










Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2024
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 02.09	Week 2 Wk Beg 09.09	Week 3 Wk Beg 16.09	Week 4 Wk Beg 23.09	Week 5 Wk Beg 30.09	Week 6 Wk Beg 07.10	Week 7 Wk Beg 14.10
Big Question	What comparisons can we make across the ocean? America vs Britain						
Connected Concepts	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation
Book Studies	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 
Children steering learning....	What countries are in North America? How far is America from Britain? How are they different? Why does the USA have states? What is the time difference? Does America have lakes like we do? Are they different to ours? Are they manmade? Do any of the countries have a royal family? Why do people like the USA so much? Is it better than the UK?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Text focus - Little Bird Lands Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb. Develop skim and scanning skills for quick retrieval. Instructions: How to blend in Britain	Text focus - Little Bird Lands Read with fluency and accuracy. Generate/answer VIPERS questions about the text using evidence to support inferences. Instructions: How to blend in Britain. <u>Phase 2 - Understand as a writer</u>	Text focus - Little Bird Lands Read with fluency and accuracy. Explain the meaning of author's word choices. Write an explanation how the author conveys the unlikable character Mr Nathaniel. Travel Blog For North America.	Text focus - Little Bird Lands Read with fluency and accuracy. Make inferences and use evidence from the text to support this. Explain the meaning of author's word choices. Travel Blog for North America <u>Phase 2 - Understand as a writer</u>	Text focus - Little Bird Lands Read with fluency and accuracy. Use evidence to summarise themes and make comparisons across a text. Make comparisons within and across literature - characters, settings, behaviours. Travel Blog for North America.	Text focus - Little Bird Lands Read with fluency and accuracy. Summarise the main themes and messages portrayed. Non-Chronological Report: The Great Lakes of North America <u>Phase 1 - Hook and Understanding as a Reader</u>	Text focus - Little Bird Lands Read with fluency and accuracy. Generate/answer VIPERS questions about the text. Non-Chronological Report: The Great Lakes of North America <u>Phase 2 - Understand as a writer</u>

	<p>Phase 1 – Hook/Understanding as a Reader Complete instructions jigsaw to structure correctly then explore using VIPERS skills.</p> <p>Phase 2 – Understand as a writer Draw upon prior knowledge of features within instructional writing and use knowledge of different types of features to demonstrate clear understanding of features.</p> <p>Explore ambitious vocabulary through identifying relevant synonyms to demonstrate understanding.</p>	<p>Understand and use high-level sentence features: Conditional sentences Parenthesis – using brackets and dashes</p> <p>Phase 3 – Planning, Composition and Editing Plan instructions using knowledge gained throughout the cycle before composition stage.</p> <p>Write an effective set of instructions, focusing on key components and features in order to make it successful.</p> <p>Peer-assess one another's pieces using TAG model and checklists.</p>	<p>Phase 1 – Hook/Understanding as a reader Retrieve interesting facts and information, drawing upon existing blogs in order to support understanding.</p> <p>Phase 2 – Understanding as a writer Use existing blogs in order to identify relevant features associated with travel blogging while commenting on their effect and purpose.</p> <p>Focus on persuasion stylistic devices, organisation, sentence structures and vocabulary.</p>	<p>Identify the meaning of unfamiliar and ambitious vocabulary and become fluent and knowledgeable of definitions in order to apply it to their own writing.</p> <p>Explore previous and new sentence structures relevant to travel blogs and generate cohesive sentences in order to demonstrate fluency and understanding.</p> <p>Phase 3 – Planning, Composition and Editing Plan travel blog before writing it using given structure.</p>	<p>Phase 3 – Composition and Editing Refer to checklists and Food for Thought to encourage independence and application of skills and knowledge acquired throughout the writing cycle.</p> <p>In groups, children are given different resources about The Great Lakes with the same set of questions – which resource helps them to answer the questions most easily/accurately and why?</p> <p>Phase 2 – Understand as a writer Identify the features of a non-chronological report.</p> <p>Explore, define and use tier ii vocabulary with in non-fiction, subject specific sentences.</p> <p>Make effective use of parenthesis is different ways: Subordinate clauses Relative clauses Brackets and dashes</p>	<p>Make effective use of parenthesis is different ways: Subordinate clauses Relative clauses Brackets and dashes</p> <p>Plan, write and edit an effective non-chronological report about The Great Lakes of North America.</p>	
Tier Two Vocabulary	<p>Quintessential Torrent Paramount Unpredictable Seamlessly Inevitable Repertoire Profusely Embrace</p>	<p>Idyllic Itinerary Bustling Metropolis Serene Convalesce Iconic Multicultural Indigenous</p>	<p>Comprising Distinct Conservation Invasive Recreational Indispensable Preserve Agriculture Expansive</p>				
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p>	<p>Place value Read, write, order and partition numbers up to a million. Explore the composition and place value of numbers using images, practical apparatus and numbers.</p> <p>Interpret negative numbers</p>	<p>Place value decimal numbers Solving problems involving place value Applying the rules for place value and rounding to solve problems.</p> <p>Assessment Indicator <i>Read, write, order and compare numbers to at least 1 000 000 and</i></p>	<p>Place value Round numbers to the nearest, 10, 100, 1000, 10,000 and 100,000 Learning and applying the rules for rounding numbers.</p> <p>Assessment Indicator <i>Round any number up to 1 000 000 to the</i></p>	<p>Conversion of units Convert between metric units by multiplying and dividing by 10, 100, 1000. Using place value charts to help support understanding for multiplying and dividing by 10, 100 and 100.</p>	<p>Conversion of imperial units Solving problems involving conversion of units Applying understanding of multiplying and dividing by 10, 100 and 1000 to convert between units of measure to solve problems.</p>	<p>Properties of number Recognising prime numbers, square numbers, cube numbers. Range of activities to recognise prime, square and cube numbers – focusing on patterns.</p> <p>Assessment Indicator <i>Know and use the vocabulary of prime</i></p>	<p>Properties of number Using factors and multiples to multiply and divide mentally Understanding how factors, multiples and prime factors can be used in mental calculation work for multiplication and division.</p>

<p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Recognise negative numbers on a variety of images. Understand how they relate to 0 in terms of above and below, less than and greater than.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p><i>determine the value of each digit</i></p> <p>Interpret negative numbers in context-temperature and count forwards and backwards.</p> <p>Recognise negative numbers in context and use the correct notation Use both vertical and horizontal images to represent the numbers. Practise counting in steps from negative to positive and vice versa.</p>	<p><i>nearest 10, 100, 1000, 10 000 and 100 000</i></p> <p>Interpreting negative numbers in the context of temperatures and metres above and below 0.</p> <p>Using the images to answer questions based on temperatures timetables and divers below sea level.</p>	<p>Make links to metric units.</p> <p>Solve Calculations for addition and subtraction by counting forwards and backwards across 0.</p> <p>With the support of a number line solve calculations by counting forwards and backwards on the number line.</p> <p><u>Assessment Indicator</u> <i>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</i></p>	<p>Model and practise how to convert between metric and imperial measures.</p> <p><u>Assessment Indicator:</u> <i>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</i></p> <p>Interpret negative numbers within problem solving in context.</p> <p>Solve real life problems involving negative numbers. Bank accounts, and co-ordinates.</p>	<p><i>numbers, prime factors and composite (non-prime) numbers</i></p> <p>Solve problems involving systematic working and negative numbers.</p> <p>Exploring patterns of negative and positive numbers using a systematic approach</p>	<p>Explore through reasoning and problem solving.</p> <p><u>Assessment Indicator:</u> <i>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</i></p> <p>Solve word problems involving negative numbers.</p> <p>Using visualisation approach, solve word problems in a real life context.</p>
<p>Retrieval through Maths Rehearsal sequence</p>	<p>+/- decimals to 1dp within 1 Model and vocabulary</p>	<p>+/- decimals to 1dp within 1 Practise</p>	<p>+/- decimals to 1dp within 1 Practise</p>	<p>+/- decimals to 1dp within 1 Apply</p>	<p>+/- Multiples of 100 and 1000 with bridging Model and vocabulary</p>	<p>+/- Multiples of 100 and 1000 with bridging Practise</p>	<p>+/- Multiples of 100 and 1000 with bridging Apply</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Forces and Magnets.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Discuss what gravity and resistance are and identify balanced and unbalanced forces.</p> <p>Use newton metres and scales to measure mass and weight and know the difference between these terms.</p>	<p>Forces and Magnets.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Plan a fair test involving air resistance and gyrocopters.</p>	<p>Forces and Magnets.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Carry out a test involving air resistance and record results with accuracy. Present results and present findings by drawing conclusions and explaining observations.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p>Explain what gravity and resistance are and identify balanced and unbalanced forces.</p>	<p>Forces and Magnets.</p> <p>Working Scientifically To Conduct</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Record data and results of increasing complexity</p> <p>Generate a new way to test air resistance.</p> <p>Ensure a fair test and carry out the investigation.</p> <p>Explain the results.</p>	<p>Forces and Magnets.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Carry out a test involving water resistance and record results and observations.</p> <p>Draw conclusions.</p> <p><u>Assessment Indicator</u> <i>Give examples of friction, water resistance and air resistance. Give examples of when</i></p>	<p>Forces and Magnets.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Investigate how levers work. Explore how the position of fulcrum, load and effort impacts on use.</p> <p>Make our own catapults using knowledge of levers.</p> <p><u>Assessment Indicator</u> <i>Demonstrate how pulleys, levers and gears work.</i></p>

	<p>Identify patterns in results to make generalisations.</p> <p><u>Assessment Indicator</u> Demonstrate the effect of gravity acting on an unsupported object.</p>					<p><i>it is beneficial to have high or low friction, water resistance, and air resistance. TAPs focussed assessment. Spinners.</i></p>	
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Face new challenges positively and know how to set personal goals. Being Me In My World Face new challenges positively and know how to set personal goals.</p> <p>Use diamond nine to set and rank personal goals. (BV-Individual liberty)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Know what I value most about my school and can identify my hopes for this school year. Know what I value most about my school and can identify my hopes for this school year. (BV-Individual liberty)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own. Understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own. Identify the rights and explain what their responsibilities are to achieve this. (BV-Respect/ Tolerance)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Understand my rights and responsibilities as a citizen of my country and a member of my school empathise with people in this country whose lives are different to my own. Understand my rights and responsibilities as a citizen of my country and a member of my school empathise with people in this country whose lives are different to my own. Write promises to refugees fleeing warzones. (BV-Respect/ Tolerance)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel understand that my actions affect me and others. Make choices about my own behaviour because I understand how rewards and consequences feel and I understand that my actions affect me and others. Write up causes and effects of different scenarios. (BV-Respect/ Tolerance)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Understand how an individual's behaviour can impact on a group contribute to the group and understand how we can function best as a whole. Explore shared and contrasting rules, rights and responsibilities. <u>Assessment Indicator</u> Evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. (BV-Respect/ Tolerance)</p>	<p>PSHEE Jigsaw SOW Being Me In My World.</p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this understand why our school community benefits from a Learning Charter and can help others to follow it. Discuss how to express opinions and thoughts respectfully. Write a list of helpful hints of how to follow the learning charter. (BV-Respect/ Tolerance)</p>

<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To develop passing and moving. As soon as a pass has been made, move into a new space to receive another pass.</p> <p>Use a variety of passes to suit the distance you need to throw.</p> <p>Use verbal and non-verbal communication to show where and when you want to receive the ball.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To explore moving to create space for themselves and others in their team. Accelerate past a defender, driving into space.</p> <p>Keep on the balls of your feet, ready to change direction.</p> <p>Move into space as soon as you have passed the ball.</p> <p><u>Assessment Indicator</u> Know what position playing in and how to contribute when attacking and defending.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To use a variety of techniques to lose an opponent e.g. change of direction or speed. Drive into space with purpose.</p> <p>If you don't receive a ball, move again.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>To be able to defend ball side and know when to go for interceptions. Keep in a ready position with knees bent.</p> <p>Stay side on to see the ball and the player you are marking.</p> <p>Stretch out to intercept the ball.</p> <p><u>Assessment Indicator</u> Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To develop the shooting action. Identify your best area to shoot, higher percentage chance of success.</p> <p>Rebound your shot if you miss.</p> <p>Use a balanced stance. Feet shoulder width apart.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To understand the need for tactics and identify when to use them in different situations. Consider the whole team's thoughts and ideas on tactical and positional play.</p> <p>Move the ball towards the goal using a variety of passes and movement skills.</p>	<p>Indoor PE - Swimming Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Get Set 4 PE SOW Outdoor PE - Netball</p> <p>To understand and apply rules in a variety of invasion games whilst playing and officiating. Consider the whole team's thoughts and ideas on tactical and positional play.</p> <p>Move the ball towards the goal using a variety of passes and movement skills.</p> <p><u>Assessment Indicator</u> Understand there are different skills for different situations and beginning to apply this.</p>
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<p>Computing</p> <ul style="list-style-type: none"> -Code -Connect -Communicate -Collect 	<p>Programming A.</p> <p>Explain that a loop can stop when a condition is met. Explore selection (conditions) through unplugged computing – act out actions if you meet the conditions.</p>	<p>Programming A.</p> <p>Explain that a loop can be used to continuously check if a condition has been met. Explore selection in Scratch – answer questions – and modify the code.</p>	<p>Programming A.</p> <p>Write a program with count controlled loops. Make further changes to the code to explore how conditions work in Scratch.</p> <p><u>Assessment Indicator</u> Explain how selection is used in programs.</p>	<p>Programming A.</p> <p>Design a physical project that uses selection. Use crumble kits with a chain of sparkles. Design our own physical system.</p> <p><u>Assessment Indicator</u> Design a program which uses selection.</p>	<p>Programming A.</p> <p>Create a program that controls a physical computing project. Use count controlled loops in Crumble kits.</p>	<p>Programming A.</p> <p>Create a program that controls a physical computing project. Connect multiple outputs to the crumble and use selection to program them.</p>	<p>Programming A.</p> <p>Evaluate the projects made. Test and debug our code.</p> <p>Save in Pupil Shared Area</p> <p><u>Assessment Indicator:</u> Create a program with selection and evaluate it.</p>
<p>Geography</p> <ul style="list-style-type: none"> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans 	<p>Major</p> <p>What can different maps teach us about North America?</p> <p>Name and locate the world's countries, focusing on North America (USA and Canada), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Locate North America and identify the countries and capitals and major cities in it.</p> <p>Outdoor Learning: Draw North America continent outside with chalks</p> <p>Use digimaps population density map to identify populous cities.</p> <p>Understand it's location in comparison to lines of latitude e.g. equator.</p>	<p>Major</p> <p>What comparisons can we make between divisions of the UK and North America?</p> <p>Name and locate the world's countries, focusing on North America (USA and Canada), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Recognise how the USA is divided into states, much like the UK is divided into counties.</p> <p>Name the states, some of the state capitals. Use scales to measure distances between them and identify that some are in different</p>	<p>Major</p> <p>How were the Great Lakes of North America formed?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)</p> <p>Locate the great lakes. Know how they were formed.</p> <p>Understand their physical and human characteristics e.g. tourism, industry (hydro electric and tourism), location of resources.</p> <p>Use compass points to compare positions of locations.</p> <p>Focus on Niagara falls for tourism.</p>	<p>Major</p> <p>How can we use digital map skills to learn more about physical features?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)</p> <p>Locate the lake district and name the lakes which comprise it.</p> <p>Focus on size using scales and the area tool in digimaps.</p> <p>Identify human and physical features – economy, natural resources, and settlements.</p> <p>Use compass points to compare positions of locations.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p>Major:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)</p> <p>Explore the economic activity in the lake district. What industries are main employers? What are the positives and negatives to tourism?</p>	<p>Major</p> <p>How do the Great Lakes (NA) and the Lake District (UK) compare?</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of regions of North America and Lake District.</p> <p>Compare the lake district and the great lakes in terms of similarities and differences.</p> <p><u>Assessment Indicator</u> Make comparisons between The Lake District and The Great Lakes of North America.</p>	<p>Major</p> <p>Why would people choose to settle by NA and UK lakes?</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of regions of North America and Lake District.</p> <p>Decide which set of lakes they would rather live near to and give a justified explanation for their choice using details from previous lessons.</p>

	<p><u>Assessment Indicator</u> Name and locate the world's countries, focusing on North America (USA and Canada) and Central America.</p>	<p>time zones - compare to GMT meridian line.</p> <p>Use digimap tools to measure distance and time zone overlay.</p> <p><u>Assessment Indicator</u> Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).</p>					
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>			<p>Minor Why did opinions of slavery differ in the past?</p> <p>Black History Month Identify why viewpoints differ and why bias might skew these viewpoints. Look at views relating to the treatment of slaves in North America. Why did some people believe it was ok? Why did they want to perpetuate it? Why did the northern states want it abolished?</p> <p><u>Assessment Indicator</u> Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.</p>			<p>Minor Why did opinions of slavery differ in the past?</p> <p>Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian'. Look at examples where people's view of an event has changed and why it changed - American Indian reservations for example.</p> <p><u>Assessment Indicator</u> Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.</p>	
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>LIVING What can we learn from religions about what is right and wrong? Baseline Assessment</p>	<p>LIVING What can we learn from religions about what is right and wrong? Discuss their own and others' ideas about</p>	<p>LIVING What can we learn from religions about what is right and wrong? Discuss their own and others' ideas about</p>	<p>LIVING What can we learn from religions about what is right and wrong? Discuss their own and others' ideas about</p>	<p>LIVING What can we learn from religions about what is right and wrong? Make connections between stories of</p>	<p>LIVING What can we learn from religions about what is right and wrong? Make connections between stories of</p>	<p>LIVING What can we learn from religions about what is right and wrong? Discuss their own and others' ideas about</p>

	<p>Discuss their own and others' ideas about how people decide about right and wrong.</p> <p>Reflect on what rules do other people try to live their lives by. Understand and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Write an explanation about how they and other now about right and wrong. (BV-Individual Liberty)</p>	<p>how people decide about right and wrong.</p> <p>Discuss important messages that are in the Ten</p> <p>Rank the 10 commandments on a priority pyramid.</p> <p>Explain how the commandments help Jewish people know how to live a good life.</p> <p>Assessment Indicators Give examples of how the Ten Commandments might show Jewish people how to live. (BV-Individual Liberty)</p>	<p>how people decide about right and wrong.</p> <p>Discuss what Christianity says about how to live a good life.</p> <p>Explain the rules do Christians follow and identify similarities to last week.</p> <p>Compare the beatitudes to the 10 commandments.</p> <p>Assessment Indicators Describe ways in which Christians might use the Beatitudes to help them decide right and wrong.</p> <p>Explain some similarities and differences between the codes for living used by Christians and Jewish people. (BV-Individual liberty)</p>	<p>how people decide about right and wrong.</p> <p>Discuss how can people decide what is right and wrong without God's help.</p> <p>Explore and sort similarities between rules Christians follow and Humanists.</p> <p>Assessment Indicators Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions.</p> <p>Explain some similarities and differences between the codes for living used by Humanists, Christian's and Jewish people.</p>	<p>temptation and why people can find it difficult to be good.</p> <p>Explore how religious stories tell believers about temptation.</p> <p>Look at scenarios and explore how we could respond to them following teachings from religions.</p>	<p>temptation and why people can find it difficult to be good.</p> <p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p> <p>Create a comic strip to show ways to respond to situations from different perspectives.</p>	<p>how people decide about right and wrong</p> <p>How have religious teachings helped to affect somebody's actions?</p> <p>Look at similarities between religions and the golden rule that all follow.</p> <p>Discuss which rule(s) the choices made have followed.</p> <p>Assessment Indicators Explain some similarities and differences between the codes for living used by Humanists, Christian's and Jewish people.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p>
<p>Modern Foreign Languages-French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Recap prior learning from Year 4</p> <p>What can the children remember?</p>	<p>Catherine Cheater SOW</p> <p>Understand nouns and determiners - the indefinite article in the singular and the plural.</p>	<p>Catherine Cheater SOW</p> <p>Focus on nouns - masculine nouns beginning with a vowel, nouns in the plural and counting nouns.</p>	<p>Catherine Cheater SOW</p> <p>Focus on phonics and feminine nouns.</p>	<p>Catherine Cheater SOW</p> <p>Recognise and respond to others focusing on masculine and feminine nouns.</p>	<p>Catherine Cheater SOW</p> <p>Present our letters and post them to France.</p> <p>Assessment Indicators Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. Ask and answer a wider range of questions from memory (Pen Pals)</p>	<p>Catherine Cheater SOW</p> <p>Assessment Indicators Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. Ask and answer a wider range of questions from memory (Pen Pals)</p>

<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Self-portraits SKETCHING Use shading and perspective to create form and texture. Know how to use shading to create mood and feeling. select different grades of pencil, to use shade and tone to draw an accurate self-portrait. Children follow steps to support proportion.</p>	<p>Andy Warhol PRINTING Refer to artists, architects and designers for inspiration and explain choices in their work. Research the work of a known artists and use this knowledge to replicate the style. Know how different artists developed their specific techniques. Following QR code, children explore Warhol's life, style and artwork. Provide model through discussion around pieces using content, form, process and mood, then children write appraisal statements in each area. (BV Individual liberty PC Sexual Orientation)</p>	<p>Andy Warhol PRINTING Create printing blocks using a variety of materials and techniques. Know which materials would be suitable. Experiment with rubbing printing, transfer printing and polystyrene printing, taking inspiration from Warhol's content.</p>	<p>Andy Warhol PRINTING Create an accurate print design, based on a criteria. Research British comparisons for Warhol's pop-culture content. Generate traced stencils for own prints.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Andy Warhol PRINTING Create an accurate print design, based on a criteria. Create print stencils using polystyrene following the spotting pencil technique.</p>	<p>Andy Warhol PRINTING Create an accurate print design, based on a criteria. Know which textures would be effective to be printed on. Create own printed final piece in the style of Andy Warhol. <u>Assessment Indicator</u> <i>Printing inspired by Andy Warhol.</i></p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? Appraising and Listening Recognise musical styles and any important musical features that distinguish the style. Ghost Parade Part 1</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? Appraising and Listening Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Ghost Parade Part 2</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? Listening and Singing Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Words Can Hurt Part 1</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? Appraise, Sing and Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Joyful, Joyful</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? Performing Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Joyful, Joyful</p>	<p>Charanga Model Music Curriculum B How Does Music Bring Us Together? <u>Assessment Indicator</u> Perform, record and evaluate.</p>

Outdoor Learning Opportunities	Major:(Geography) Creating maps of North America with chalks and outdoor material	Minor:(Reading) Read a chapter outside - weather permitting.	Minor: (Literacy) Hook. Minor: (Science) Air resistance test.	Minor:(Geography) Sticky knowledge quiz.		Minor: (Literacy) Vocab retrieval with iPads.	
Enhancements Visits and Visitors				War Horse @ The Lowry Theatre - 25.09.34			
Parental Engagement						War Horse artistic exploration 16.10.24 @2:30pm	
Whole School and National Events				European Day of Languages 26.09.24 Individual and sibling photographs 25.09.24 Year 6 Charity Event: wear an animal accessory for the World Wildlife Foundation 27.09.24		World Mental Health Day 10.10.24	Harvest Celebration 16.10.24

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.