct informed responses that involve thoughtful selection and organisation of historical information. Understand how our knowledge of the past is constructed from a range of sources. Explain Anglo Saxon influence on Britain in the context of place names. Analyse and describe Anglo Saxon artefacts. Describe and explain Anglo Saxon life including religious practices.			

PSHE	<p>To explore and critique how the media present information.</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals or communities.</p> <p>To understand that everyone has human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p>That these universal rights are there to protect everyone and have primary both over national law and family and community practices.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>				
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>				
RE	<p>Ask important questions about life and compare my ideas with others.</p>	<p>Talk about how religious people often have books which reveal God to them.</p> <p>Talk with respect about what is important to each of us as a source of guidance.</p> <p>Use the names of Allah to describe some of the different ways Muslims view what Allah is like.</p>	<p>Tell a Muslim story and say some things that Muslims believe.</p> <p>Describe what might be learned from a Muslim story.</p> <p>Link people who are important to me with how I decide what is right to think or do.</p> <p>Ask questions about moral decision.</p>	<p>Recognise the Arabic word Allah and say why Muslims value calligraphy.</p> <p>Use a range of religious vocabulary to describe Muslim beliefs and practices.</p> <p>Describe some similarities and differences between Muslim and Christian holy books.</p>	<p>To ask important questions about belief.</p> <p>To compare some of the things that influence the lives of Muslims and others.</p> <p>To explain and make links between different Islamic teachings.</p> <p>To ask questions about media reports involving Islam and Muslims.</p>
PE: indoor	<p>Learn structured movement patterns and create and perform short dance sequences</p> <p>Develop knowledge and technique around Scottish themed dance</p> <p>Communicate positively with others</p> <p>Participate in different styles of dance (Scottish)</p>				
PE: outdoor	<p>Revision of equipment and correct hold</p> <p>Rules of the game</p> <p>Dribbling with confidence and accuracy</p>	<p>Passing whilst running</p> <p>Receiving the ball safely</p> <p>Rules of the game</p>	<p>Passing and receiving the ball in a small game situation</p> <p>Rules of the game</p>	<p>Attacking and defending skills</p> <p>Making the right decision in a small game situation</p>	<p>Practise and refine skills</p> <p>Focus on position</p> <p>Work as a team</p>
Music	<p>‘Make you feel my love’ (Ballads)</p>				
French	<p>Rigolo 2 Unit 2 Á l’école</p>				