

## Class BR Spr2 2026 planner week by week

	Wk1	Wk2	Wk3	Wk4	Wk5	
<b>Steps to Success</b>	<b>Resilience</b>					
<b>Reading pleasure</b>	<b>Featured Author</b> (Michael Morpurgo) - books home, recommending books to peers <b>Library</b> visits (Monday pm)					
<b>Reading understanding and specific skills</b>	<b>Reading Workshops</b> <b>The Prince and the Pauper</b> Fluency and prosody Comprehension skills					
<b>Reading discussion</b>	<b>Reading Together</b> (Kensuke's Kingdom) Read to p158 ready for Discussion writing unit (Should Kensuke leave the island?) in Summer1					
<b>Writing</b>	<b>Persuasion (advert)</b> School of Wizardry  Persuasive techniques and language Develop ideas (own school) Write adverts for own schools (then publish on G Classroom)		<b>Featured Poet</b> Matt Goodfellow  Get to know the poet and his work Closer study of 'The Thinking Tree' Learn and perform poems Create short biography and presentation			
<b>Spelling</b>	<b>Y5 curriculum</b> Words with the /i:/sound spelt ei after c The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is a clear /ee/ eg deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt) Exceptions: protein, caffeine, seize		Words in which 'y' makes the 'i' as in 'bin' sound physical, <b>symbol</b> , system	Spring Spellathons		
	<b>Y3/4 and Y5/6 Harder to Spell Words</b> - Spelling Shed					

<b>Maths</b>	<b>Mental Maths</b> <b>Recall</b> – Squares to 12 x 12; prime numbers < 20; factor pairs for multiplication facts <b>Calculation</b> – Find what needs to be added to any 3-digit number to make the next multiple of 100; use known facts to derive other facts (x and ÷); double any multiple of 10 and 100 and find corresponding halves  <b>Memory Maths</b>					
	<b>Area</b> Introduction to area	<b>Division</b> Partitioning the dividend first to use known division facts Division with remainders Short division (with and without PV counters)		<b>Fractions</b> Multiplying fractions Finding fractions of amounts		
<b>Science</b>	<b>Earth, Sun and Moon</b> What is the Solar System like?	What shape and size are the Earth, the Sun and the Moon?	Why do we have day and night? Is this always the same?	Why do we have shadows across a day? What does this prove?	Why do we have seasons? What are the phases of the Moon?	
<b>Geography</b>	<b>Extreme Earth</b> Understand climate Water cycle drought	Know about extreme weather	Understand earthquakes and their causes	Understand tsunamis and their causes	Understand volcanoes and their formation	
<b>PSHE</b>	<b>Living in the Wider World</b> Belonging to a community Media Literacy and Digital Resilience Money and work					
<b>Art Painting</b>		Watercolour palette and brush care	Mixing watercolours	Hokusai Warm/cold colours	Recreating The Great Wave	

<b>DT Moving Toys</b>	Investigate shelters	Join, combine and reinforce materials  Test fabrics	Design a shelter for a particular purpose	Make a shelter for a particular purpose	Evaluate finished product	
<b>PE</b>	<b>Invictus games</b> with NUFC coach					
	<b>Handball and Forest School</b>					
<b>Spanish</b>	En mi estuche		Las formas		Frutas y verduras	
<b>Computing</b>	<b>We are Artists</b> Repeating patterns and tessellation	Create pattern manually (Google Slides)	Explore Scratch program that creates pattern	Write program that creates a row pattern, then a page pattern	Explore own ideas for patterns  Share programs and review learning	
<b>Special days and events</b>		<b>World Book Day</b>  <b>Spr2 homework out</b> (3 weeks)		<b>Hancock visit</b> Time Quest Planetarium  <b>Spr2 homework in</b>	<b>Spring Event</b> <b>Belong</b>	