



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 2

Year Group: 6

Teachers: Mrs Taylor-Duffy and Mrs Cawley

Date: September 2026

**Big Question:** Why ARE we the problem? How can we protect our planet for future generations?

**Connected Concepts:** Cause and Effect, Significance and Influence

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

Two Degrees by Alan Gratz

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

To secure an understanding of VIPERS.

To develop the use of PEE structures to develop inferences in detail.  
To develop fluency when reading aloud and understanding writers content.  
To refine skimming and scanning skills for quick and rapid retrieval.

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

To use all 5 senses to write an engaging setting description  
To use figurative language and rhyming couplets to write a poem about the world's endangered animals.  
To write a formal and persuasive speech to take action to mitigate local issues through sustain climate actions

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

To identify our goals for the future.  
To know that all children have basic rights that should be met.  
To understand our actions can impact upon others.  
To understand democracy and how we have a voice in school and our community.

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

To identify the value of numbers up to 1,000,000.  
To round numbers, including and decimals.  
To compare and order numbers.  
To multiply by 10, 100 and 1000.  
To add and subtract whole numbers with 4 digits through a range of toolkit fluency and reasoning.

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

To collect and record data using graphical representation.  
To convert between units of measure.

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

To understand the difference between evolution and inheritance.  
To identify characteristics that we inherit and that we learn.  
To explore how animals have adapted to survive their habitat.  
To explore selection breeding.  
To explain the theory of evolution using Darwin's Finches.  
To understand that fossils help tell us about the past.

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

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



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

To understand what matters most to Humanists and Christians.  
To understand what a code of living is and how this can impact people  
To explore what is more valuable - speech or money?

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

Locate and compare carbon emissions around the world.  
Explore world biomes and their characteristics, focusing on South America  
Identify how habitats and biomes have been effected by global warming through physical and human characteristics.  
To conduct local field work  
To gather and analyse data to determine the impact of actions in Cheadle.

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

To work with others to explore and develop the dance idea.  
To use changes in dynamics in response to the stimulus.  
To develop passing and moving.  
To be able to change direction and lose a defender.  
To develop the shooting action.

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

To speak confidently and clearly when greeting others, naming common nouns and to compose sentences with nouns and adjectives.

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

To explain that objects can be described using data.  
To explain that formulas can be used to produce calculated data.  
To apply formulas to data including duplicating.  
To calculate averages.  
To create a spreadsheet to calculate budgets.

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

To place events in chronological order.  
To identify positive and negative changes in the local area in relation to Global Warming on economy, health and community.  
Make deductions from historical evidence.

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

To explore and evaluate examples of Jill Peltos.  
To refine sketching and drawing techniques.  
To use water paints to create tone and texture.  
To use climate data to create our own powerful message through art.

## **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 and evaluate performances.

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

\*Individual and sibling photographs 23.09.26  
\*European Day of Languages 24.09.26  
\*Fieldwork visit to Cheadle WB 05.10.26  
\*Harvest Celebration 21.10.26

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

Parents are invited to join us to celebrate our work on climate change on 19.10.26 2.30pm

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

Children are expected to practice their spellings across the week.  
Children should read for 25-30 minutes each night.  
Links will be shared via the website and class dojo to extend learning at home around our Big Question, Literacy and Maths, including times tables practice and [spag.com](http://spag.com)

## **Additional Information**

Children will need PE kits in school for indoor PE on a Monday and outdoor PE on a Friday.  
Correct school uniform is expected daily with shirt, tie and appropriate school shoes.