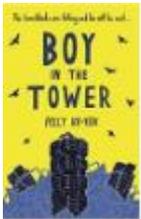




**Spring 2 Overview 2024**

**Cycle A UKS2**

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

	5. Understand and use degrees		5. End of unit assessment		
<b>English</b>  	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
<b>SPAG</b>	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)

<b>Spellings</b>	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)
<b>Spelling test words</b>		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
<b>Guided Reading</b> 	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)
<b>History</b> <b>The Vikings:</b> <b>Would the Vikings do anything for money?</b>	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?

<b>Science: Forces Let's get moving</b>	<b>Gravity</b> WALT: Explain why unsupported objects fall towards the Earth	<b>Friction</b> WALT: Identify how friction affects moving surfaces	<b>Water resistance</b> WALT: Identify how water resistance affect moving surfaces	<b>Air resistance</b> WALT: Identify how air resistance affect moving surfaces	<b>Mechanisms</b> WALT: Recognise that some mechanisms allow a smaller force to have a greater effect.
<b>Art: Every Picture tells a story - original scheme of learning</b>	<b>Clacton Pigeon mural Banksy</b> WALT: evaluate and analyse creative work using the language of art, craft and design WALT: understand that art can have both meaning and message	<b>Inspired by Rorschach</b> WALT: create a symmetrical, abstract art form	<b>Emojis</b> WALT: use visual symbols to create a meaningful message	<b>The Front Line: John Singer Sargent</b> 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	<b>Magdalene Odundo</b> WALT: develop ideas for 3D work through drawing and visualisation in 2D
<b>RE Key Question: U2.4: If God is everywhere , why go to a place of worship?</b>	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

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

	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