

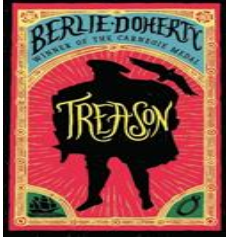
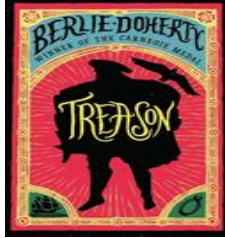
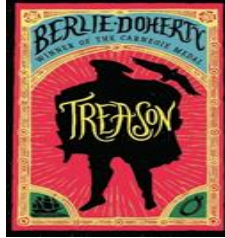
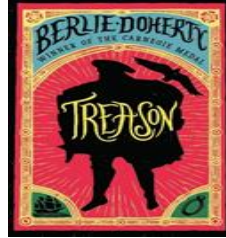
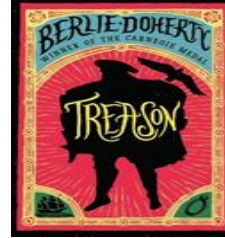

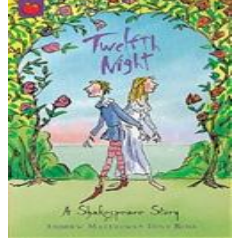


# Meadowbank Primary School

## Half Termly Knowledge and Skills Based Curriculum – Summer Term 2 2024

### Phase Lower Key Stage 2 Year Group 4



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6 Wk Beg 15.07	Week 7 Wk Beg 22.07
<b>Big Question</b>	What was life like at Bramall Hall in the Tudor times?						
<b>Connected Concepts</b>	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
<b>Book Studies</b>	Treason by Berlie Doherty 	Treason by Berlie Doherty 	Treason by Berlie Doherty 	Treason by Berlie Doherty 	Treason by Berlie Doherty 	Twelfth Night by Andrew Matthews 	Twelfth Night by Andrew Matthews 
<b>Children steering learning....</b>	Was there a difference between what the rich people and poor people did? Is it true that Henry VIII started a new religion? Why did Henry VIII have so many wives? How have the Tudors influenced our lives? Was Henry VIII the only King/Queen during the time? Are there any activities the Tudors did that are similar to things we do today?						
<b>English Reading</b> -Word reading -Comprehension	Diary entry  Text focus- Add writing and reading knowledge and skills.  Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences	Diary entry  Text focus- Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences	Diary entry  Text focus- Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces	Narrative writing  Text Focus - To write a narrative based on the text.  Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces.	Narrative writing  Text focus- Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces.	Recount  Text focus- Use a range of punctuation including full stops, commas, exclamation marks, questions marks and brackets.	Recount  Text focus- Effectively organises ideas into paragraphs using a range of cohesive devices such as time conjunctions, chronological order, themes and making appropriate use of pronouns to avoid unnecessary repetition
<b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	Hook. Watch a video of the inside of the Tower of London. Ask children to imagine they are there in the Tudor period and identify the 5 senses.	<u>Phase 2- Understanding as a writer.</u> Look at emotive language to describe how a character would be feeling at each point of their legend.  Apply this emotive language using fronted	Effectively organises ideas into paragraphs using a range of cohesive devices such as time conjunctions, chronological order, themes and making appropriate use of pronouns to avoid unnecessary repetition	Hook. Hotseating of characters and their experience in Tudor England.  <u>Phase 1 - Understanding as a reader.</u>	<u>Phase 2 - Understanding as writer.</u> Explore and generate different sentence types including figurative language.  <u>Phase 3 - Composition and editing.</u>	Uses relative pronouns to begin to develop detail to nouns and use commas to punctuate these  Recognises and use standard English verb forms.  Hook. Look at the character list at the front of the	<u>Phase 2- Understanding as a writer.</u> Editing and improving sentences based on vocabulary, Experiment with a range of

	<p><b>Phase 1- <u>Understanding as a reader.</u></b> Looking at examples of diary entries. Can children identify the key aspect that tell us that this is a diary entry? Consider the tense, person and style of the writing.</p> <p><b>Phase 2- <u>Understanding as a writer.</u></b> Focussing in on one of the characters from the text, e.g. Henry. Character study on how these characters would feel, act and look when going through the events of their diary entry.</p> <p><b>Reading - Treason</b> Predictions about what will happen using evidence from front cover and blurb.</p> <p>Explore ambitious vocabulary.</p> <p>Retrieval of information from the text</p>	<p>adverbials, relative clauses and similes in their diary entries.</p> <p><b>Phase 3 - composition.</b> Plan and write a diary entry from the perspective of a mythical creature.</p> <p><b>Reading - Treason</b> Retrieve answers from the text.</p> <p>Use PEE to support inferences.</p>	<p><b>Phase 3 - composition.</b> Plan and write a diary entry from the perspective of a mythical creature. TAG with partner Edit and improve.</p> <p><b>Reading - Treason</b> Explore ambitious vocabulary.</p> <p>Use PEE to support inferences</p>	<p>Complete text detectives retrieve key features from WAGOLLS and images. Emotion map feelings of those involved.</p> <p><b>Phase 2 - <u>Understanding as writer.</u></b> Explore vocabulary and figurative language. Use ambitious vocabulary in sentences.</p> <p><b>Reading - Treason</b> Generate questions to support discussion.</p> <p>Make predictions using evidence from the text Emotion Map of the character's feelings throughout the text.</p>	<p>Plan and write an effective setting description.</p> <p>Edit and improve examples to develop narrative. Use of TAG to edit and evaluate final piece.</p> <p><b>Reading - Treason</b> Explore ambitious vocabulary.</p> <p>Use PEE to support inferences.</p> <p><b>Assessment Indicator:</b> <u>Use a range of ambitious vocabulary from the past weeks correctly in their independent writing..</u></p>	<p>book and make predictions about them based on a brief synopsis.</p> <p><b>Phase 1- <u>Understanding as a reader.</u></b> Story whoosh.</p> <p>Sequencing the story.</p> <p>Emotions map for all characters.</p> <p>VIPERS</p> <p><b>Phase 2- <u>Understanding as a writer.</u></b> Unpicking powerful (emotive) vocabulary, language and sentences choices. Develop a range of sentence types (inside, outside, 3 of a kind).</p> <p>Uses phrases which are expanded by modifying adjectives, nouns and preposition phrases.</p> <p><b>Reading - Twelfth Night</b> Asking questions to improve their understanding of a text. Bloom's Taxonomy questions Be the Teacher task.</p>	<p>sentence structures, applying taught punctuation, into extended writing pieces</p> <p><b>Phase 3- composition.</b> Write diary entries based on different characters throughout the story or the same character at different points. How can we make it clear who we are writing as?</p> <p>Edits their own work to make improvements to spelling, grammar, punctuation and content against success criteria, using peer to peer support for suggestions.</p> <p><b>Reading - Twelfth Night</b> Summarise main events and themes</p> <p><b>Assessment Indicator:</b> <i>To use organisational devices and identify these in their writing when editing their work.</i></p>
<p><b>Tier ii Vocabulary</b></p>	<p>Boisterous, skittering, impactful, dreary, treason, treachery.</p>	<p>Monarchy, affections, quell, allegiance, mutiny.</p>	<p>Deceive, clutched whirlwind, murmured Hurried, tragically, stooped, astonished</p>	<p>Joyous, flattery, Rehydrate, snorted, Abandon, scornfully Suitors.</p>			

<p><b>Mathematics</b> <b>Number</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Measurement</b></p>	<p><b>Statistics.</b> Interpret and present data using appropriate graphical methods.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p><b>Maths Rehearsal.</b> Quick recall of times tables.</p>	<p><b>Statistics</b> Interpret and present continuous data on a time graph.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p><b>Maths Rehearsal.</b> Place value- multiplying by 10 and 100.</p>	<p><b>Geometry- Position and Direction Co-ordinates</b> <b>Positions and translations.</b> Compare and classify triangles, based on their properties and sizes</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p><b>Maths Rehearsal.</b> Place value- dividing by 10 and 100.</p>	<p><b>Geometry- Position and Direction Co-ordinates</b> <b>Positions and translations.</b> Plot specified points and draw sides to complete a given polygon.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Maths Rehearsal.</b> Multiplying and dividing decimals by 10 and 100.</p>	<p><b>Fractions and decimals.</b> Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math></p> <p>Convert between different units of measure.</p> <p><b>Maths Rehearsal</b> .Formal methods of multiplication.</p>	<p><b>Fractions and decimal.s</b> Addition and subtraction of up to 4 digits with decimals.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Maths Rehearsal.</b> Chunking in division.</p>	<p><b>Fractions and decimals.</b> Addition and subtraction of up to 4 digits with decimals.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Addition and subtraction of up to 4 digits with decimals.</p> <p>Convert between different units of measure.</p> <p><b>Maths Rehearsal.</b> Addition and subtraction of 3 digit numbers.</p>
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>	<p><b>Sound- Sound walk.</b> Enquiry Cycle - Ask questions.</p> <p><b>Enquiry question:</b> What different sounds can we identify?</p> <p><b>Outdoor learning opportunity.</b> Identify how sounds are made, associating some of them with something vibrating.</p> <p>Go on a 'sound walk' through the school and begin to think about how sound is made.</p> <p>Ask relevant questions and use different types of scientific</p>	<p><b>Sound- Vibrations.</b> Enquiry Cycle - Plan &amp; Ask Questions.</p> <p><b>Enquiry question:</b> How does sound travel?</p> <p>Explore sound further and investigate vibrations and how sound travels.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p><b>Sound- Pitch and Volume.</b> Enquiry Cycle - Pattern Seeking.</p> <p><b>Enquiry question:</b> How is different pitch and volume made?</p> <p>Investigate pitch and volume by exploring instruments and the different sounds they make.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound</p>	<p><b>Sound- Pardon?</b> Enquiry Cycle - Comparative and Fair test.</p> <p><b>Enquiry question:</b> How does sound reach the ear?</p> <p>Understand how we hear sounds and begin to consider ways to reduce what we can hear.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds</p>	<p><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p><b>Assessment Indicator:</b> <i>Find patterns between the pitch of a sound and features of the object that produced it</i></p>	<p><b>Sound- Ssshhh!</b> Enquiry Cycle -observe and measure.</p> <p><b>Enquiry question:</b> How can volume be changed?</p> <p>Plan and conduct an investigation into which material best reduces the sounds we hear.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the</p>	<p><b>Sound- Listen up!</b> Enquiry Cycle - Carry it out.</p> <p><b>Enquiry question:</b> Why is sound important to us?</p> <p>Create instruments that have different pitch.</p> <p><b>Assessment Indicator:</b> <i>Make predictions or new values, suggest improvements and raise further questions.</i></p>

	<p>enquiries to answer them.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Assessment Indicator:</b> Identify how sounds are made, associating some of them with something vibrating</p>	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>and the strength of the vibrations that produced it.</p>	<p>travel through a medium to the ear.</p>		<p>sound source increases.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Assessment Indicator:</b> Use the key vocabulary of cochlea, ear canal and ear drum.</p>	
<p><b>Personal, Social, Health and Economic Education</b></p> <p><b>-Relationships</b></p> <p><b>-Health and Well-Being</b></p> <p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Unique Me.</b></p> <p>Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>Appreciate that I am a truly unique human Being.</p> <p>What changes do you have control over? What changes do you not have control over? How might you feel about these changes? How might you cope with these situations? What bits can you change/not change? (Race/Pregnancy and maternity/Marriage and Civil partnership)</p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Having a baby.</b></p> <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>What is the most special and precious thing any of us can make? Why do people choose to have babies? What is difficult about looking after a baby? Does everybody have to have a baby? (Race/ Pregnancy and maternity/Marriage and Civil partnership)</p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Puberty.</b></p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>How do you feel when you think about puberty and growing up? How does the way you feel compare with how other people feel? What are the stages that explain what happens when a girl or woman has a period?</p>	<p><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p>P4C- What is friendship? Why is it important? One reason we choose our friends is because we like doing the same stuff as them, but would it be better to have friends who are different to us we can learn stuff from? Is it possible to become friends with an enemy? Or someone very different like Wilbur (a pig) and Charlotte (a spider). (Mutual respect/ Tolerance)</p> <p><b>Assessment Indicator:</b> Create solutions to problems using the dilemmas given to them and also revise relationships from their past.</p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Cycles of change.</b></p> <p>Know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>Be confident enough to try to make changes when I think they will benefit me.</p> <p>How are you feeling about puberty? Can you think of ways to help you manage the changes that are going to happen at puberty? (Mutual respect/ Tolerance)</p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Accepting change.</b></p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>Why do these changes happen? Do human beings have control over these changes in nature? How easy is it for you to accept changes to our planet that we appear to have little control over? (Individual liberty/ Mutual respect).</p> <p><b>Assessment Indicator:</b> Take some feedback</p>	<p><b>PSHEE JIGSAW SOW:</b> <b>Changing me.</b></p> <p><b>Weekly focus: Preparing for Year 5.</b></p> <p>Children will write letters introducing themselves to their new teachers.</p> <p>Children will discuss what they are worried about/ looking forward to when moving up the school.</p> <p>Children will work together to create a list of advice for next year's Y4 class.</p> <p>Which changes can you control? Which ones have you no control over? How do you feel about this change? How are you going to manage this change? What might help you best to manage/ achieve the change? (Individual liberty/ Mutual respect).</p>

			What might people want to talk more about when thinking about the changes that happen at puberty? (Mutual respect/Tolerance)			about their understanding of how characteristics are passed on through genes, how the body prepares at puberty, how a baby is made, and how to manage changes.	
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<b>Get set for PE SOW.</b> Outdoor PE Athletics. <b>To develop stamina and an understanding of speed and pace in relation to distance.</b> Run at a pace that you can maintain.  Run faster at the end of the race.  Run with fluency and coordination alternating your arms and legs.  Swimming. <b>To develop an understanding of buoyancy and balance in the water.</b> Breathe in for increased buoyancy.	<b>Get set for PE SOW.</b> Outdoor PE Athletics. <b>To develop power and speed in the sprinting technique.</b> Elbows bent at 90 degrees.  Run with fluency and coordination alternating your arms and legs.  Sprint on the balls of your feet moving your hands from pocket to mouth.  <u><b>Assessment Indicator:</b></u> <i>Demonstrate the difference in sprinting and jogging techniques</i>  Swimming. <b>To develop independent movement and submersion.</b> Take a big relaxed breath before submerging.	<b>Get set for PE SOW.</b> Outdoor PE Athletics. <b>To develop technique when jumping for distance.</b> Jump with control and balance by bending your knees.  Keep looking straight ahead when you jump  Swimming. <b>To develop gliding and crawl legs.</b> Stay in a streamlined shape.  <u><b>Assessment Indicator:</b></u> <i>Can front crawl one width of the pool and turn their heads to breathe without pausing.</i>	<b>Get set for PE SOW.</b> Outdoor PE Athletics. <b>To develop power and technique when throwing for distance.</b> Create power in your throw by transferring your weight from your back to your front leg.  Strength and speed will produce power.  <u><b>Assessment Indicator:</b></u> <i>Jump for distance with balance and control</i>  Swimming. <b>To develop front crawl breathing.</b> Breathe every three strokes.	<b>Get set for PE SOW.</b> Outdoor PE Athletics. <b>To develop a pull throw for distance and accuracy.</b> Begin with a straight arm.  Create power in your throw by transferring your weight from your back to your front leg.  Point the javelin tip slightly up.  Swimming. <b>To develop gliding and backstroke.</b> Keep your hips lifted to keep your body close to the surface of the water.	<b>Get set for PE SOW.</b> Outdoor PE Athletics <b>To develop throwing with greater control and technique.</b>  <b>Success Criteria:</b> Begin your throw in a balanced stance.  Point the javelin tip slightly up.  Transfer your weight from your back to your front leg.  Swimming. <b>To develop rotation, sculling and treading water.</b> Push the water towards and away from you using cupped hands.  <u><b>Assessment Indicator:</b></u> <i>Perform safe self-rescue in different water-based situations.</i>	<b>Get set for PE SOW.</b> Outdoor PE Athletics <b>To develop officiating and performing skills.</b>  Measure from the start line to where the object or performer first lands.  <u><b>Assessment Indicator:</b></u> <i>Throw with some accuracy and power to a target area</i>  Swimming. <b>To develop surface dives, submersion and handstands.</b> Tuck your chin in and bring your arms over head.
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	<b>Programming B- Repetition in games.</b> Using loops to create games.  To develop the use of count-controlled loops in a different	<b>Programming B- Repetition in games.</b> Different Loops.  To explain that in programming there are infinite loops and count controlled loops	<b>Programming B- Repetition in games.</b> Animate your name.  To develop a design that includes two or more loops which run at the same time	<b>Programming B- Repetition in games.</b> Modifying a game.  To modify an infinite loop in a given program.  Identify which parts of a loop can be changed	<b>Programming B- Repetition in games.</b> Designing a game.  To design a project that includes repetition  Evaluate the use of repetition in a project	<b>Programming B- Repetition in games.</b> Creating our games.  To create a project that includes repetition  Refine the algorithm in my design	<b>Programming B- Repetition in games.</b> Peer assessing our games.  Evaluate the steps followed when building my project.

	<p>programming environment</p> <p>List an everyday task as a set of instructions including repetition</p> <p>Predict the outcome of a snippet of code</p> <p>Modify a snippet of code to create a given outcome.</p>	<p>Modify loops to produce a given outcome</p> <p>Choose when to use a count-controlled and an infinite loop</p> <p>Recognise that some programming languages enable more than one process to be run at once.</p>	<p>Choose which action will be repeated for each object</p> <p>Explain what the outcome of the repeated action should be</p> <p>Evaluate the effectiveness of the repeated sequences used in my program.</p>	<p>Explain the effect of my changes</p> <p>Re-use existing code snippets on new sprites.</p> <p><b>Assessment Indicator:</b> Re-use existing code snippets on new sprites.</p>	<p>Select key parts of a given project to use in my own design</p> <p>Develop my own design explaining what my project will do.</p>	<p>Build a program that follows my design</p>	<p><b>Assessment Indicator:</b> Can create a 30 second game that counts points and has a moving image that can be clicked with a mouse.</p>
<p><b>Geography</b></p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>		<p><b>Minor:</b></p> <p>Enquiry Question - How can water help us be more sustainable?</p> <p>Use fieldwork to observe, measure, record and present human and physical characteristics using a range of methods, including sketch maps and graphs.</p> <p>Fieldwork - Stockport Hydro.</p>	<p><b>Minor:</b></p> <p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe.</p> <p>Locate places using 4 figure grid references.</p> <p><b>Assessment Indicators:</b> Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features.</p>	<p><b>Minor:</b></p> <p>Use fieldwork to observe, measure, record and present human and physical characteristics using a range of methods, including sketch maps and graphs.</p> <p><b>Assessment Indicator:</b> Use Digimap and Google Maps to use the grid reference tool to record a location. Use Digimap and Google Maps to add photographs to specific locations.</p>			
<p><b>History</b></p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>	<p>Enquiry Question - Who were the Tudors?</p> <p>Place the Tudor period into the wider context of historical chronology.</p> <p>Answer baseline questions.</p> <p>Introduce and define vocabulary.</p>	<p>Enquiry Question- What can we tell about Henry VIII from his portraits?</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>Identify why sources can be useful in a variety of ways -</p>	<p>Enquiry Question- Why did Henry VIII break from Rome?</p> <p>To understand that events usually happen for a combination of reasons</p> <p>Can give a little detail about each cause.</p> <p>Sequence, analyses and group factors leading up to the break with</p>	<p>Enquiry Question- How different was life for people at different levels of society?</p> <p>Build a coherent knowledge of a significant local site Bramhall Hall from the Tudor period power achievements beliefs</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p><b>Assessment Indicator:</b> Can see that there are often different interpretations because the gaps in the evidence are so large they have to be</p>	<p>Enquiry Question- How did people at Bramall Hall enjoy their leisure time?</p> <p>Build a coherent knowledge of a significant local site Bramhall Hall from the Tudor period power achievements beliefs society</p>	<p>Enquiry Question- What was life like at Bramall Hall in Tudor times?</p> <p>Identify the continuity and changes to Bramhall Hall and the local area from the Tudor period until the modern day power achievements beliefs</p>

	Identify Tudor period on timeline and mark on significant events.	<b>inaccuracies can tell us more about those who produce evidence portraits in the Tudor period.</b> Police line up of different Henry VIII portraits - can you tell which ones are Henry VIII? Spot similarities and differences and discuss why they were created.	Rome and the Catholic Church.	<b>society legacy (including homes, food, entertainment)</b> Explore real Tudor wills from poor and middling families and those living in Bramall Hall comparing their possessions and appearance of homes.	<i>filled with imaginative reconstruction.</i> <b>Assessment Indicator:</b> <i>Know that not everyone in the past lived in the same way.</i>	<b>legacy (including homes, food, entertainment)</b> Mantle of the Expert approach. Advise a film director on what pastimes Tudors would have taken part in. They test evidence to substantiate statements.	<b>society legacy (including homes, food, entertainment)</b> Reanswer baseline questions. <b>Assessment Indicator:</b> <i>They can contrast life for the rich and the poor e.g. in Tudor times and do not describe home life as if it was the same for everyone.</i> <i>They know that there are different levels in society.</i>
<b>Religious Education, Beliefs and Values</b> <b>-Believing</b> <b>-Expressing</b> <b>-Living</b>	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Map of their life.</b> <b>Enquiry question: What does a journey mean to us?</b> Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?  Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?  Suggest why some people see life as a	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Story of their life.</b> <b>Enquiry question: Why is life seen as a journey by Hindus?</b> Describe how life is seen as a journey by some people.  Think of reasons why some people have rituals to mark important life events.  Consider reflectively and sensitively some questions about life as a journey? (Religion/Belief/Race)  <b>Assessment Indicator:</b> <i>List commitments made by Hindus and compare them to their own</i>	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Recap Hindu life - ceremonies.</b> <b>Enquiry question: What ceremonies do Hindus mark in the journey of life?</b> Be able to order the different ceremonies in a Hindu's life onto a timeline, such as Upanayana.  Recap annual holidays celebrated by Hindus, such as Diwali, and daily ceremonies like Puja.  Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Map of Hindu life.</b> <b>Enquiry question: How do Hindus believe their life journey impacts life after death?</b> Create a 'map of life' for a Hindu person, showing what these religions offer to guide people through life's journey.  Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?  Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>  <b>Assessment indicator:</b> <i>Explain what a Hindu Sacred Thread ceremony is and the symbols and rituals used.</i>	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Story of Hindu life</b> <b>Enquiry question: Why are ceremonies celebrated by Hindus?</b> Watch and read extracts about life as a Hindu. Describe why the way that the ceremonies were celebrated and why they were important to the Hindus whose lives we followed.  What do you think Hindus might mean when they talk about purifying a person before they begin the next stage of their lives? What kind of changes to the way a person behaves might need to take place?	<b>EXPRESSING</b> <b>Why do some people think life is like a journey? Part 2 Hindu</b> <b>Compare the maps similarities and differences</b> <b>Enquiry question: Are all journeys similar?</b>  Can we compare the journeys of Christians and Hindus? Look for similarities and differences between the description of the journey of life for Christians and Hindus.  Suggest reasons why marking the milestones of life are important to both Christians and Hindus. (Tolerance/Mutual respect)  <b>Assessment Indicator:</b>

	journey and identify some of the key milestones on this journey. (Tolerance/Mutual respect)		responsibility within a faith community.  What meaning do these ceremonies have to the individual, their family and their communities? (Religion/Belief/Race)			Describe the significance of the Hindu sacred thread ceremony. (Tolerance/Mutual respect)	<i>Suggest three similarities and differences about Hindu and Christian outlooks on life as a journey. Can children explain why these beliefs are different?</i>
<b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding	<b>Catherine Cheater SOW</b> Know and apply known sound /spelling patterns in reading. Ask and answer simple questions and give basic information by speaking in sentences. Using an elision when there is a feminine noun beginning with a vowel eg. M'ariagnee  Count out a set of nouns.  <u>Assessment Indicator:</u> Know that single masculine nouns use "un" for a/an/one and "le" for the, while feminine nouns use une and la.	<b>Catherine Cheater SOW</b> Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.  Ask and answer simple questions and give basic information by speaking in sentences. Counting a range of nouns  Elision when de comes before a vowel- becomes d'.  Listen to Sur le pont d'Avignon- notice the elision in the title.	<b>Catherine Cheater SOW</b> Know and apply known sound /spelling patterns in reading. Agreement of adjectives- add an adjective to a masculine and feminine noun- notice the pronunciation.  Add an adjective to a masculine and feminine noun with a vowel- what is the change in pronunciation?  Then reveal spelling differences.	<b>Catherine Cheater SOW</b> Know and apply known sound /spelling patterns in reading.  Ask and answer simple questions and give basic information by speaking in sentences. Revise the locations of some key locations in France. Guess which are being described using vowel and consonant clues.  Asking and answering questions using verbs. Who is dancing? Study spelling differences.	<b>Catherine Cheater SOW</b> Build sentences including known nouns, adjectives Know that days and months do not need a capital letter unless at start of sentence / on calendar. Know and apply known sound /spelling patterns in reading. What is the date?  Writing the date in two different ways.  Ask questions using verbs- who is swimming? The lions or the cats?	<b>Catherine Cheater SOW</b> Know and apply known sound /spelling patterns in reading. Recap le, la or l' (liaison) when answering questions  To practise recognising which word class the following words belong to by performing the appropriate action  <u>Assessment Indicator:</u> Can write phrases from memory, with plausible spelling and correct word order e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.	<b>Catherine Cheater SOW</b> Question and answer Asking and saying the date of your birthday New vocabulary: Joyeux anniversaire Bon anniversaire Names and locations of towns in France C'est quelle ville?
<b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise  Design and Technology -Design -Make -Evaluate -Food Technology	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Refer to artists, architects, and designers in history and experiment with their styles.  Know some features of art from different historical periods.  Introduce Vincent van Gogh, explore his	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Analyse watercolour paintings, looking at form, line and techniques. Explore van Gogh's painting Starry Starry Night. Swatch and mix water colours to match the painting and explore watercolour techniques, more	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Use water colours to show mirror reflections. Look at images and photographs that contain a reflection (water/river) Use watercolours to paint in sketchbooks.	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Use watercolours to represent figures and movements. Use the image of Starry Starry Night and exploration of reflections to design their own version of the painting which includes a reflection.	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Plan their final design using different techniques and labelling their ideas using technical vocabulary.	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Develop the use of watercolours using line techniques. Go back over underpainting using darker strokes of watercolour to complete piece.	<b>Watercolour - Starry Starry Night.</b>  Artist spotlight: Vincent Van Gogh.  Gallery walk and evaluation of completed watercolour paintings.  <u>Assessment Indicator:</u> Compare their finished projects to their design idea and evaluate.



	paintings and the post-impressionism movement.	water, less water, wet on wet, wet on dry, patting off water using etc...  <b><u>Assessment Indicator:</u></b> Demonstrate movement within artwork, created by choice of brush thickness.		Complete underpainting of design using watercolours.  <b><u>Assessment Indicator:</u></b> Be able to use dark and light shades and use this second layer to create details and contrast using watercolours.			
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Talk about the song together.  Explore its musical style through the style indicators of this music and its performers  Embed a deeper understanding of the musical concepts related to the song	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Steady beat Metre 4/4 Rhythmic and melodic patterns.  Recognising and/or reading simple notation and tonic sol-fa Tonal centre is C major The C major scale is used (C, D, E, F, G, A, B)  Minims, dotted crotchets, crotchets and quavers.	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Learn to sing the song as part of an ensemble/choir Follow a leader/conductor.  Understand the meaning of the song.  Demonstrate and maintain correct posture and breath control  <b><u>Assessment Indicator:</u></b> Create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Share a performance of the learning that has taken place in the lesson.	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Practise improvising using the notes: A, B, C A, B, C, D, E A, B, C, D, E, F, G  <b><u>Assessment Indicator:</u></b> Mostly sing expressively, with attention to breathing and phrasing.	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Ceate using their imaginations. D, E, F D, E, F, G, A D, E, F, G, A, Bb, C  Create and explain a simple melody with a musical shape using two, three, four or five notes.  Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<b>Charanga Model Music Curriculum B</b>  <b>Purpose, Identity and Expression in Music</b> <b>How Does Music Connect Us With the Environment?</b>  Compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources. Keep a record of the composition to play it again.  Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end.  <b><u>Assessment Indicator:</u></b> Rehearse and perform their parts within the context of 3 unit songs.
<b>Enhancements</b> <b>Visits and Visitors</b>		Stockport Hydro Trip 20.06.24	Careers Week 24.06.24			Transition - Planning learning opportunities and experiences for Year 5 15.07.24	Transition - Planning learning opportunities and experiences for Year 5 22.07.24

<b>Parental Engagement</b>					Sports Day KS2 11.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24	
<b>Whole School and National Events</b>	Multiplication Tables Check WB 10.06.24 Eid ul-Adha 16.06-17.06.24	LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.