

| Half Term:                      | Spring 2  | CYCLE:  | A  | Year Group/s:  | 5/6  | Core Text: | Cloud Busting |
|---------------------------------|---|---|--|--|--|------------|---------------|
|                                 | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6     | Week 7        |
| ENGLISH Reading                 | Big Reading – read as a writer<br><br>Reading VIPERS  | Big Reading – read as a writer<br><br>Reading VIPERS  | Big Reading – PEE<br><br>Reading VIPERS  | Big Reading – summarise<br><br>Reading VIPERS  | Big Reading – PEE<br><br>Reading VIPERS                  |            |               |
| ENGLISH Writing (including GPS) | Recount Text<br><br>Spelling<br><br>Verb types  | Recount Text<br><br>Spelling<br><br>Consolidation   | Recount Text<br><br>Spelling<br><br>Subject, object, verb  | Dialogue Text<br><br>Spelling<br><br>Tenses  | Dialogue Text<br><br>Spelling<br><br>Passive voice       |            |               |
| MATHS                           | Area and perimeter  | Area and perimeter  | Volume   | Properties of shape  | Position and direction                                   |            |               |
| SCIENCE                         | Understand how micro-organisms can be divided into groups, according to common observable characteristics | understand how plants can be divided into groups, according to common observable characteristics. | understand how animals can be divided into groups, according to common observable characteristics. | use and devise classification keys for living things, giving reasons for why animals and plants belong in particular groups. | POP task   |            |               |
| HISTORY                         | understand why the Anglo-Saxons came to Britain   | investigate an Anglo-Saxon archaeological discovery   | describe the social hierarchy of the Anglo-Saxons  | understand Anglo-Saxon law and order   | explore the life of Edward the Confessor<br><br>POP Task |            |               |
| GEOGRAPHY                       | Taught in Spring 1  |   |  |  |  |            |               |
| DT                              | Taught in Spring 1  |   |  |  |  |            |               |
| ART                             | explore the work of Chris Ofili   | employ the materials and visual elements used by a contemporary artist.                           | analyse the process of Gerhard Richter   | create work inspired the process of Gerhard Richter  | assemble multi-layered art in the style of Chris Ofili   |            |               |

|              |                                 |                                 |                                 |                                 |                                 |  |  |
|--------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--|--|
| <b>MUSIC</b> | Fresh Prince of Bel Air         | Fresh Prince of Bel Air         | Fresh Prince of Bel Air         | Fresh Prince of Bel Air         | Fresh Prince of Bel Air         |  |  |
| <b>RE</b>    | Why should we be good?          | Why should we be good?          | Why should we be good?          | Why should we be good?          | Why should we be good?          |  |  |
| <b>PE</b>    | Health and fitness<br>Tag rugby | Health and fitness<br>Tag rugby | Health and fitness<br>Tag rugby | Health and fitness<br>Tag rugby | Health and fitness<br>Tag rugby |  |  |
| <b>PSHE</b>  | Online safety                   | Online safety                   | Online safety                   | Wellbeing                       | Wellbeing                       |  |  |
| <b>MFL</b>   |                                 |                                 |                                 |                                 |                                 |  |  |