

Owl MTP
Term 2 North Cerney 2025/26

	Week 1 INSET Monday	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
M a t h s Y 5	Multiplication and division A Multiples Common Multiples Factors	Common Factors Prime Numbers Square Numbers	Cube Numbers Multiply by 10,100 and 1,000 Divide by 10,100 and 1,000	Multiples of 10,100 and 1,000 Fractions A Find equivalent to a unit fraction Find equivalent to a non-unit fraction	Recognise equivalent fractions Convert improper fractions Convert mixed numbers	Compare fractions less than 1 Order fractions less than 1 Compare and order fractions	Add and subtract fractions with same denominator Add fractions within 1
M a t h s Y 6	Order of operations Mental calculations and estimation Reason from known facts	Fractions A Equivalent fractions Equivalent fractions on number line Compare denominator	Compare numerator Add and subtract simple fractions Add and subtract any two fractions	Add mixed numbers Subtract mixed numbers Multi step problems	Fractions B Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer	Divide any fraction by an integer Fraction of an amount Find the whole	(flexibility for SATs tests during term)

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L i l y M o n M a t h s	INSET	Shape (continued) Y5 – Length and angles in shapes Y6 – Angles in polygons	Y5 – Regular and irregular polygons Y6 - Circles	Y5 – 3D Shapes Y6 – Draw shapes accurately	Position and Direction Y5 – Read and plot coordinates Y6 – Nets of 3D shapes	Y5 – Problem solving with coordinates Position and Direction Y6 - The first quadrant	Y5 – Translation Y6 – Read and plot points in 4 quadrants
W r i t i n g	TWS – Diary - Scott of the Antarctic	TWS – Diary - Scott of the Antarctic	TWS – Diary - Scott of the Antarctic <i>Independent writing</i>	TWS – Persuasive letter – Letter to Mr Scrooge	TWS – Persuasive letter – Letter to Mr Scrooge	TWS – Persuasive letter – Letter to Mr Scrooge Independent Writing	(flexibility for SATs tests during term)
G r a m m a r	/	5.5 using brackets, dashes or commas to indicate parenthesis	5.6 W - converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	5.7 W - verb prefixes [for example, dis-; de-; mis-; over-; and re-]	S - indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal; verbs	5.9 T - linking ideas across paragraphs using adverbials of time, place, and number, or tense choices	(flexibility for SATs tests during term)
R e a d i n g	Y5 – Natural Resources – Coal Y6 – Ancient Farming	Y5 Narratives – A Quick Bite Y6 Narratives – The Tempest	Y5 – Natural Resources – Formation of Fossil Fuels Y6 – Diddly Squat Farm	Y5 Narratives – Parliament of the dead Y6 Narratives – The Tempest	Y5 – Natural Resources – Wind and Water Y6 – Farming For Us All	Y5 – Natural Resources – Solar Power Y6 Narratives – The Tempest	(flexibility for SATs tests during term)

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S c i e n c e	Material World 5 – Sorting materials. L.O. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.	TESTING MATERIALS – WHICH MATERIAL MAKES THE STRONGEST CARRIER BAG? L.O. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	TESTING MATERIALS – WHAT IS A THERMAL CONDUCTOR? L.O. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.	SEARCHING FOR A SOLUTION L.O. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	DISSOLVING SUGAR L.O. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	SIEVING AND FILTERING L.O. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Assessment
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G e o g r a p h y	Our world in the future How will our world look in the future? What, in our region, should we preserve for the future? To plan and carry out fieldwork to answer a given enquiry question	What is the housing like in our area? To understand how and why housing needs change over time	What are the work opportunities like in our area? To understand the importance of local work opportunities to the community.	What are the public services and amenities like in our area? To understand that communities need a range of accessible amenities and public services.	What is the community spirit like in our area? To understand how the geography of communities affects community spirit.	Can we make a plan for a sustainable future for our area? To plan for a sustainable future for our area.	Assessment
D T	DT Construction – Shelters LO: To research the purpose and design of Anderson shelters.	LO: To complete strength testing on various structures.	LO: To test materials suitable for an Anderson shelter.	LO: To design my own Anderson shelter.	LO: To construct my design for an Anderson shelter.	Construction continued	LO: To evaluate my design and final shelter.
M u s i c	Y5 unit 3 South and West Africa To sing a traditional African song unaccompanied	To use tuned percussion to play a chord progression	To use vocals or tuned percussion perform a piece of music as an ensemble	To play call and response rhythms using percussion instruments.	To create an eight beat break to play within a performance.	Christmas – Nativity?	Christmas – Nativity?
C o m p u t i	/	Unit 5.3 Spreadsheets (6 weeks) Conversions of Measurements – To use formulae	Using formulae – To use a spreadsheet to model a real-life problem.	Exploring Probability – To use a spreadsheet to investigate the	Computational Modelling – To use the created spreadsheet to make	Computational Modelling – To use the created spreadsheet to make	Testing a hypothesis – To use the count tool to

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n g		within a spreadsheet to convert measurements of length and distance.		probability of the results of throwing many dice.	decisions about these situations.	decisions about these situations.	answer hypotheses about common letters in use.
R S H E	Keeping myself safe – year 5 Spot bullying	Play, like, share 1	Decision dilemmas	Vaping: healthy or unhealthy?	Would you risk it?	'Thinking' about habits (OPTIONAL)	Drugs: true or false? (OPTIONAL)
F r e n c h	In the classroom Lesson objective: In this lesson, pupils will learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.	Lesson objective: In this lesson, pupils will learn how to recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language.	Lesson objective: In this lesson, pupils will learn how to ask and answer the question: 'what is in your pencil case?' in the foreign language.	Lesson objective: In this lesson, pupils will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.	Christmas Lesson objective: In this lesson, suitable for the Intermediate teaching type level, pupils learn key vocabulary related to Christmas.	Christmas Lesson objective: In this lesson, suitable for the Intermediate teaching type level, pupils learn how to write a letter to Father Christmas telling him what presents they would like for Christmas.	Christmas or time for assessments
R E	/	How does Hajj show what matters to Muslims in Britain Lesson 1	Lesson 2How do Muslims describe their experience of Hajj?	Lesson 3 How does Hajj form a link between Muslims today and Muslim History?	Lesson 4 What is it like for a Muslim on Hajj? Exploring first-hand accounts.	Lesson 5 How has Hajj changed in the modern world? Does that matter?	Lesson 6 What impact does going on Hajj have on the lives of pilgrims?

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		Why do around 2 million Muslims visit Makkah every year, and what happens there?					How does this show what matters for Muslims?
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