
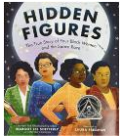




## **Summer 1 Overview 2024**

**Cycle A UKS2**

Week	1	2	3	4	5	6
Date	15.04.24 (6 Weeks)	22.4.24	26.4.24	6.5.24 (4 Day week)	13.5.24 <b>SATS WEEK</b>	20.5.24
<b>Maths Y6</b>	WALT: 1.Translation 2.Reflection 3. Time 4. Written Addition and subtraction. 5. Multiplying and dividing by 10,100,1000.	WALT: 1.Short multiplication 2.Long multiplication 3.Short division 4.Long division 5.Arithmetic	WALT: 1. Multiplying decimals 2. Dividing decimals 3.Decimal and Fraction equivalents. 4. Fractions of quantities. 5. Arithmetic	WALT: 1.Adding/subtracting fractions 2.Multiplying fractions 3. Dividing fractions 4.Percentages of amounts.	WALT: 1.Testing and Revision. 2. Testing and Revision. 3.Testing and Revision. 4. Testing and revision. 5. Revision.	WALT: Futures Consolidation Unit 1.Calculate Salary 2.Mortgage word problems 3.Paying Bills - Addition 4.House -Area and Perimeter 5.Rates - Statistics
<b>Maths Y5</b>	<b>WALT:</b> <b>1:</b> Use known facts to add and subtract decimals within 1. <b>2</b> Complements to 1. <b>3</b> Add and subtract decimals across 1 <b>4</b> Add decimals with the same number of decimal places <b>5</b> Subtract decimals with the same number of decimal places	WALT: <b>1</b> Add decimals with different numbers of decimal places <b>2</b> Subtract decimals with different numbers of decimal places <b>3</b> Efficient strategies for adding and subtracting decimals <b>4</b> Decimal sequences <b>5</b> Multiply by 10, 100 and 1,000	WALT: <b>1</b> Divide by 10, 100 and 1,000 <b>2</b> Multiply and divide decimals - missing values <b>3</b> End of block assessment (Version B) <b>4</b> Understand negative numbers <b>5</b> Count through zero in 1s	WALT: <b>1</b> Count through zero in multiples <b>2</b> Compare and order negative numbers <b>3</b> Find the difference <b>4</b> End of block assessment (version B)	<b>1</b> Kilograms and kilometres <b>2</b> Millimetres and millilitres <b>3</b> Convert units of length <b>4</b> Convert between metric and imperial units <b>5</b> Convert units of time	<b>1</b> Calculate with timetables <b>2 End of block assessment (version B)</b> <b>3</b> Cubic centimetres <b>4</b> Compare volume <b>5</b> Estimate volume

<b>English</b>  	WALT: Write a narrative. TEXT: Macbeth	WALT: Write a narrative. TEXT: Macbeth	WALT: Write a narrative. TEXT: Macbeth	WALT: Write a biography TEXT: Hidden Figures	SATS WEEK	WALT: Write a biography TEXT: Hidden Figures
<b>SPAG</b>	WALT: Making verbs (page 56) Grammar	WALT: Synonyms (Page 58) Grammar	WALT: Antonyms (Page 59) Grammar	WALT: Mixed practice (Page 60) Grammar	WALT: Capital letters (Page 2 and 3) Punctuation	WALT: Exclamation and question marks (Page 4 and 5) Punctuation
<b>Spellings</b>	WALT: Root words (CGP)	WALT: Plurals (CGP)	WALT: Double Consonants (CGP)	WALT: The 'ay' sound (CGP)	WALT: Words with 'ough' in (CGP)	WALT: The 'f' sound (CGP)
<b>Spelling test words</b>		develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar	lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity	restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach	bargain bruise category cemetery committee communicate community competition conscience conscious	identity immediate(ly) individual interfere interrupt language leisure vegetable vehicle yacht
<b>Guided Reading</b>	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.	WALTs: Develop vocabulary. Comprehend the text. Respond to the text.
<b>Geography</b> Journeys – Clothes	WALT: To understand that our food and clothes can come from all over the world.	WALT: To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel	WALT: To understand that clothes can be produced fairly and sustainably, and to understand that unwanted	WALT: To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area	WALT: To understand the perspectives of a range of people on geographical issues, and to understand	WALT: To be able to explain the journey of a product to your home

Where does all our stuff come from?		long distances to reach our fruit bowl.	clothing may be recycled and processed		that what people buy affects the lives of others	
<b>Science:</b> Growing Up and Growing Old (animals, including humans)	<b>Growing Up</b> WALT: Describe the changes as humans develop to old age.	<b>How does a baby develop?</b> WALT: Describe the changes as humans develop to old age.	<b>Gestation periods of different animals</b> WALT: Describe the changes as humans develop to old age.	<b>How do we change?</b> WALT: Describe the changes as humans develop to old age.	<b>When can we do these things?</b> WALT: Describe the changes as humans develop to old age.	<b>Being a teenager.</b> WALT: Describe the changes as humans develop to old age.
<b>DT:</b> Food- what could be healthier?	<b>From farm to fork</b> WALT: Understand where food comes from.	<b>What does healthy look like?</b> WALT: To understand the term 'healthy'	<b>Adapting and improving a recipe.</b> WALT: adapt a traditional recipe.	<b>Healthy Bolognese</b> WALT: create a food product.		
<b>R.E.-</b> What does it mean to be a Muslim in Britain today?	Key Question: What helps you through the journey of life? What helps Muslims through the journey of life?	Key Question: What is the key belief of Muslims? How does this affect their life?	Key Question: Why does prayer matter to Muslims?	Key question: How is charity important to Muslims? How is charity important to you?	Key question: Why do Muslims fast?	Key question: Can you think of similar commitments to the five pillars in your life? What matters to Muslims?
<b>P.E.</b> <b>All: Athletics</b> <b>Year 5: Swimming</b> <b>Year 6: Cricket</b>	<b>Athletics</b> WALT:To understand pace and apply different speeds over varying distances. <b>Cricket</b> WALT:To develop throwing and catching under pressure and apply these to a striking and fielding game.	<b>Athletics</b> WALT:To develop fluency and coordination when running for speed.  <b>Cricket</b> WALT:To develop bowling under pressure whilst abiding by the rules of the game.	<b>Athletics</b> WALT:To develop technique in relay changeovers.  <b>Cricket</b> WALT:To strike a bowled ball with increasing consistency.	<b>Athletics</b> WALT:To build momentum and power in the triple jump.  <b>Cricket</b> WALT:To develop fielding techniques and select the appropriate action for the situation.	<b>Athletics</b> WALT:To develop throwing with force for longer distances.  <b>Cricket</b> WALT:To understand and apply tactics in a game.	<b>Athletics</b> WALT: To develop throwing with greater control and technique.  <b>Cricket</b> WALT:To apply skills and knowledge to compete in a tournament.
<b>Computing:</b> <b>History of computers</b>	WALT: Tinker with audio software.	WALT: Record and edit audio effects.	WALT: Understand how computers have changed.	WALT: Research computers that have changed the world.	WALT: Design a computer of the future.	
<b>Music:</b> <b>Baroque</b>	WALT: understand the importance of	WALT:To read and play a canon from staff notation.	WALT: To demonstrate an understanding of Baroque	WALT: To combine knowledge of staff	WALT:To apply their understanding of fugue	

	Monteverdi in the history of opera.		music features when composing.	notation and aural awareness to play a fugue.	structure when performing with others.	
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