

Oaks Medium Term Planning: Summer 2 2019

	Week 1 w.b. 3 rd June	Week 2 w.b. 10 th June	Week 3 w.b. 17 th June	Week 4 w.b. 24 th June	Week 5 w.b. 1 st July	Week 6 w.b. 8 th July	Week 7 w.b. 15 th July	Week 8 w.b. 22 nd July
English	Poetry: free verse 'The Lost Words'	Imitation: adventure stories Innovation Invention 'A Midsummer Night's Dream'			Imitation: persuasion Innovation Invention The climate crisis			Short burst writing
Spelling	Selected words from the Y5/6 word list							
	'y' making the 'i' (mystery)	Words ending in -ant, -ance/ -ancy, -ent, -ence/-ency	The letter string 'ough'	Words ending in -able and -ible Words ending in -ably and -ibly	Words ending in -cious or -tious (or those that sound like they do)	Words ending in -cial or -tial	Revision	
Punctuation and grammar	Convert nouns or adjectives into verbs using suffixes	Parenthesis Use of commas to clarify meaning or to avoid ambiguity Devices to build cohesion within a paragraph Link paragraphs using adverbials of time, place and number.			Use adverbs and modal verbs Use simple devices to structure writing and support the reader Link paragraphs using adverbials of time, place and number.			Revision
Maths	WR SPRING BLOCK 3 Decimals up to 2 decimal places Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P. WR SUMMER BLOCK 1 Adding and subtracting decimals Decimal sequences Multiplying and dividing decimals by		WR SUMMER BLOCK 2 Measuring angles in degrees and using a protractor Drawing lines and angles accurately Calculating angles on a straight line and around a point Regular and irregular polygons Reasoning about 3d shape		WR SUMMER BLOCK 3 Position in the first quadrant Reflection Reflection with coordinates Translation Translation with coordinates	WR SUMMER BLOCK 4 Kg and km Mg and ml Metric and imperial units Converting units of time Timetables WR SUMMER BLOCK 5 What is volume? Compare volume Estimate volume Estimate capacity		

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	10, 100 and 1000					
Guided reading	Increase familiarity with books from other cultures. Justify inferences with evidence. Recommend books they have read to their peers, giving reasons. Distinguish between statements of fact and opinion. Learn poetry by heart.					
Art	Experiment with construction and deconstruction of fabric pieces	Use a variety of methods and approaches to make a fabric hanging	Apply experience of materials and processes to make a fabric relief panel	Apply experience of the batik process and develop control of tools and techniques Respond to the work of textile artist Jean Davywinter Compare ideas and approaches Adapt work according to their views		
RE	How does it feel to face something that looks hard, or new? What does it feel like when you 'get it'? Why do Buddhists use a lotus to symbolise enlightenment?	How might the image of the Buddha give clues on how to reach enlightenment? What stories do Buddhists tell about enlightenment? What have you learnt about the Buddha's struggle for enlightenment?	What makes a Bodhi tree so important to Buddhists? What was the Buddha's first teaching? ASSESSMENT: Why do you think Buddha is so revered by Buddhists? Is there anything in your life that is this important to you?	What help does the Eightfold Path give to Buddhists? What might the Eightfold Path mean in practise? ASSESSMENT: What do you think are the challenges of belonging to the Buddhist community?	Why do you think the Dharma school thinks that stillness and meditation are important? Why do Buddhists teach their children to meditate?	n/a
PSHE	E safety (Kernos Centre)	Explore and critique how the media present information (body image)	Realise the consequences of discrimination and anti social behaviour against communities Understand and explain the concept of human rights and the role of the UN Declaration of the Rights of the Child-	Research, discuss and debate topical issues (climate crisis)	n/a	

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			including the fact these these right have primacy over national law and family/ community practices					
Science	To investigate the life cycle and reproduction of amphibians and insects	To investigate the life cycle and reproduction of mammals and birds	To research the life cycles of a contrasting bird, insect, amphibian and plant	Understand the development humans go through during foetal gestation (NOT COVERING REPRODUCTION)	Understand the changes humans go through as babies and children	Understand the changes humans go through as adults and in old age	Demonstrate understanding using a human timeline to show the changes throughout a lifetime	n/a
PE (outdoor)	Sports day practise				Demonstrate understanding of a playbook and use it to improve performance of self and others Demonstrate understanding of defence Throw a ball to a moving target			n/a
Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.							
PE (outdoor) Mr Frost	Batting- developing grip and stance	Batting- hitting the ball away from fielders	Bowling- underarm moving onto overarm	Sports day	Fielding- rolling, the long barrier	Fielding- throwing, fielding the wicket	Small games. Consolidate skills learnt.	n/a
Music Mrs Taylor	Listen and appraise Participate in musical games, including singing and playing Compose and improvise Perform and share							
History	Establish a clear narrative across the time period of a local history study							
Computing	Purple mash: concept maps To understand the need for visual representation when generating and discussing complex ideas. To understand the correct vocabulary when creating a concept map. To create a concept map.						n/a	

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	To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience.	
French	Rigolo: 'En ville' Use vocabulary related to: <ul style="list-style-type: none">- places in a town- asking the way and giving directions- saying where you are going using the time as part of saying where you are going	n/a