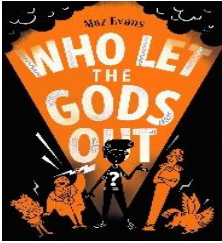
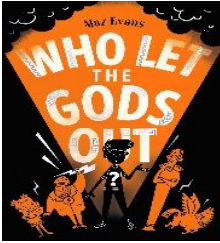
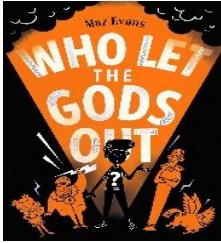
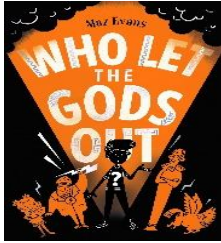
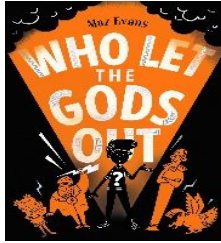
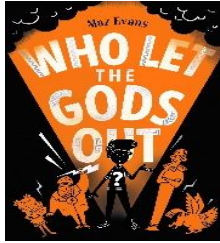
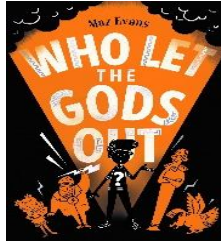
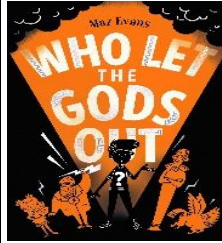




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2023**  
**Phase Upper Key Stage 2 Year Group 5**

	Week 1 Wk Beg 30.10	Week 2 Wk Beg 6.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7 Wk Beg 11.12	Week 8 Wk Beg 18.12
<b>Big Question</b>	What divides us?							
<b>Key Concepts</b>	Invasion    Achievements    Beliefs    Society    Legacy							
<b>Connected Concepts</b>	Power    Significance    Appreciation							
<b>Book Studies</b>	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 	Who let the Gods out? By Maz Evans 
<b>Children steering learning...</b>	How many people live in the UK? How many cities are in the UK? How many counties are there in the UK?	What is the largest city in the UK? What is the NW famous for? Why is Stockport popular?	What is the largest river? What is the largest city in the country?	Where do people like to holiday?	What is the wettest and driest place in the UK?	What is the highest place in England?	Where is the most popular place?	Why do people go on holiday in the UK?
<b>English Reading - Word reading Comprehension</b>  <b>Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation</b>	<b>Non-Chronological Report:</b> <u>Phase 1 - Hook</u> Find facts and images about America and Britain and sorting them accordingly.  <u>Phase 2 - Understanding as a Reader</u> Analyse example texts and retrieve key information.	<b>Non-Chronological Report:</b> <u>Phase 2 - Understanding as a Writer</u> Continue to develop knowledge of higher-level sentence structures in order to develop a bank of sentences to support their writing.	<b>Non-Chronological Report:</b> <u>Phase 3 - Planning, Editing and Composition</u> Plan their non-chronological report by making a decision regarding which country they choose to write it on.  Write non-chronological report, using WAGOLL's to	<b>Poetry Cinquain</b> <u>Phase 1 - Hook</u> Listen to different poems.  Rehearse to read some aloud.  <u>Phase 2 - Understanding as a Reader</u> Introduce cinquain poetry. Analyse example texts and discuss what they have understood and	<b>Poetry Cinquain</b> <u>Phase 3 - Understanding as a Writer</u> Gather ideas to help them describe their favourite place in the North West and then to write a poem that succinctly describes their place.  Gather ideas to help them describe	<b>Travel Blog:</b> <u>Phase 1 - Hook</u> Create a vlog on visiting an area of the USA.  <u>Phase 2 - Understanding as a Reader</u> Retrieve interesting facts and information, drawing upon existing blogs in order to support understanding.	<b>Travel Blog:</b> <u>Phase 2 - Understand as a Writer</u> Identify the meaning of unfamiliar and ambitious vocabulary and become fluent and knowledgeable of definitions in order to apply it to their own writing.  Explore previous and new sentence	<b>Travel Blog:</b> <u>Phase 3 - Planning, Composition and Editing</u> Plan their travel blog before writing it.  Refer to checklists to encourage independence and application of skills and knowledge acquired throughout the writing cycle.

	<p><b>Phase 3 – Understanding as a Writer</b> Draw upon prior knowledge of non-chronological reports, identifying relevant sentence, language and structural features.</p> <p>Explore ambitious vocabulary relevant to the report and generate informative and descriptive sentences to support their composition.</p>		<p>support their composition and ongoing feedback to self-assess, edit and evaluate.</p>	<p>how the poem makes them feel</p> <p><b>Phase 3 – Understanding as a Writer</b> Identify the structural and language features of cinquain poetry and comment on their effect and purpose</p> <p>Explore ambitious vocabulary relevant to describing a place in cinquain poetry</p>	<p>another region of England and then to write a poem that succinctly describes their place.</p> <p>Perform their poems out loud.</p>	<p><b>Phase 2 – Understanding as a Writer</b> 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>structures relevant to travel blogs and generate cohesive sentences in order to demonstrate fluency and understanding.</p>	
<p><b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p><b>Measurement</b> -Geometry Properties of shapes -Geometry Position and Direction</p>	<p><b>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</b></p> <p>Build models of these numbers, calculate them and solve fluency/reasoning problems using them.</p>	<p><b>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</b></p> <p><b>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.</b> Solve calculations using a variety of toolkit resources.</p>	<p><b>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</b></p> <p><b>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.</b> Solve calculations using a variety of toolkit resources.</p>	<p><b>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</b> Solve calculations using a variety of problem solving focuses.</p>	<p><b>Add and subtract numbers mentally with increasingly large numbers eg 5-digit - 4-digit multiple of 10.</b> Explore different mental strategies that can help us solve calculations mentally.</p>	<p><b>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</b></p> <p><b>Add and subtract whole numbers with mixed numbers of digits (4d with 5d)</b></p> <p><b>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</b> Solve calculations and develop fluency with toolkit tasks</p>	<p><b>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</b> Use written methods to solve problems.</p>	<p><b>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</b> Use written methods to solve problems.</p>

<p><b>Science</b> -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Make comparisons between different groups of animals and identify the steps in their life cycles.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Create our own representations of life cycles of different animals in order to make comparisons.</p>	<p>Describe the life process of reproduction in some plants and animals. Create a flow chart to show the steps of reproduction in some animals. Which aspects are key, what do we notice at each stage?</p>	<p>Describe the life process of reproduction in some plants and animals. Sequence the reproduction cycles of plants looking at where the most significant changes occur.</p>	<p>Describe the life process of reproduction in some plants and animals. Make comparisons between the reproduction cycles of animals, thinking about the lengths and stages</p>	<p>Describe the changes as humans develop to old age. Look at the various stages of a human's life and how aspects change as they grow and develop.</p>	<p>Describe the different stages of human development. Recognise at which stages of adults' development the biggest changes occur, what are they? How do they impact a human's life in a positive or negative way?</p>	<p><b>Assessment</b> <u>Indicator:</u> TAPs focussed assessment: Life Cycle research to ascertain what has been discovered about the similarities and differences of life cycles across a range of species.</p>
<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world</p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>PSHEE Jigsaw SOW Celebrating difference. To understand that cultural differences sometimes cause conflict.  To be aware of my own culture.  Use a culture wheel to explore similarities and difference then recognise how through questioning conflict can turn into a learning moment. (Respect and tolerance) (Race and religion)</p>	<p>PSHEE Jigsaw SOW Celebrating difference. To understand what racism is.  To be aware of my attitude towards people from different races.  Explore protected characteristics linked to race and religion. Explore scenarios where racism may be apparent. (Respect and tolerance) (Race and religion)</p>	<p>PSHEE Jigsaw SOW 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.  Recognise how stories can be manipulated as they are passed on and how scenarios can be perceived as bullying. (Individual liberty) (All 9 protected characteristics )</p>	<p>PSHEE Jigsaw SOW 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.  Explore reasons why someone may be left out of a group or activity and the implications of this.  Detect whether scenarios would be direct or indirect bullying and either is still classed as bullying. (Individual liberty) (All 9 protected characteristics )</p>	<p>PSHEE Jigsaw SOW Celebrating difference. To compare my life with people in the developing world.  To appreciate the value of happiness regardless of material wealth.  Think about their happiness on a continuum (giving examples) and compare this to a child in the developing world.  Recognise how their views of happiness may be significantly different to their own. (Respect and tolerance) (Race and religion)</p>	<p>PSHEE Jigsaw SOW Celebrating difference. To understand a different culture from my own.  Share something that is specific to their culture or family then use this to crate culture wheels, which they can compare to others in the class. (Respect and tolerance) (Race and religion)</p>	<p>PSHEE Jigsaw SOW Celebrating difference. To respect my own and other people's culture.  Explore discrimination and stereotyping, thinking about how this may impact the lives of people from a variety of cultures. How might this look? (Respect and tolerance) (Race and religion)</p>	<p>PSHEE Jigsaw SOW Celebrating difference. Explore different ways in which people celebrate Christmas and what their traditions mean.  Express their family traditions (not necessarily linked to Christmas) Look at a range of cultures across the worlds making comparisons. Is there a particular culture which children feel they would enjoy. (Respect and tolerance)</p>
<p><b>Physical Education</b> -Gymnastics -Dance -Games</p>	<p>Indoor PE - Swimming NC Objectives: 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>-Athletics</b> <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To apply rules honestly and fairly to a game situation.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To develop throwing at a moving target.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To use timing, balance and agility to avoid being hit.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To develop catching under pressure to get an opponent out.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To select and apply tactics in the game.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> To develop officiating skills and referee a dodgeball game.</p>	<p><b>Get Set 4 PE SOW</b> <b>Outdoor PE - Dodgeball</b> <b><u>Assessment indicator:</u></b> <i>Identify when I was successful and what I need to do to improve.</i>  <i>Understand the need for tactics and can identify when to use them in different situations.</i>  <i>Understand the rules of the game and I can apply them honestly most of the time.</i></p>	
<p><b>Computing</b></p>	<p><b>Design a physical project that uses selection.</b> Design our own physical system considering inputs and outputs. Begin to construct the model.</p>	<p><b>Create a program that controls a physical computing project.</b> Continue to develop the project then program the algorithm to make it work.  <b><u>Assessment Indicator:</u></b> <i>Create a program with selection and evaluate it.</i></p>	<p><b>Identify that drawing tools can be used to produce different outcomes.</b> Experiment with Google Drawings to practice adding/removing shapes and lines.</p>	<p><b>Create a vector drawing by combining shapes.</b> Experiment with placing various shapes together to create an image.</p>	<p><b>Use tools to achieve a desired effect.</b> Modify objects (drawings) with tools e.g. zoom, to create effects/add details to drawings.</p>	<p><b>Recognise that vector drawings consist of layers.</b> 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.</p>	<p><b>Group objects to make them easier to work with.</b> Experiment with grouping to create a single object to make it easier to use.</p>	<p><b>Evaluate my vector drawings.</b> Review work of another pair to offer feedback.  <b><u>Assessment Indicator:</u></b> <i>Suggest improvements to a vector drawing.</i></p>
<p><b>Geography</b> <b>-Locational and Place Knowledge</b> <b>-Field Work</b> <b>-Using Globes, Maps and Plans</b></p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b> Focus on mapping the countries, seas, capital cities of the UK - Piece together a jigsaw.</p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b>  <b>Make sketch maps of an area using symbols and key.</b> Focus on the NW.</p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b>  <b>Make sketch maps of an area using symbols and key.</b> Focus on the NE.</p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b>  <b>Make sketch maps of an area using symbols and key.</b> Focus on the SW.</p>	<p><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b>  <b>Make sketch maps of an area using symbols and key.</b> Focus on the SE.</p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b> To consider 'which is the best county in the UK to holiday?'</p>	<p><b>Major: Name and locate counties and cities of the United Kingdom.</b> Finish filming and screen our films/blogs.  Do we have a north south divide?</p>

	Label the regions of the UK on a map.	Focus on counties and cities in the NW. Look at landuse (through sketch maps), climate and population data, human and physical features and famous faces.  Present information in a range of ways.	Focus on counties and cities in the NW. Look at landuse (through sketch maps), climate and population data, human and physical features and famous faces.  Present information in a range of ways.	Focus on counties and cities in the NW. Look at landuse (through sketch maps), climate and population data, human and physical features and famous faces.  Present information in a range of ways.		Focus on counties and cities in the NW. Look at landuse (through sketch maps), climate and population data, human and physical features and famous faces.  Present information in a range of ways.  <b><u>Assessment Indicator:</u></b> <i>Make sketch maps of an area using symbols and key. Use agreed and Ordnance Survey symbols.</i>	Work in groups to decide on an area to advocate.  Use research to create a script for a tourist advert/blog.  Begin filming.	
<b>History</b> - Chronology - Concepts Interpretation - Enquiry Communication			<b>Minor: -</b> <b>Why are people wearing poppies this week?</b> Look at the history of the poppy and why it was the chosen flower - Flanders fields. Create a poem related to poppies/WW2					
<b>Religious Education, Beliefs and Values</b> - Believing - Expressing - Living	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  How many people believe in God? Children to explore various world religions thinking about if the world was a village of 100 people how many would belong to each religion or non-religious group?	<b>BELIEVING</b> Explore how Diwali is celebrated across the world.  What are the similarities and differences between other religious festivals?  Diwali celebration	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  How many people believe in God?  Define and discuss theist, atheist and agnostic.  Think about how these could be explained and how people would be defined.	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  Is God real? What do Christians think?  Explore Similes and metaphors from the Bible looking at how they can be interpreted and what they are telling people as Christians.	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  Is God real? What do Christians think?  Understand how god is described in a variety of ways throughout the Bible, assessing whether or not views would always be portrayed as positive.	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  What questions could we ask a Christian and Atheist?  Make comparisons between the two. Generate suitable questions (using questions stems) which they could ask	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  Visitor questioning. Ask their questions to visitors (Christian and Atheist).  Compare the answers they received. What were there key findings? (Mutual respect)	<b>BELIEVING</b> <b>Why do some people think God exists?</b>  How do we know what is true? Why do people believe or not believe in God?  Develop their understanding of fact, belief and Opinions. What constitutes each one and how can they be categorised?

	(Individual liberty and tolerance) (Race and religion)		<b>Assessment Indicator:</b> <i>Present different views on why people believe in God or not, including their own ideas.</i> (Individual liberty and tolerance) (Race and religion)	(Individual liberty and tolerance) (Race and religion)	<b>Assessment Indicator:-</b> <b>Outline clearly a Christian understanding of what God is like using examples and evidence.</b>	the two groups of people. (Mutual respect) (Religion)		(Individual liberty and tolerance) (Race and religion)
<b>Modern Foreign Languages- French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>		<b>Catherine Cheater SOW</b>  <b>Numbers to 39</b> Trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf,  Play various games including bingo to rehearse hearing and saying numbers.	<b>Catherine Cheater SOW</b>  <b>Adverbs of place/ sentence starters</b> Chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans le piscine, dans le cuisine  Create sentences about animals/family members being in various places and performing different actions (dance, knit)  Recap animals and adjectives.	<b>Catherine Cheater SOW</b>  <b>Verbs j'entends, je vois, je pense que/ qu'...</b>  (I see, I feel, I think)  Have conversations with a partner to practice these new phrases.	<b>Catherine Cheater SOW</b>  <b>Masculine nouns e.g.</b> 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  Create list sentences using adjectives.	<b>Catherine Cheater SOW</b>  <b>Numbers to 59</b> Quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf,  <b>Assessment indicator:</b> <b>Ask each other questions with numerical answers)</b>	<b>Catherine Cheater SOW</b>  <b>Adjectives that precede the noun</b> Jeune, joli  Look at exceptions to the rule for noun and adjective order.	<b>Catherine Cheater SOW</b>  <b>Feminine nouns</b> Une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache  Play matching games to become familiar with the new vocabulary.
<b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b>		<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	<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.	<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.	<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.	<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.	<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.  <b>Assessment Indicator:</b> <b>How have the skills developed over the half term been used to create the final piece?</b>	<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><b>Design and Technology</b>  -Design  -Make  -Evaluate  -Food Technology</p>			<p>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <p>Investigate and evaluate a range of existing frame structures.  Investigate and make annotated drawings of a range of portable and permanent frame structures.</p> <p>Research key events and individuals related to their study of frame structures.</p>	<p>Generate, develop and model innovative ideas.</p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.  Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks.</p> <p>Use equipment accurately, focusing on tools and techniques, before moving onto considering 3-D frameworks.</p>	<p>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>Research key events and individuals relevant to frame structures.  Use a brief to research and decide upon chosen frame structure.</p> <p>Design and produce a detailed step-by-step plan with annotations.</p> <p>Make a prototype using paper straws and card in order to evaluate in preparation for final model.</p> <p>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>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making.  Produce final model using wood and drawing upon previous evaluations and feedback.</p> <p><u>Assessment Indicator:</u>  <b>Research, design, produce and evaluate a frame structure.</b></p>	<p>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Know and use technical vocabulary relevant to the project.  Verbally evaluate our final model.</p>	
<p><b>Music</b>  -Listen and Appraise  -Singing  -Instruments  -Improvisation</p>		<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p> <p>Recognise musical styles and any</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p>	<p>Charanga Model Music Curriculum B  Unit 5 - How does music connect us with our past?</p> <p>Talk confidently about how</p>

<b>-Composition</b>		Listen to a variety of composers AND musicians The Sparkle in My Life (Part 1)  Appraising and Listening	important musical features that distinguish the style. The Sparkle in My Life (Part 2)  Appraising and Listening	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	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	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	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	connected you feel to the music and how it connects in the world.  Respond to a leader or conductor.  <u>Assessment indicator:</u> Perform final piece and evaluate
<b>Enhancements Visits and Visitors</b>					Bauble decorating workshop 29.11.23			
<b>Parental engagement</b>	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm	Parent Forum 08.11.23 9.00-10.00am		Key Stage 2 Reading, Fluency and Literature Workshop 23.11.23 9:00am-10:15am				
<b>Whole School and National Events</b>	Bonfire Night 05.11.23	Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23	Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23

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.