



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: February 2026

Big Question: Crime and punishment- How has it evolved over the years?

Key Concepts: Justice, Change, Law, Crime and Punishment.

Connected Concepts: Power, Influence, Cause and Effect and Significance.

English - Our book study is...

Holes
by Louis Sachar

English - In Reading we are learning...

To develop prediction skills by drawing upon evidence beyond the text, such as the blurb, cover & title of a book.
To retrieve key information from a text with speed and accuracy.
To use PEE and PETERS structures to develop inferences in detail.
To develop fluency when reading aloud and understanding writer's content.

English - In Writing we are learning...

To explore the features of instructional writing and create a set of instructions based on 'How to escape camp Green Lane'.
To write a diary entry, exploring the feelings and emotions of characters while convicted at Camp Green Lake
Create poetry inspired by 'The Bridges'

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

To recognise effects on physical and mental health.
To recognise substances and drugs that are legal/ illegal and describe effects and risks.
To understand pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources

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 read and plot coordinates on a 4 quadrant grid.
To translate and reflect shapes with accuracy across quadrants.

In Science we are learning...

To use recognised symbols when representing a simple circuit in a diagram.
To understand the brightness of a lamp or the volume of a buzzer is in relation to number and voltage of cells used.
To compare and give reasons for variations in how components function, including the brightness of bulbs.

In Relationships and Sex Education we are learning...

To understand how to identify problems that concern me.
Know who I can speak to share and voice these concerns.
To recognise how peer pressure can have an effect on decision making and the negative consequences of this.



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

To explore the similarities between religious Holy texts beliefs on racism
To explore historical statues of Edward Colston and John Wesley.
To understand how the 'golden Rue' can be seen within a variety of religions and how this impacts the way people choose to live their lives.

In Geography we are learning...

To name and locate the world's countries, focusing on South America concentrating on their environmental regions, key physical and human characteristics, counties and major cities.
To describe and understand key aspects of physical and human geography,

In Physical Education we learning...

To know how to improve health and fitness and comment on the effects of exercise on the body.
To understand the role exercise has on the body.
To demonstrate good control, strength, speed and stamina in a variety of athletic events.
To plan and perform a fitness circuit for purpose.

In French we are learning...

To speak confidently and clearly when greeting others, naming common nouns and to compose sentences with noun and adjectives.
Use speaking frames to create simple, complex and compound sentences.
Tell and understand the time on the hour, the half hour, the quarter hour.

In Computing we are learning...

To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
To use technology safely, respectfully, and responsibly; recognise acceptable and unacceptable behaviour.
To select, use, and combine a variety of software to design and create a range of programs, systems, and content.

In History we are learning...

To recognise what crime and punishment was like 800 years ago through the story of The Fox and the Goose.
To focus on the themes of justice and power linked to the medieval justice system.
To analyse the 'bloody code'.
To explore the increase in prison population using line graphs.

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

Explore and evaluate the desert art of Anza Borrego
Replicate example of his work
Experiments with different design techniques
Recreate in the style of holes (yellow spotted lizards)

In Music we are learning...

To recognise musical styles and identify instruments by ear.
Sing in unison in small groups.
Explore improvisation within a major scale and respond to a leader/conductor.

Special events for children...

- *World Book Day 05.03.26
- *National British Science Week 09.03.26
- *Crime and punishment workshop 16.03.26
- *Comic Relief - Wacky Hair 20.03.26

Events for parents in school...

- *Parent Consultation Meetings 17.03.26 and 18.03.26 3.40 - 5.50pm
- *Join us for an exciting Engineering Design celebration! 23.03.26 2.30pm

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 Tasks.

Additional Information...

Indoor PE is on a Wednesday and outdoor PE is on a Thursday.
Please ensure that children have the appropriate clothing for these sessions.
Reading records should be in school every day.