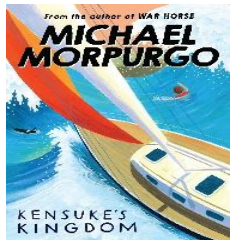
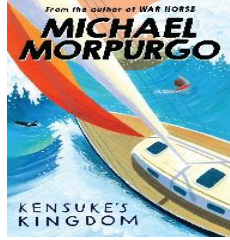
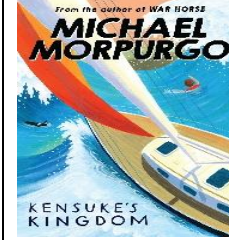
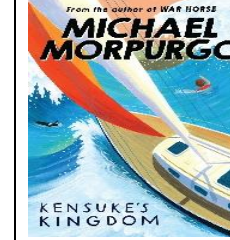
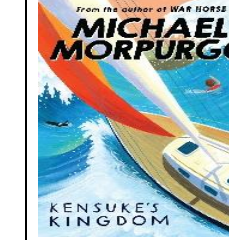

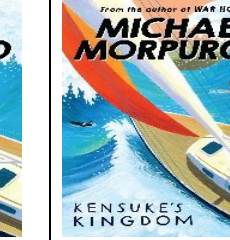




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2022**  
**Phase Upper Key Stage 2 Year Group 5**



	Week 1 Wk Beg 31.10	Week 2 Wk Beg 07.11	Week 3 Wk Beg 14.11	Week 4 Wk Beg 21.11	Week 5 Wk Beg 28.11	Week 6 Wk Beg 05.12	Week 7/8 Wk Beg 12/19.12
<b>Big Question</b>	If we crossed the oceans, which countries would we discover?						
<b>Weekly Questions</b>	What oceans do we have and where are they? Where are the world's biomes?	Where did oceans come from? Why is there so much diversity in different environments?	How do ocean systems work? (mechanics - wave creation, sea currents)	What creatures inhabit the oceans?	Why are coral reefs important?	What impact are we having on the oceans?	What will the future hold for our oceans and us?
<b>Key Concepts</b>	Travel/Diversity/Biomes/Humankind/Exploration						
<b>Book Studies</b>	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 
<b>Children steering learning...</b>	How many oceans are there? What are they called?	Where did oceans come from? Where did water come from? What were the first type of fish? How long does it take oceans to form? How long have oceans existed?	How are waves created? Does the sea get deeper when it rains? Why is it blue?	How much of the oceans have been explored? What is the biggest creature in the sea? What is lurking in the deep? How far below have people gone? What discoveries have been made?	What creatures live in coral reefs? How important are they?	How much plastic is in the sea? How many endangered animals are there in the oceans? How can we stop pollution?	What effect are we having on the oceans? How can we sustain this ecosystem? What will happen if sea levels rise? What would life be like without healthy oceans?
<b>English Reading</b> -Word reading -Comprehension	Setting description  Phase 1: Understand setting descriptions through a hook and understand as a reader. Use the	Setting description  Phase 3: Composition and editing. Write setting descriptions, following either a success	Letters of persuasion  Phase 1: Understand as a reader through using VIPERS and PEE skills to unpick a text.	Letters of persuasion  Phase 3: Understand as a writer using stylistic and higher-level sentence structures.	Suspense and mystery stories  Phase 1: Begin to understand story writing through a video hook. Understand	Suspense and mystery stories  Phase 2: Understand as a writer. Explore different sentence types	Suspense and mystery stories  Phase 3: Composition and editing. Write suspense and mystery stories,

<p><b>Writing</b>  <b>-Transcription</b>  <b>-Composition</b>  <b>-Vocabulary, Grammar and Punctuation</b></p>	<p>senses to generate descriptive sentences relevant to setting descriptions.</p> <p><b>Phase 2:</b>  Understand as a writer through effectively using SMOAP and exposure to ambitious vocabulary.</p> <p>(Based on the ocean)</p>	<p>criteria or self-assessing using a checklist.  Respond to purple polish.</p> <p>(Based on the ocean)</p>	<p><b>Phase 2:</b>  Understand as a writer through developing knowledge of features, purpose and audience. Define subject specific vocabulary in order to up-level writing.</p> <p>(Addressed to Rishi Sunak to support our movement to clean up the oceans)</p>	<p>Composition and editing. Write letter to Rishi Sunak referring to prior learning to support composition. Self-assess, edit and respond to purple polish.</p> <p>(Addressed to Rishi Sunak to support our movement to clean up the oceans)</p>	<p>as a reader through text detectives and analysing stories.</p> <p><b>Phase 2:</b>  Understand as a writer through the exploration of ambitious vocabulary and SCAPs.</p> <p>(Based on natural disasters)</p>	<p>relevant to suspense and mystery stories. Identify key features necessary in order to create an atmosphere and suspense amongst the reader.</p> <p>(Based on natural disasters)</p>	<p>referring to DIMS with focus on cohesion across paragraphs.</p> <p>(Based on natural disasters)</p>
<p><b>Oracy</b>  <b>-Social and Emotional</b>  <b>-Linguistic</b>  <b>-Cognitive</b>  <b>-Physical</b></p>	<p>Listen to and identify relevant information and ideas—commenting on and taking account of the central ideas in a task.</p> <p>Ask questions to explore and develop ideas.</p> <p>Use images a hook in Literacy and generate enquires through active questioning.</p>	<p>Listen to and identify relevant information and ideas—commenting on and taking account of the central ideas in a task.</p> <p>Ask questions to explore and develop ideas.</p> <p>Continue to develop enquires through discussion surrounding the ocean.</p>	<p>Consider the opinion of others and respect and acknowledge these when engaging in discussions.</p> <p>Use drama to explore the impact that bullying has.</p>	<p>Consider the opinion of others and respect and acknowledge these when engaging in discussions.</p> <p>Use drama to explore the impact that bullying has.</p>	<p>Make relevant contributions in different roles—adapt to different and evolving scenarios.</p> <p>Concept Mapping - Group discussions through oracy role cards as well as recording ideas to support evidence of learning over the half term.</p>	<p>Communicate detailed information clearly, using precise and ambitious vocabulary.</p> <p>Concept Mapping - Group discussions through oracy role cards as well as recording ideas to support evidence of learning over the half term.</p>	<p>Communicate detailed information clearly, using precise and ambitious vocabulary.</p> <p>Verbally evaluate our frame structures, using ambitious and subject specific vocabulary to identify strengths and areas of improvement.</p>
<p><b>Mathematics</b>  <b>Number</b>  <b>-Number and Place Value</b>  <b>-Addition and Subtraction</b>  <b>-Multiplication and Division</b>  <b>-Fractions</b></p> <p><b>Measurement</b>  <b>-Geometry</b>  <b>Properties of shapes</b>  <b>-Geometry Position and Direction</b></p>	<p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p>	<p>Multiply numbers up to 4 digits by a one-digit number (Multiply a two-digit number by a two-digit number) or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>	<p>Multiply numbers up to 4 digits by a one-digit number (Multiply a two-digit number by a two-digit number) or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>	<p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p>	<p>Add and subtract numbers mentally with increasingly large numbers eg 5-digit - 4-digit multiple of 10</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract whole numbers with mixed numbers of digits (4d with 5d)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>

<p><b>Science</b> -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Make comparisons between different groups of animals and identify the steps in their life cycles. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Create our own representations of life cycles of different animals in order to make comparisons. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Create a flow chart to show the steps of reproduction in some animals. Describe the life process of reproduction in some plants and animals.</p>	<p>Sequence the reproduction cycles of plants. Describe the life process of reproduction in some plants and animals.</p>	<p>Sequence the reproduction cycles of plants. Describe the life process of reproduction in some plants and animals.</p>	<p>Name the different steps to the human life cycle. Describe the changes as humans develop to old age.</p>	<p>Describe the different stages of human development. Describe the changes as humans develop to old age.  <u>TAPs focussed assessment: Life Cycle research</u></p>
<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world  <b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To understand that cultural differences sometimes cause conflict.  To be aware of my own culture.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To understand what racism is.  To be aware of my attitude towards people from different races.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To understand how rumour-spreading and name-calling can be bullying behaviour.  To articulate a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To explain the difference between direct and indirect types of bullying.  To know some ways to encourage other children who use bullying behaviour to make other choices.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To compare my life with people in the developing world.  To appreciate the value of happiness regardless of material wealth.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To understand a different culture from my own.  To respect my own and other people's culture.</p>	<p><b>PSHEE Jigsaw SOW</b> Celebrating difference  To understand a different culture from my own.  To respect my own and other people's culture.</p>
<p><b>Physical Education</b> -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Indoor PE - Swimming <b>NC Objectives:</b> Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>						
<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 1: To apply rules honestly and fairly to a game situation.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 2: To develop throwing at a moving target.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 3: To use timing, balance and agility to avoid being hit.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 4: To develop catching under pressure to get an opponent out.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 5: To select and apply tactics in the game.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  Lesson 6: To develop officiating skills and referee a dodgeball game.</p>	<p><b>Get Set 4 PE SOW</b> Outdoor PE - Dodgeball  <u>Assessment indicator</u> <b>I can identify when I was successful and what I need to do to improve.</b>  <b>I understand the need for tactics and can identify when to use them in different situations.</b></p>	

							I understand the rules of the game and I can apply them honestly most of the time.
<b>Computing</b> -Code -Connect -Communicate -Collect		Identify that drawing tools can be used to produce different outcomes. Children to experiment with Google Drawings to practice adding/removing shapes and lines.	Create a vector drawing by combining shapes. Children to experiment with putting various shapes together to create an image.	Use tools to achieve a desired effect. Modify objects (drawings) with tools e.g. zoom, to create effects/add details to drawings.	Recognise that vector drawings consist of layers. Identify front and back layers of a drawing and articulate which came first. Understand that each added object makes a layer and be able to change the order of layers.	Group objects to make them easier to work with. Experiment with grouping to create a single object to make it easier to use.	Evaluate our vector drawings. Children review work of another pair to offer feedback. <b>Assessment indicator</b> Suggest improvements to a vector drawing
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Name and locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the oceans and seas of the world. Note their position in relation to the continents. Identify countries and cities which border the oceans. Identify major environmental regions - tundra, deserts, and rainforests.	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. Use atlases to look at physical maps. Identify land use, economic activity and natural resources of various continents and begin to link to the idea of exploration for resources/trade.	Know the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night) Think about how sailors and animals (whales, turtles) navigate the oceans and take advantage of currents. Explore introduction of GMT for more accurate sailing as European empires began to explore the globe. <b>Assessment indicator</b> Describe in detail types of settlement, land use, economic activity including trade links.	Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE) 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world. Think about migratory patterns of ocean animals. Use of compass points for navigation rather than using the stars.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate coral reefs of the world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use aerial maps and photographs to look at the impact of pollution on different parts of the planet including oceans.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Explore ways in which we can minimise human impact on oceans. <b>Assessment indicator</b> Locate countries using maps, globes and atlases. Follow routes on maps saying what is seen.
<b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication	Place Stone Age, Bronze Age, Iron Age, Ancient Romans and Ancient Greeks into wider chronological contexts.	Place Stone Age, Bronze Age, Iron Age, Ancient Romans and Ancient Greeks into wider chronological contexts.	Continue to develop understanding of the concurrence of civilisations around the world and their impact on later civilisations.	Identify the cause and effect of Spanish explorers on Ancient Maya - a positive and/or negative impact?	Use primary sources to solidify possibilities of bias and understand that there are different interpretations of the		

	Create detailed time lines to place civilisations in context to each other. Identify where famous events took place.	Create detailed time lines to place civilisations in context to each other. Identify where famous events took place.	Add European/Asian empires onto our time lines and answer questions about the time periods using time markers.  <u>Assessment indicator</u> Use more sophisticated time markers within, as well as between periods e.g. 'at the start of...', 'these causes had been building up for ... years.'	Early explorers discovering America, Australia - impact on indigenous populations	<b>same event and write from both viewpoints</b>  Write in roles as the conquerors and the conquered.  <u>Assessment indicator</u> Can explain rather than list or just describe causes		
<b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living	<b>BELIEVING</b> Diwali celebration	<b>BELIEVING</b> How many people believe in God? Consider how sources of wisdom influence different communities and religions.	<b>BELIEVING</b> Is God real? What do Christians think? Respectfully express own thoughts, opinions and ideas about a range of beliefs, symbols, actions and ways of life.	<b>BELIEVING</b> How do we know what is true? Why do people believe or not believe in God? Discuss and give opinions on stories involving moral dilemmas and how these influence how people choose to live their lives.	<b>BELIEVING</b> What do Christians believe about how the world began? Do they share the same idea? Explore the role and qualities of different leaders and their significance in a range of communities and religions and how this impacts on people's lives, values and beliefs.	<b>BELIEVING</b> Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist? Explore the role and qualities of different leaders and their significance in a range of communities and religions and how this impacts on people's lives, values and beliefs.	<b>BELIEVING</b> How do Christians show their belief in God? (Christmas) Respond thoughtfully about how celebrations, worship, pilgrimages and rituals influence identity and communities.
<b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding	<b>Catherine Cheater SOW</b> Numbers to 39 Trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf,	<b>Catherine Cheater SOW</b> Adverbs of place/ sentence starters Chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans le piscine, dans le cuisine	<b>Catherine Cheater SOW</b> Verbs j'entends, je vois, je pense que/ qu'...	<b>Catherine Cheater SOW</b> Masculine nouns e.g. Un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre	<b>Catherine Cheater SOW</b> Numbers to 59 Quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf,	<b>Catherine Cheater SOW</b> Adjectives that precede the noun Jeune, joli	<b>Catherine Cheater SOW</b> Feminine nouns Une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache

<p><b>Art and Design</b>  <b>-Structuring and Creating</b>  <b>-Art Elements</b>  <b>-Evaluate and Appraise</b></p>	<p><b>Big Question Book Covers</b></p>	<p><b>Research the work of an artist and use this knowledge to replicate a style.</b>          Create a mood board to emulate the work of Banksy.</p>	<p><b>Refer to artists, architects and designers for inspiration and to explain choices in their work.</b>          Appraise the work of Banksy, identifying and exploring different forms of printing.</p>	<p><b>Create printing blocks using a variety of materials and techniques.</b>  <b>Know which textures would be effective to be printed on.</b>          Explore different techniques of printing and decide upon preferences.</p>	<p><b>Create printing blocks using a variety of materials and techniques.</b>  <b>Know which materials would be suitable.</b>          Plan and design artwork in the style of Banksy.</p>	<p><b>Create an accurate print design, based on a criteria. Building on skills from previous years.</b>          Make an accurate print design based upon a plan in the style of Banksy.</p>	<p><b>Refer to artists, architects and designers for inspiration and to explain choices in their work.</b>  <b>Know how different artists developed their specific techniques.</b>          Evaluate print designs.</p>
<p><b>Design and Technology</b>  <b>-Design</b>  <b>-Make</b>  <b>-Evaluate</b>  <b>-Food Technology</b></p>			<p><b>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</b>  <b>Investigate and evaluate a range of existing frame structures.</b>          Children investigate and make annotated drawings of a range of portable and permanent frame structures.          Children could research key events and individuals related to their study of frame structures.</p>	<p><b>Generate, develop and model innovative ideas.</b>  <b>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</b>          Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks.          Use equipment accurately, focusing on tools and techniques, before moving onto considering 3-D frameworks.</p>	<p><b>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</b>  <b>Research key events and individuals relevant to frame structures.</b>          Use a brief to research and decide upon chosen frame structure.          Design and produce a detailed step-by-step plan with annotations.          Make a prototype using paper straws and card in order to evaluate in preparation for final model.          Consider: How will you make it stable? How will it stand up? How could you make it stronger? Where are the weak points? How could you reinforce them? What tools and materials will you need? How can you improve the design?</p>	<p><b>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</b>  <b>Use finishing and decorative techniques suitable for the product they are designing and making.</b>          Produce final model using wood and drawing upon previous evaluations and feedback.          Verbally evaluate our final model.</p>	<p><b>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</b>  <b>Know and use technical vocabulary relevant to the project.</b>          Verbally evaluate our final model.</p>

<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Listen to a variety of composers/musicians. The Sparkle in My Life (Part 1)  Appraising and Listening	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Recognise musical styles and any important musical features that distinguish the style. The Sparkle in My Life (Part 2) Appraising and Listening	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Sing in unison and parts, and as part of a smaller group.  Sing 'on pitch' and 'in time'. Dreaming of Mars (Part 1) Listening and Singing	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Sing in unison and parts, and as part of a smaller group.  Sing 'on pitch' and 'in time'. Dreaming of Mars (Part 2) Composing and Improvising	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Explore improvisation within a major scale.  Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).  Get on Board  Appraise, Sing and Perform.	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Explore improvisation within a major scale.  Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).  Get on Board  Appraise, Sing and Perform.	Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?  Talk confidently about how connected you feel to the music and how it connects in the world.  Respond to a leader or conductor. Assessment Checkpoint Evaluate.
<b>Enhancements</b> <b>Visits and Visitors</b>					Visit to The Kingsway School to make Christmas baubles - 30/11/22	6/12/22 Trip to Stockport Academy to see Elf 8/12/22 Story Trail at St Cuthbert's	
<b>Parental Engagement</b>	Parents Consultation Meetings - 02/11/22					UKS2 Christmas assembly 12/12/22 at 9:30am or 13/12/22 at 2:30pm.	
<b>Whole School and National Events</b>		WC 7/11/22 Remembrance Day	WC 14/11/22 -It's cool to be kind 18/11/22 Children in Need			7/12/22 Christmas Fair 8/12/22 Christmas Jumper Day	WC 14/12/22 - Hanukkah and World Cup Final 21/12/22- Christmas party day

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.