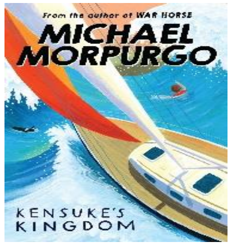
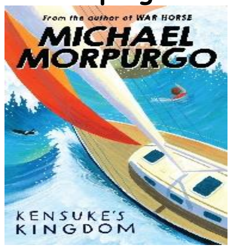
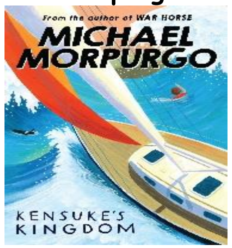
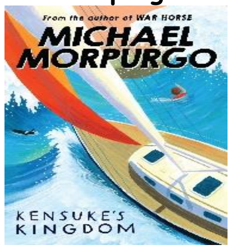
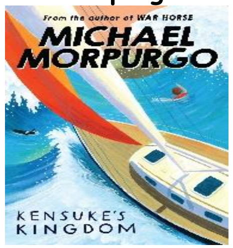
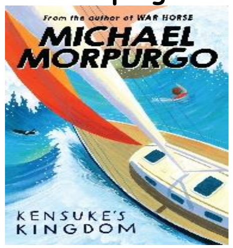
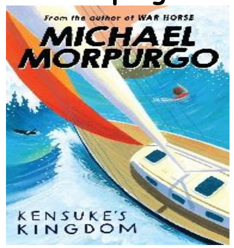
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2025
Phase Upper Key Stage 2   Year Group 5

	Week 1 Wk Beg 03.11	Week 2 Wk Beg 10.11	Week 3 Wk Beg 17.11	Week 4 Wk Beg 24.11	Week 5 Wk Beg 01.12	Week 6 Wk Beg 08.12	Week 7 Wk Beg 15.12
Big Question	**What can be found where the land meets the sea? Coast to coast**						
Key Concepts	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**	**Power Significance Cause and Effect Appreciation**
Book Studies	**Kensuke's Kingdom by Michael Morpurgo** 	**Kensuke's Kingdom by Michael Murpurgo** 	**Kensuke's Kingdom by Michael Morpurgo** 	**Kensuke's Kingdom by Michael Morpurgo** 	**Kensuke's Kingdom by Michael Morpurgo** 	**Kensuke's Kingdom by Michael Morpurgo** 	**Kensuke's Kingdom by Michael Morpurgo** 
Children steering learning….	How are coasts different all over the world? What makes people visit coasts? Are our coasts in danger? Do coasts change over time? Why do coasts look like they do? What makes some animals live near the coast? What would be needed to survive being lost at sea? How do people protect the coasts? Do all coasts have beaches? Are all coasts rural or can they be urban? Where are our nearest coastline? Does every country have a coastline?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	**Whole Class Book Focus – Kensuke's Kingdom** Use the front cover, blurb and first chapter to make and evidence informed predictions based on a text. Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Develop fluency when reading aloud and	**Whole Class Book Focus – Kensuke's Kingdom** Develop skim and scanning skills to justify retrieval skills. Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Develop fluency when reading aloud and retrieve information at speed.	**Whole Class Book Focus – Kensuke's Kingdom** Children to make inferences and use evidence from the text to support this Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text.	**Whole Class Book Focus – Kensuke's Kingdom** Make comparisons within and across literature – characters, settings, behaviours. Identify relevant themes within the text, drawing upon multiple pieces of evidence to support points and make accurate comparisons.	**Whole Class Book Focus – Kensuke's Kingdom** Use evidence to summarise themes and make comparisons across a text Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text.	**Whole Class Book Focus – Kensuke's Kingdom** Summarise the main themes and messages portrayed. Children to make inferences and use evidence from the text to support this Develop fluency when reading aloud and retrieve information at speed.	**Whole Class Book Focus – Kensuke's Kingdom** Children to make inferences and use evidence from the text to support this Develop fluency when reading aloud and retrieve information at speed.

	retrieve information at speed. **Setting description** **<u>Phase 1: Understanding as a reader.</u>** Understand setting descriptions through a hook (creating an ocean soundscape) to understand as a reader. Use the senses to generate descriptive sentences relevant to setting descriptions. **<u>Phase 2: Understanding as a writer.</u>** Identify the features of a setting description. Through effectively using SMOAP and exposure to tier II vocabulary.	**Setting description** **<u>Phase 3: Composition and Editing.</u>** Make use of noun, synonym echo to build description and tension within and across paragraphs. Write a setting description using SMOAP and emotion starters. Redrafting activity prioritising feedback to edit and improve.	Develop fluency when reading aloud and retrieve information at speed. **Suspense and mystery stories** **<u>Phase 1: Understanding as a reader.</u>** Summarise the events of a story by generating chapter titles for the beginning, build up, problem, solution and ending. Understand as a reader through text detectives and analysing narrative. **<u>Phase 2: Understanding as a writer.</u>** Through the exploration of tier II vocabulary and SCAPs.	Develop fluency when reading aloud and retrieve information at speed. **Suspense and mystery stories** **<u>Phase 2: Understanding as a writer.</u>** Explore the combination of short sentences and compound sentences for effect within suspense and mystery stories. Utilise key sentence types that make use of parenthesis within a suspense and mystery story – outside (inside), and dash detail. Use pathways to write structured paragraphs following the story structure.	Develop fluency when reading aloud and retrieve information at speed. **Suspense and mystery stories** **<u>Phase 3: Composition and Editing.</u>** Plan, compose and write suspense and mystery stories based on being lost at sea. Edit, revise and redraft suspense and mystery stories, with a focus on writing cohesively and using the full range of features.	**Letters of persuasion** **<u>Phase 1: Understanding as a reader.</u>** Use VIPERS and PEE skills to unpick a text. **<u>Phase 2: Understanding as a writer.</u>** Through developing knowledge of features, purpose and audience. Define subject specific vocabulary in order to up-level writing. (Addressed to Steve Barclay to support our movement to clean up the oceans) Making use of short sentences, sentences with more than one clause and parenthesis to add detail.	**Letters of persuasion** **<u>Phase 3: Understanding as a writer.</u>** Use the cause and affect/time threading cohesion technique to develop non-fiction. Composition and editing. Write letter to Steve Barclay referring to prior learning to support composition. Self-assess, edit and respond to purple polish. (Addressed to Secretary of State for Environment, Food and Rural Affairs, Steve Barclay to support our movement to clean up the oceans)
Tier 11 Vocabulary	Idyllic Tempestuous Surge Submerged Thrashed Trepidation Churning Serene Hypnotic		Engulfed Unyielding Ominous Desolate Anticipated Summoning Surging Devastation Stifled		Acknowledge Significant Staggering Exasperating Emphasise Implore Innovative Excessive Paramount		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction**	**Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.**	**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**	**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**	**Use a range of mental and written methods to solve multiplication and division problems.** Applying knowledge of mental and written methods to a range of	**Add and subtract numbers mentally with increasingly large numbers eg 5-digit – 4-digit multiple of 10** **Add and subtract whole numbers with**	**Choosing when to use mental and written methods to add and subtract.** Fluency practise for written methods. Choose mental strategy or formal method.	**Choosing when to use mental and written methods to add and subtract.** Apply and make connections – Use their addition and subtraction skills to solve a range of

-Multiplication and Division **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	Exploring divisibility rules to identify multiples. **Multiply and divide numbers mentally drawing upon known facts.** Use a range of mental methods to x and divide (factors, doubling, halving) **Multiply a number with one decimal place by a single digit.** **Multiply a whole number by a tenths value (x0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9)** Using images to support understanding of multiplication of tenths. **Assessment Indicator** *Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers* **Establish whether a number up to 100 is prime or composite and recall prime numbers up to 19.** Explore what a prime number is. Number sort and prove.	**long multiplication for two-digit numbers.** Teach and practise formal methods for short and long multiplication. Always estimate first to get sensible answer. Make choices over whether mental or written strategies are more efficient. **Identify prime factors of numbers** Identify prime factors of numbers. Which prime factor comes up most often? **Assessment Indicator** *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers*	Teach and practise formal methods for short division. Always estimate first to get sensible answer. Make choices over whether mental or written strategies are more efficient. **Recognise and use square numbers and the notation for squared (2)** Investigate what makes a number squared – using images.	problem solving activities. *Solve problems involving multiplication and division, (deciding which operations and methods to use and why)* **Recognise and use square numbers and the notation for squared (2)** Investigate square numbers and solve simple problems.	**more than 4 digits, including using formal written methods (columnar addition and subtraction)** Add and subtract whole numbers with mixed numbers of digits (4d with 5d) Making sensible decisions over whether to use a mental or written method. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Include mixed digits for whole numbers and decimals. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Round decimal numbers to a whole number to make a sensible estimate. **Recognise and use cube numbers, and the notation for cubed (3)** Investigate what makes a number cubed – using images. ***Assessment Indicator*** *Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes*	problems including those with statistics. ***Assessment Indicator*** *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.*
Retrieval through Maths Rehearsal sequence	**+/- Multiples of 100 and 1000 with bridging** Practise	**+/- Multiples of 100 and 1000 with bridging** Apply	**Double and halve within 1 (1dp)** Image/missing number	**Double and halve within 1 (1dp)** Practise	**Double and halve within 1 (1dp)** Apply	**Double and halve within 2 (1dp)** Image/missing number	**Double and halve within 2 (1dp)** Practise
Science	**Materials and their properties**	**Materials and their properties**	**Materials and their properties**	**Materials and their properties**	**Sticky Knowledge** *Acquire and Apply*	**Materials and their properties**	**Materials and their properties**

-Working Scientifically to observe, connect, respond **-Biology** **-Chemistry** **-Physics**	**Outdoor Learning Day. Hibernation: An insulation investigation** **Design a next to house a hibernating dormouse. They will record temperatures.** **Record temperature drops and discuss results.**	**Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.** Consider materials we throw away. To make things from raw materials uses lots of energy. Children to discover which raw materials are used to make man made materials. Sort and group items based on properties (including response to magnets) and how they were made.	**Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.** Waste: Instead of throwing away these materials could we reduce, reuse or recycle? Discover how properties of materials help us to separate them for recycling.	**Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.** Plan and carry out a test to exploring which materials are electrical conductors thinking about the properties of the materials linked to learning. **Assessment Indicator** *Gather data and interpret it to draw conclusions*	*Compare and group together everyday materials on the basis of their properties.*	**Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.** TAPs focussed assessment: Insulating layers. Use test results to make predictions to set up further comparative and fair tests. Explore which materials are thermal conductors and which are insulators.	**Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.** TAPs focussed assessment: Insulating layers. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **Assessment Indicator** *Give evidence from test to justify everyday uses of materials.*
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	PSHEE Jigsaw SOW Celebrating Difference. **Understanding their own culture and recognising when culture may cause conflict. Recognising racism.** Explore similarities and difference in culture, then recognise how through questioning conflict can turn into a learning moment. (BV-Respect/ Tolerance) (PC-Race/Religion)	PSHEE Jigsaw SOW Celebrating Difference. **Understanding their own culture and recognising when culture may cause conflict. Recognising racism.** Explore protected characteristics linked to race and religion. Explore scenarios where racism may be apparent. (BV-Respect/ Tolerance) (PC-Race/Religion)	PSHEE Jigsaw SOW Celebrating Difference. **Recognise types of bulling including direct and indirect and name calling and rumour spreading.** Recognise how stories can be manipulated as they are passed on and how scenarios can be perceived as bullying. (BV-Individual liberty) (All 9 protected characteristics)	PSHEE Jigsaw SOW Celebrating Difference. **Recognise types of bulling including direct and indirect and name calling and rumour spreading.** 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.	-	PSHEE Jigsaw SOW Celebrating Difference. **To compare lives with those in the developing world, recognising that material wealth does not necessarily mean happiness.** Think about their happiness on a continuum (giving examples) and compare this to a child in the developing world.	PSHEE Jigsaw SOW Celebrating Difference. **To compare lives with those in the developing world, recognising that material wealth does not necessarily mean happiness.** 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. (BV-Respect/ Tolerance)

				(BV-Individual liberty) (All 9 protected characteristics		Recognise how their views of happiness may be significantly different to their own. (BV-Respect/ Tolerance) (PC-Race/Religion)	(PC-Race/Religion)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To use attacking skills to defeat a defender.** Change direction using dribbling . Drive into space away from the defender. Work safely around others.	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To send and receive under pressure.** Pass when there is a clear passing option. Point the stick where you want the ball to go. Step forward as you pass for power. Support my team mates.	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To communicate with my team, move into space and take the ball towards the goal** Cover space as a team. Drive hard to create space and move defenders. If you don't receive the ball, move again. Support your team mates by calling their name and getting free for the ball. ***Assessment Indicator*** *To dribble, pass, receive and shoot with some control under pressure.*	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **Communicate with my team, move into space and take the ball towards the goal.** Apply skills of attacking to move up the pitch and shoot.	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To learn defensive techniques to take possession.** Make sure stick is flat to take the tackle. Plant feet to tackle for balance. Time your tackle. Communicate with a partner to decide how to defend.	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To use defending tactics to gain possession.** Channel a player to the sideline. Cove space as a team. Time your tackle. Work collaboratively. ***Assessment Indicator*** *To use tracking, tackling and intercepting when playing in defence Identify when they were successful and what they need to do to improve.*	Indoor PE – Swimming **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.** **GetSet 4 PE SOW** Outdoor PE –Hockey **To apply rules, skills and principles to play in a tournament.** Use tactics for attack and defence. Follow the rules. Show good sporting behaviour. ***Assessment indicator*** *To understand the need for tactics and can identify when to use them in different situations.* *To understand the rules of the game and use them most of the time to play fairly and honestly.* *To understand there are different skills*

			Communicate with their team and move into space to keep possession and score.				*for different situations and begin to apply these.*
Computing	**Creating media vector graphics** Introduce vector drawings and begin to understand that they are made up of simple shapes and lines. They use the shape tools in the chosen software to create their own vector drawings. Discuss how vector drawings differ from paper-based drawings. ***Assessment Indicator*** *Recognise vector drawings consist of layers*	**Creating media vector graphics** Begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.	**Creating media vector graphics** Increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Learners also use tools to modify objects to create a new image. ***Assessment Indicator*** *Use tools to achieve a desired effect.*	**Creating media vector graphics** Gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings.	Educational Visit.	**Creating media vector graphics** Find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings. ***Assessment Indicator*** *Group objects to make them easier to work with.*	**Creating media vector graphics** Use the skills they have gained in this unit to create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Pupils will learn about the role of a graphic designer and take this on to create logo designs of their own. This will then lead to beginning to compare vector drawings to freehand paint program drawings.
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major** What are coasts? **Describe and understand key aspects of physical geography: coastal processes.** Describe coastal features (headland, stacks, arches, bays, spits and cliffs) and begin to recognise how they occur by moving around the classroom in a 'coastal museum' context.	**Major** How do waves affect coastal processes? **Describe and understand key aspects of physical geography: coastal processes.** Understand the process of coastal erosion, recognising the cause and effect of this coastal process. Use 'corners' game for children to identify the effect when cause described.	**Major** How are coasts shaped by natural processes? **Describe and understand key aspects of physical geography: coastal processes.** Practically demonstrate the processes of deposition and erosion. ***Assessment Indicator*** *Describe and explain the formation, caused and impacts of coastal processes.*	***Sticky Knowledge*** *Acquire and Apply* *Complete verbal and written retrieval activities to articulate understanding of the physical processes and human features of geography that affect and change coasts.*	**Major** What is the effect of trade and transportation on coasts? **Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.** Explore the effects that human features of geography have on coasts by conducting research and explaining impact using	**Major** What is the effect of trade and transportation on coasts? **Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.** Create a news report related to the effects of human impact on costal erosion. ***Assessment Indicator*** *Describe and explain the formation, caused*	**Major** What information can we gain about coasts using digital maps? **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** Follow 4 and 6 figure grid references in maps, using digimaps to identify the visible features of coasts through maps and satellite images. Recognise how coasts

					1 minute retrieval talking, followed by say it again say it better.	*and impacts of coastal processes.*	have changed overtime using digimaps. ***Assessment Indicator*** *Use 4 and 6-figure coordinates to locate features.* *Use Digiap and Google Maps to: find 6-figure grid references and check using the Grid Reference Tool.*
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**				**Minor** What is the legacy of Martin Luther King? **To understand that there are different interpretations of the same event and write from both viewpoints.** Source enquiry to explore how Martin Luther King is remembered and why his movements are perceived as a 'legacy'.	**Minor** What is the legacy of Martin Luther King? **To understand that there are different interpretations of the same event and write from both viewpoints.** Considered the viewpoint of poignant moments of history such as the events driven by Martin Luther King. ***Assessment Indicator*** *Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.*		
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	**BELIEVING** Why do some people think God exists? **Consider different views on why people believe in God or not, including their own ideas.** Baseline assessment in response to the question.	**BELIEVING** Why do some people think God exists? **Consider different views on why people believe in God or not, including their own ideas.** Define and discuss theist, atheist and agnostic –	**BELIEVING** Why do some people think God exists? **Explore the Christian understanding of what God is like, using examples and evidence.** Explain God's different roles in Christianity: creator,	-	**BELIEVING** Why do some people think God exists? **Investigate ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.** Sort statements from Fact, Belief or Opinion	**BELIEVING** Why do some people think God exists? **Explore the Christian understanding of what God is like, using examples and evidence.** P4C – stimulus. Explore what Christians think about God's existence	**BELIEVING** Why do some people think God exists? **Consider different views on why people believe in God or not, including their own ideas.** Utilise learning from across the half term to answer question

	Make predictions about 'if the world was a village of 100 people how many would belong to each religion or non- religious group?' then demonstrate the results by creating a multilink practical grid – do we find some of the numbers surprising? Why?	Interview our teachers to gain an understanding of what it means to be a theist, an atheist and an agnostic. Write their own definitions. ***Assessment Indicator*** *Present different views on why people believe in God or not, including their own ideas* (BV-Individual Liberty)	the light in the dark, the father, the holy trinity etc. Children to write a job description for the role of God. ***Assessment Indicator*** *Outline clearly a Christian understanding of what God is like using examples and evidence* (BV-Individual Liberty)		based on statements about God. (BV-Individual Liberty, Respect and Tolerance)	using similes and metaphors from the Bible	'Why do some people think god exists?' ***Assessment Indicator*** *Express ideas about the impact of believing or not believing in God. Present different views on why people believe in God or not, including their own ideas.*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding** **Niveau Rouge Module 2 Lessns 6-9a 9b recording next half term**	-	**To know numbers 1-21 and to tell the time to half hour.** **Listening and Speaking** Revise numbers 1- 21 learn how to understand and tell the time on the half hour agreement of adjective and nouns in time phrases.	**To know numbers 1-21 and to tell the time to half hour.** **Writing** Record in books examples of time to hour and half hour including in a simple sentence. ***Assessment Indicator*** *To be able to tell the time to the hour and half hour.*	**To know 2 adjectives of size.** **Speaking and Writing** To learn two adjectives of size – petit grand and know that some adjectives precede the noun **Speaking and Listening** Create simple spoken and written sentences using the new adjectives. **eg. Qu'est-ce que c'est?** **C'est un petit parc.** **Intercultural understanding** Knowing France is an hour later than UK and use this in sentences.	**To know numbers 22 to 39.** **To know five more places in town.** **Listening and Speaking** Be introduced to numbers 22 to 39 be introduced to five more places found in a town. Learn about compound words learn to look at patterns in words to help with memorisaion revise the circumflex accent and the phoneme [ɛ] **Reading and Writing** Match me up activity with new vocabulary.	**To write a complex sentence.** **Writing** revise numbers 20-39 consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, and an adjectives of size create some written sentences. eg **À Jolieville, il y a un petit parc et un grand cinéma** ***Assessment Indicator*** *Make longer sentences including a verb, one or more adjectives and a conjunction.*	**To recognise the spoken question and answer.** ***Que vois-tu ? Je vois…*** Practise asking and answering questions.
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology**	**Book covers and Christmas cards**	**Major: DT** **Frame Structures Designing** Carry out research into user needs and existing products, using surveys,	**Major: DT** **Frame Structures Designing** Develop a simple design specification to guide the development of their ideas and	**Major: DT** **Frame Structures Designing** Generate, develop and model innovative ideas, through discussion,	**Major: DT** **Frame Structures Making** Competently select from and use appropriate tools to accurately measure,	**Major: DT** **Frame Structures Making** Use finishing and decorative techniques suitable for the	**Major: DT** **Frame Structures Evaluating** Critically evaluate their products against their design specification, intended

Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**		interviews, questionnaires and web-based resources. To what a complex structure is and how they are used all around us. Birds use a wide range of nests designs to ensure they suit their young- Research Questions What creates an effective birdhouse? How have they been made in the wild? What do I need to ensure I replicate with my design?	products, taking account of constraints including time, resources and cost. ***<u>Assessment Indicators</u>*** *Create a frame structure design using prototypes, annotated sketches and discussion.* *Create a design specification after considering time, resources and cost.*	prototypes and annotated sketches. Experiment with paper straws doing different joins and discovering how to strengthen, stiffen and reinforce 3D frameworks.	mark out, cut, shape and join construction materials to make frameworks. Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used Begin to follow the instructions to build their bird boxes. They will gather natural materials from outside to camouflage their bird boxes.	product they are designing and making. Finish and test the strength of their structure and decide the best place to put them up. ***<u>Assessment Indicators</u>*** *Create a step-by-step plan including a resource list* *Select and use tools accurately to measure, cut, shape, join and construct a frame structure.* *Use finishing and decorative techniques.*	user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. ***<u>Assessment Indicators</u>*** *Evaluate their own frame structure, commenting on the strengths, areas for development and how well it meets the user needs, the purpose and the initial design specification.* *Carry out testing to evaluate the final product.*
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	Wider Opps – Ukulele **Understanding Music** **Know and understand how to play a tuned instrument.** **Find and keep a steady beat.** **Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.**	Wider Opps – Ukulele **Understanding Music** **Know and understand how to play a tuned instrument.** **Find and keep a steady beat.** **Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.**	Wider Opps – Ukulele **Understanding Music** **Know and understand how to play a tuned instrument.** **Find and keep a steady beat.** **Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.**	Wider Opps – Ukulele **Understanding Music** **Know and understand how to play a tuned instrument.** **Find and keep a steady beat.** **Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.**	Wider Opps – Ukulele **Understanding Music** **Know and understand how to play a tuned instrument.** **Find and keep a steady beat.** **Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.**	Wider Opps – Ukulele **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.** **Performing** **Create, rehearse and present a holistic performance for a specific purpose, for**	Wider Opps – Ukulele **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.** **Performing** **Create, rehearse and present a holistic performance for a specific purpose, for**

	Copy back melodic patterns using the notes: **C, D, E** **C, D, E, F, G, A** **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.**	**Copy back melodic patterns using the notes:** **C, D, E** **C, D, E, F, G, A** **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.**	**Copy back melodic patterns using the notes:** **C, D, E** **C, D, E, F, G, A** **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.**	**Copy back melodic patterns using the notes:** **C, D, E** **C, D, E, F, G, A** **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.**	**Copy back melodic patterns using the notes:** **C, D, E** **C, D, E, F, G, A** **Playing Instruments** **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.** **Understand how to rehearse a piece of music in order to improve.**	**a friendly but unfamiliar audience.** **Perhaps perform in smaller groups, as well as with the whole class.**	**a friendly but unfamiliar audience.** **Perhaps perform in smaller groups, as well as with the whole class.**
Outdoor Learning Opportunities	Science: (Major) Dormouse Hibernation investigation	DT: (Minor) What birds do we have on site? What homes already exist?	Geography: (Minor) Practically demonstrate the processes of deposition and erosion.		History: (Minor) Martin Luther King drama. Rehearse and perform outside.	DT: (Minor) Collecting natural materials to camouflage bird boxes.	
Enhancements Visits and Visitors			Christmas Decoration Workshop @ Kingsway 20.11.25		Christmas production at Stockport Academy – date TBC		
Parental Engagement		Parent Forum Parent Consultation Meetings 11.11.25 and 13.11.25 3.40pm-5.50pm		Come to create sculptures with us using our knowledge of coastal features 27.11.25			
Whole School and National Events	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	Santa Dance-a-thon 17.12.25 Children's Christmas Party 18.12.25

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.