



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

Teaching Phase: Upper Key Stage Two

Year Group: 6

Teachers: Mrs Cawley and Mrs Taylor-Duffy

Date: January 2026

Big Question: Where in the world is South America?

Connected Concepts: Cause and Effect and Significance

Key Concepts: Trade, Climate, Influential, Landscape and Resources

**English - Our book study is...**

The Explorer  
by Katherine Rundell

**English - In Reading we are learning...**

To retrieve key information from a text with speed and accuracy.  
To develop the use of PEE and PETERS structures to develop inferences in detail.  
To develop fluency when reading aloud and understanding writers content.

**English - In Writing we are learning...**

To write a travel guide on the Amazon  
To write non-chronological reports on deserts and rivers.  
To use figurative language to write powerful and emotive descriptions.  
To write a survival guide, using a mix of genre styles for survival the harsh elements.

**In Personal, Social, Health and Economic Education we are learning...**

To recognise goals and set realistic targets.  
To name and understand problem I the world and their effect on themselves and others.  
To Work collaboratively to plan and create a project plan to help raise money for charities around the world dealing with the issues explored.

**Mathematics - In Number we are learning...**

To understand ratio and proportion and apply this to problem solving.  
To scale up and down ratio relationships to re-scale shapes.  
To identify the properties of 2D and 3D shapes.  
Generate and describe linear sequences.

**Mathematics - In Measurement we are learning...**

To calculate area and perimeter of 2D shapes.  
To calculate volume of 3D shapes.  
Apply understanding of ratio and proportion to calculate new measurements and sizes of shapes.

**In Science we are learning...**

To classify and organise animals and organisms into categories.  
To describe how living things are classified into groups.  
To explore animal habitats for deserts and rainforests; and identify food chains and adaptive traits.  
To explore living things in the local habitat.

**In Relationships and Sex Education we are learning...**

To understand how to identify problems that concern me and know who I can speak to share and voice these.



## **In Religious Education, Beliefs and Values we are learning...**

To express how and why religion can help believers when times are hard.  
To explain what difference belief in judgement, heaven, karma, and Reincarnation might make to how someone lives.  
To outline similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death.

## **In Geography we are learning...**

To recognise countries, biomes and climate of South America.  
To identify the key landscapes areas using Primary Atlases. :-The Andes, The Amazon Rainforest, The Atacama Desert, Distinguish between physical and human geographical features of South America, sorting items into each category and justifying ideas.  
To explore the different trades.

## **In Physical Education we learning...**

To develop skills of Volleyball including: fast cast volley, the dig, set shot, rally and serving.  
To demonstrate a sense of rhythm and energy when performing bhangra style motifs.  
To perform a bhangra dance, showing an awareness of timing, formations and direction.

## **In French we are learning...**

To speak confidently and clearly when greeting others, naming common nouns and to compose sentences with noun and adjectives.  
To work collaboratively to prepare pen pals letter for children at a school in France.

## **In Computing we are learning...**

To develop algorithms and sequences in coding.  
To understand the use of variables to determine codes and outcomes.

## **In History we are learning...**

To explore a timeline of world discoveries for deserts and rivers across the world.  
To explore the role of rivers in the evolution of industry and transport.  
To explore the culture of those living in the Amazon and how it has changed over time, comparing to that of us.

## **In Art and Design and Design and Technology we are learning...**

Investigate, analyse and evaluate existing everyday products that incorporate gear or pulley systems.  
Explore and practise making different methods of pulleys and gears using accessible resources and evaluate the durability, ease of use and construction.

## **In Music we are learning...**

To listen and respond to music.  
To identify timing, pace and tone.  
To comment on song choices.  
To sing in unison.  
To perform as part of a large choir in an arena.

## **Special events for children...**

\*Bible Encounters Assembly 23.01.26  
\*NSPCC Number Day 06.02.26  
\*Children's Mental Health Week 09.02.26  
\*Safer Internet Day 10.02.26  
\*Young Voices Arena Concert 12.02.26

## **Events for parents in school...**

\*09.02.26 at 2:30pm - 'Explore South America' with us

## **Home School Learning...**

Children should read for 25-30 minutes daily.  
Children should all have their SPAG.com and MYMaths logins which they can use to complete home learning.

## **Additional Information...**

Children will need PE kits in school for outdoor PE on a Thursday and indoor PE on a Monday. Please ensure that children have the appropriate clothing for these sessions.  
Some children will continue to swim on Monday's to reach the required assessment.  
Reading records should be in school every day.