Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Tom's Midnight Garden					
Writing	**Drama** Introduce chn to Shakespeare using Marcia Williams' Mr William Shakespeare's Plays – Romeo & Juliet + Macbeth.	**Drama** Investigate diff ways of writing dialogue inc. playscript layout & the use of informal language. Chn write a 60 sec version of part of Macbeth.	**Persuasive Writing** Use **The Tin Forest**, **Dinosaurs and all that rubbish** and **Eco-Wolf** and the **Three Pigs** to explore expanded noun phrases, apostrophes and modal verbs.	**Persuasive Writing** Compare their informal language with formal texts. Chn write a persuasive letter, short story + blurb & hold a debate.	**Classic Poems** Read/analyse poems from **Classic Poems for Children** compiled by N Baxter. Use these to discuss expanded noun phrases, modal verbs and use of dashes and semi-colons.	**Classic Poems** Chn write a poem review, a short biography of a poet and a poem based on one by Oscar Wilde.

	Grammar focus: - Use dialogue, differences between spoken and written speech. Punctuation to indicate direct speech.	Grammar focus: - Formal and informal speech and writing. Use of subjunctive forms.	Grammar focus: - Use modal verbs in writing	Grammar focus: - Use expanded noun phrases	Grammar focus: - Use brackets, dashes or commas to indicate parenthesis	Grammar focus: - Use expanded noun phrases to convey complicated information concisely
Maths	**Fractions, Decimals and Percentages** In Year 5, children explored common equivalents between fractions and decimals. In this small step, they extend this learning to include more complex equivalents. A hundred square is a useful representation to allow children to explore equivalence. Using fraction and decimal walls also enables children to see the relationship between fractions	**Fractions, Decimals and Percentages** Children explore a range of strategies to compare and order numbers, including converting to the same form. Ask children to discuss if they prefer converting amounts to decimals, percentages or fractions and why. Children also look at strategies such as comparing amounts to a half and whether some amounts are closer or further away from the whole.	**Area, Perimeter and Volume** Children then explore instances when multiplication can be used to find the areas of shapes. They should begin to identify rectangles that will have the same area by using factor pairs rather than relying on counting squares. They can also use factor pairs to draw rectangles that have the same area.	**Area, Perimeter and Volume** Children look at the properties of a parallelogram and compare to a rectangle. Using the "cut-and-move method", they explore how the parts of the parallelogram can be rearranged to make a rectangle in which the length and width correspond to the base and perpendicular height of the parallelogram. Through this, they recognise that the area of a parallelogram can be found by using the formula area = base × perpendicular height.	**Statistics** Children start by looking at simple line graphs and the information that can be gathered from them. They should recognise that they can only read off approximate values for data that lies between two marked points, which is why a dashed line is used. They then draw line graphs using given information.	**Statistics** Begin by discussing what an average is and why averages are useful to summarise sets of data. Explain that the most commonly used average is the mean and show how it is calculated, recapping addition and division skills if necessary. Using simple data in familiar contexts will help children to understand the concept.