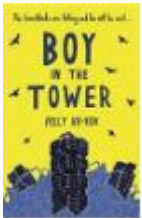






Spring 2 Overview 2024

Cycle A UKS2

| Week | 1 | 2 | 3 | 4 | 5 |
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| Date | 26.02.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 |
| Maths Y6 | Statistics WALTs: <ol style="list-style-type: none"> 1. Line graphs 2. Dual bar charts 3. Read and interpret pie charts 4. Pie charts with percentages 5. Draw pie charts | Statistics and shape WALTs: <ol style="list-style-type: none"> 1. The mean 2. End of unit assessment 3. Measure and classify angles 4. Calculate angles 5. Vertically opposite angles | Shape WALTs: <ol style="list-style-type: none"> 1. Angles in a triangle 2. Angles in a triangle - special cases 3. Angles in a triangle - missing angles 4. Angles in a quadrilateral 5. Angles in a polygon | Shape and Position and Direction WALTs: <ol style="list-style-type: none"> 1. Circle 2. Draw shapes accurately 3. Nets of 3D shapes 4. End of unit assessment 5. The first quadrant | Position and Direction WALTs: <ol style="list-style-type: none"> 1. Read and plot points in the 4 quadrants 2. Solve problems with coordinates 3. Translations 4. Reflections/ end of unit assessment |
| Maths Y5 | Statistics and Shape WALTs: <ol style="list-style-type: none"> 1. Read and interpret tables 2. Two way tables 3. Read and interpret timetables 4. End of unit assessment | Shape WALTs: <ol style="list-style-type: none"> 1. Classify angles 2. Estimate angles 3. Measure angles up to 180 4. Draw lines and angles accurately 5. Calculate angles around a point | Shape and Position and direction WALTs: <ol style="list-style-type: none"> 1. Calculate angles on a straight line 2. Lengths and angles in shapes 3. Regular and irregular polygons 4. 3D shapes | Position and direction WALTs: <ol style="list-style-type: none"> 1. Read and plot coordinates 2. Problem solving with coordinates 3. Translation 4. Translation with coordinates 5. Lines of Symmetry | Position and direction WALTs: <ol style="list-style-type: none"> 1. Reflecting in horizontal and vertical lines 2. End of unit assessment 3. Catch up day 4. Catch up day |

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| | 5. Understand and use degrees | | 5. End of unit assessment | | |
| English   | WALT: write a narrative TEXT: Boy in the Tower (continued from Spring 1) | WALT: write a narrative TEXT: Boy in the Tower (continued from Spring 1) | WALT: write a non-chronological report TEXT: Dragonology | WALT: write a non-chronological report TEXT: Dragonology | WALT: write a non-chronological report TEXT: Dragonology |
| SPAG | WALT: Standard vs non standard English (p46 and 47) | WALT: Formal and Informal writing, mixed practise (p48 and 49) | WALT: mixed practise and word families (p50 and 51) | WALT: prefixes (p52 and 53) | WALT: suffixes (p54 and 55) |

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| Spellings | WALT: it is American or British (RS p72) | WALT: words from the Yr 5/6 word list (RS p10) | WALT: words from the yr5/6 word list (RS p14) | WALT: words from the yr5/6 word list (RS p22) | WALT: words from the yr5/6 word list (RS p28) |
| Spelling test words | | Sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, sufficient, suggest | Suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht, | Mixed 10 random words from 3/4 list | Mixed 10 random words from 5/6 list |
| Guided Reading  | WALTs: Develop vocabulary. Comprehend the text. Respond to the text. (Chapter 15 and 16) | WALTs: Develop vocabulary. Comprehend the text. Respond to the text. (Chapter 17 and 18) | WALTs: Develop vocabulary. Comprehend the text. Respond to the text. (Chapter 19 and 20) | WALTs: Develop vocabulary. Comprehend the text. Respond to the text. (Chapter 21 and 22) | WALTs: Develop vocabulary. Comprehend the text. Respond to the text. (Chapter 23 and 24) |
| History The Vikings: Would the Vikings do anything for money? | WALT: understand why there are differing accounts of what happened during the raid on Lindisfarne | WALT: understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave. WALT: know when, where and why the vikings settled in Britain. | WALT: present a valid argument for whether King Alfred deserved the title 'Great' | WALT: to know what evidence we have about the vikings, and to evaluate the quality of the evidence | WALT: hold a debate to answer the key question: Would the Viking do anything for money? |

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| Science: Forces Let's get moving | Gravity WALT: Explain why unsupported objects fall towards the Earth | Friction WALT: Identify how friction affects moving surfaces | Water resistance WALT: Identify how water resistance affect moving surfaces | Air resistance WALT: Identify how air resistance affect moving surfaces | Mechanisms WALT: Recognise that some mechanisms allow a smaller force to have a greater effect. |
| Art: Every Picture tells a story - original scheme of learning | Clacton Pigeon mural Banksy WALT: evaluate and analyse creative work using the language of art, craft and design WALT: understand that art can have both meaning and message | Inspired by Rorschach WALT: create a symmetrical, abstract art form | Emojis WALT: use visual symbols to create a meaningful message | The Front Line: John Singer Sargent WALT: evaluate and analyse creative works using the language of art, craft and design WALT: use drama as a tool to explore the meaning behind a piece of artwork | Magdalene Odundo WALT: develop ideas for 3D work through drawing and visualisation in 2D |
| RE Key Question: U2.4: If God is everywhere , why go to a place of worship? | Key Question: What is a place of worship? What is it for? LO: about what places of worship are for. about the most important function of a place of worship. | Key Question: What is a Christian place of worship? What is it for? LO: differences within Anglican and Baptist churches Make links between Christian beliefs and features of these places of worship. Think about what places of worship are for. | Key Question: What is a Hindu place of worship? What is it for? LO: Key features Hindu of worship at home and worship in a mandir. Differences between worship in the home and at the mandir Make links between Hindu beliefs and worship. | Key Question: What is a Jewish place of worship? What is it for? LO: Key features of a Jewish synagogue Differences between Jewish synagogues. Make links between Jewish beliefs and features of Jewish places of worship. Think about | Key Question: Are people more important than the place? LO: How Christians try to embody Jesus in their actions. How different aspects of worship; silence, nature and being together, help Christians connect to God |

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| | | Think about the most important function of a place of worship. | Think about what places of worship are for. Think about the most important function of a place of worship. | what places of worship are for. Think about the most important function of a place of worship. | |
| P.E. All: OAA Year 5: Swimming Year 6: handball/ dodgeball (opposite to last half term) | OAA WALT: build communication and trust whilst showing an awareness of safety. Handball WALT: use a variety of passes to maintain possession under pressure. Dodgeball WALT: throw under pressure and apply this to a target game. | OAA WALT: collaborate as a team to solve problems. Handball WALT: select the appropriate skill to create space, move towards goal and away from defenders. Dodgeball WALT: select the appropriate dodging skill for the situation. | OAA WALT: develop tactical planning and problem solving. Handball WALT: select and apply the appropriate skill to score goals. Dodgeball WALT: develop catching with increasing consistency under pressure. | OAA WALT: work as a team and use critical thinking to determine the best approach. Handball WALT: use defending skills to prevent an opponent from scoring. Dodgeball WALT: develop defensive techniques and select the appropriate action for the situation. | OAA WALT: develop navigational skills and map reading. Handball WALT: use the appropriate defensive technique for the situation. Dodgeball WALT: understand and apply tactics in a game. |
| Computing: Bletchley Park | Secret Codes WALT: To understand there are many different types of secret codes. | Brute force hacking WALT: To understand the importance of having a secure password. | Bletchley Park WALT: To understand the importance of Bletchley Park to the World War II war effort. | Computer Heroes WALT: To research historical figures that contributed to technological advances in computing. | Computer Heroes Part 2 WALT: To research and present information about historical figures in computing. |
| Music: Blues | History of the Blues | Playing a chord | The 12 bar blues | Blues scales | Improvisation and the blues |

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| | WALT: know the key features of Blues music | WALT: play the first line of the 12-bar Blues | WALT: be able to play the 12 bar blues | WALT: be able to play the blues scale | WALT: be able to improvise with notes from the Blues scale |
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