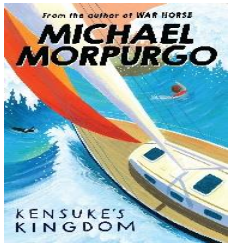
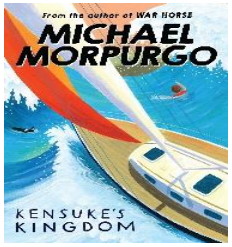
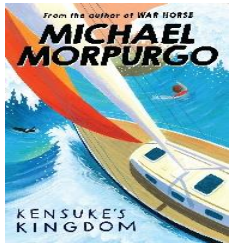
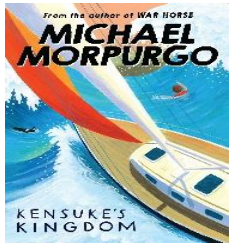
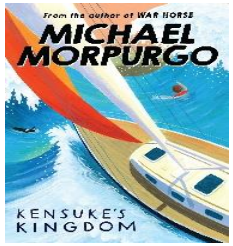
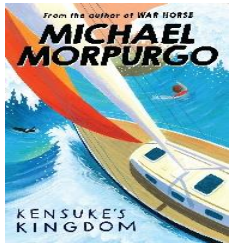
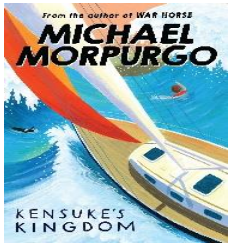
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Upper Key Stage 2 Year Group 5

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Biq Question	**What can be found where the land meets the sea? Coast to coast**						
Connected 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 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** 	**Kensuke's Kingdom by Michael Morpurgo** 
Children steering learning….	Are all coasts the same? What makes coasts different to each other? How are coasts used by animals and humans? Are our coasts in danger? Why do coasts look like they do? Why do people visit coasts? What is it like to live by a coast? What problems are there at the coast? What are our coasts like? How do coasts help us? What are coastal areas used for? Are all coastal areas used in the same way?						
English **Reading** **-Word reading** **-Comprehension** **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation**	**Whole Class Book – 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 – 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 – 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. Develop fluency when reading aloud and	**Whole Class Book – 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. Develop fluency when reading aloud and	**Whole Class Book – 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. Develop fluency when reading aloud and	**Whole Class Book – Kensuke's Kingdom** Summarise the main themes and messages portrayed. Make inferences and use evidence from the text to support this Develop fluency when reading aloud and retrieve information at speed.	**Whole Class Book – Kensuke's Kingdom** 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>** Acquire an understanding of the purpose of a setting descriptions through hook by creating an ocean soundscape. Use the senses to generate descriptive sentences relevant to setting descriptions. **<u>Phase 2: Understanding as a writer.</u>** Apply knowledge of structural, language and sentence features when identifying features used within a setting description. Acquire an understanding of figurative language, then apply understanding using SMOAP and to tier II vocabulary within sentences.	**Setting description** **<u>Phase 3: Composition and Editing.</u>** Apply growing knowledge of cohesion features through use of noun, synonym echo to build description and tension within and across paragraphs. Write a setting description applying understanding of SMOAP and emotion starters. Redrafting activity prioritising feedback to edit and improve.	retrieve information at speed. **Letters of persuasion** **<u>Phase 1: Understanding as a reader.</u>** Use literal comprehension questions to acquire understanding of persuasive writing as a reader. **<u>Phase 2: Understanding as a writer.</u>** Through acquiring knowledge of features, purpose and audience, articulate understanding of persuasive writing. Define subject specific vocabulary and apply knowledge when revising and editing sentences. (Addressed to Dame Angela Eagle to support our movement to clean up the oceans) Apply knowledge of varied sentences types by using of short sentences, sentences with more than one clause and parenthesis to add detail.	retrieve information at speed. **Letters of persuasion** **<u>Phase 2: Understanding as a writer.</u>** Apply knowledge of cohesion when using the cause and affect/time threading technique to develop non-fiction. **<u>Phase 3: Composition and Editing.</u>** Write letter to Steve Barclay referring to prior learning to support composition. Apply understanding of editing and revising when self-assessing work, editing and responding to purple polish. (Addressed to Secretary of State for Environment, Food and Rural Affairs, Dame Angela Eagle to support our movement to clean up the oceans).	retrieve information at speed. **Non-Chronological Report** **<u>Phase 1: Understanding as a reader.</u>** To acquire understanding of the value of structural features within a non-chronological report by exploring as a reader, my comparing finding information in WAGOLL with and without structural features. **<u>Phase 2: Understanding as a writer.</u>** Apply knowledge of structural, language and sentence features when identifying features used within non-fiction text. Reflect on identification and make comparisons between features of this text and of fictional writing. Define and explore tier II vocabulary, gaining understanding of words using dictionaries then applying to Fryer model.	**Non-Chronological Report** **<u>Phase 2: Understanding as a writer.</u>** Identify, use and refine use of parenthesis within sentences to ensure accurate use of punctuation and additional detail. Add detail to sentences in different ways, applying understanding of subordinate clauses, relative clauses and parenthesis. Use a logic thread to demonstrate structure information around coastal processes across paragraphs. **<u>Phase 3: Composition and Editing.</u>** Plan key information for non-fiction writing, using note taking to collate chosen information.	**Non-Chronological Report** **<u>Phase 3: Composition and Editing.</u>** Write an effective non-chronological report around erosion and deposition. Use knowledge of tier II and II vocabulary, understanding of parenthesis and the full range of clauses to form cohesive paragraphs, which follow a logic thread. Revise and edit for additional opportunities to refine content and detail, in addition to making edits to grammatical choices to develop cohesion.
Tier 11 Vocabulary	Idyllic Tempestuous Surge Submerged Thrashed Trepidation Churning Serene Hypnotic		Acknowledge Significant Staggering Exasperating Emphasise Implore Innovative Excessive Paramount		Accelerate Accumulate Reshape Diminish Expose Gradual Extensive Vulnerable Consequently		

Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**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 number.* **Properties of number Recognising prime numbers,** Range of activities to recognise prime, numbers – focusing on patterns. ***Assessment Indicator:*** *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) 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 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* **Establish whether a number up to 100 is prime or composite and recall prime numbers up to 19.** Explore what a prime factor is. Number sort and prove.	**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.** 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. Exploring factorisation to support multiplication ***Assessment Indicator:*** *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers*	**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 problem solving activities. ***Assessment Indicator:*** *Solve problems involving multiplication and division, (deciding which operations and methods to use and why)* **Problem solving focus** Identifying and using inverses to solve problems. In the box – what is input numbers – solve by working backwards. Use inverses to find missing digits in calculations. **Recognise and use square numbers and the notation for squared (2).** Investigate what makes a number squared – using images. **Recognise and use square numbers and the notation for squared (2)** Investigate square numbers and solve simple problems.	**Add and subtract numbers mentally with increasingly large numbers eg 5-digit – 4-digit multiple of 10.** **Add and subtract whole numbers with 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 **Problem solving focus** Identifying and using inverses to solve problems. Working backwards to solve pyramid problems involving addition and subtraction	**Choosing when to use mental and written methods to add and subtract.** Fluency practise for written methods. Choose mental strategy or formal method. 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. **Assessment papers** ***Assessment indicator:*** *Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes*	**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 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.* ***Word problem focus*** ***Using bar models to support understanding of word problems***
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 **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Materials and their properties.** **Outdoor Learning Day. Hibernation: An insulation investigation.** Design a house for a hibernating dormouse to acquire understanding of insulating materials. Apply knowledge of recording over time to gather accurate data. Record temperature drops and discuss results, applying analytical skills to interpret data.	**Materials and their properties.** **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.** Use existing knowledge to consider materials we throw away. To make things from raw materials uses lots of energy. Acquire knowledge about which raw materials are used to make man made materials. Apply knowledge to sort and group items based on properties (including response to magnets) and how they were made.	**Materials and their properties.** **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? Acquire knowledge to discover how properties of materials help us to separate them for recycling.	**<u>Sticky Knowledge</u>** *Acquire and Apply: Apply knowledge of materials and their properties by comparing and grouping together everyday materials on the basis of their properties. Acquired knowledge based on the hardness, transparency, thermal, electrical/conductive properties of materials.*	**Materials and their properties.** **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 acquire knowledge on which materials are electrical conductors, applying knowledge about the properties of the materials linked to learning. **<u>Assessment Indicator</u>** *Gather data and interpret it to draw conclusions*	**Materials and 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: acquired understanding of insulating layers. Use test results to make predictions to set up further comparative and fair tests. Explore materials to acquire understanding of which are thermal conductors and which are insulators.	**Materials and their properties.** **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. Apply understanding gained from experiment to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **<u>Assessment Indicator:</u>** *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**	-	**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 acquire an understanding of how through questioning conflict	**Visit to Kingsway for Christmas decoration Workshop.**	**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. Acquire understanding of the repercussions of	**Visit to Stockport Academy for Christmas performance.**	**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. Apply understanding when detecting whether	**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.

Relationships and Sex Education (RSE) and Health Education		can turn into a learning moment. (BV-Respect/ Tolerance) (PC-Race/Religion)		rumour spreading and name calling. (BV-Individual liberty) (All 9 protected characteristics)		scenarios would be direct or indirect bullying and either is still classed as bullying. (BV-Individual liberty) (All 9 protected characteristics ***Assessment Indicator:*** *Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.*	Recognise how their views of happiness may be significantly different to their own. (BV-Respect/ Tolerance) (PC-Race/Religion)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming** **Get set 4 PE Hockey**	**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.** **Get Set 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.** **Get Set 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.	**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	**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.** 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 side line. Cove space as a team. Time your tackle. Work collaboratively. ***Assessment Indicators:***	**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 indicators:***

			team mates by calling their name and getting free for the ball. ***Assessment Indicator:*** *I can dribble, pass, receive and shoot with some control under pressure.* Communicate with their team and move into space to keep possession and score.			*I can use tracking, tackling and intercepting when playing in defence* *Identify when they were successful and what they need to do to improve.*	*I understand the need for tactics and can identify when to use them in different situations.* *I understand the rules of the game and use them most of the time to play fairly and honestly.* *I understand there are different skills for different situations and begin to apply these.*
Computing	**Creating media vector graphics.** **Recognise vector drawings consist of layers.** Acquire an understanding of vector drawings and begin to understand that they are made up of simple shapes and lines. Acquire skills using shape tools in the chosen software to create their own vector drawings. Discuss how vector drawings differ from paper-based drawings.	**Creating media vector graphics.** **Use tools to achieve a desired effect.** **Recognise vector drawings consist of layers.** Begin to apply understanding the shapes that are used to make vector drawings. Demonstrate understanding of vector drawings by explaining that each element of a vector drawing is called an object. Create 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. ***Assessment Indicators:*** *Modify objects to create different effects.*	**Creating media vector graphics.** **Use tools to achieve a desired effect.** **Recognise vector drawings consist of layers.** Applying growing understanding by increasing the complexity of 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. Use tools to modify objects to create a new image. ***Assessment Indicators:*** *Modify objects to create different effects.* *Use the zoom tool to help add detail to drawings.*	**Creating media vector graphics.** **Use tools to achieve a desired effect.** **Recognise vector drawings consist of layers.** **Group objects to make them easier to work with.** Acquire an understanding of layers and how they are used in vector drawings. 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.	**Creating media vector graphics.** **Use tools to achieve a desired effect.** **Group objects to make them easier to work with.** **Evaluate my vector drawings. (Google drawings)** 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 to create a single object.*	**Creating media vector graphics.** **Evaluate my vector drawings. (Google drawings)** Apply understanding of all 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. Llearn about the role of a graphic designer and take this on to create logo designs of their own. Learners then begin to compare vector drawings to freehand paint program drawings. ***Assessment Indicator:*** *Suggest improvements to a vector drawing.*	-

		Use the zoom tool to help add detail to 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.** Acquire understanding of 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.** Demonstrated growing understanding of the process of coastal erosion, recognising the cause and effect of this coastal process. Apply knowledge using '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.** Apply knowledge of coastal erosion through practically demonstrating 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 demonstrate acquired understanding of the physical processes and human features of geography that affect and change coasts. Apply knowledge when using student summary to articulate understanding of processes using diagrams as stimulus.	**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 to acquire knowledge. Then, using 1 minute retrieval talking, children apply understanding through verbal articulation, followed by using say it again say it better tod deepen explanations (research for next lesson).	**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 and impacts of coastal processes.*	**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 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 acquire understanding of how Martin Luther King is remembered and	**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.** Apply knowledge through considering the viewpoint of poignant moments of history such as the events	-	-

				why his movements are perceived as a 'legacy'.	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. Make predictions about 'if the world was a village of 100 people how many would belong to each religion or non-religious group?' then apply understanding of the results by creating a multilink practical grid – do we find some of the numbers surprising? Why?	**BELIEVING** **Why do some people think God exists?** **Consider different views on why people believe in God or not, including their own ideas.** Acquire understanding of new vocabulary by defining and discussing theist, atheist and agnostic – Interview our teachers to acquire an understanding of what it means to be a theist, an atheist and an agnostic. Apply understanding by writing our own definitions. ***Assessment Indicator:** Present different views on why people believe in God or not, including their own ideas* (BV-Individual Liberty)	**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, the light in the dark, the father, the holy trinity etc. Apply understanding by writing 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)	**-**	**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.** Children to sort statements from Fact, Belief or Opinion based on statements about God. (BV-Individual Liberty, Respect and Tolerance)	**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 using similes and metaphors from the Bible	**BELIEVING** **Why do some people think God exists?** **Consider different views on why people believe in God or not, including their own ideas.** ʊtilise learning from across the half term to answer question '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**	**-**	**Niveau rouge SOW** **Speaking** **To respond to a question using a complex sentence based on the names of the places learnt.**	**Niveau Rouge SOW** **Writing** **To write a complex sentence using a writing frame** Practise speaking sentences from last	**Niveau Rouge SOW** **Listening and speaking** **To know numbers 1-21 and to tell the time to half hour.** Revise numbers 1- 21.	**Niveau Rouge SOW** **Writing** **To know numbers 1-21 and to tell the time to half hour.** Record in books examples of time to	**Niveau Rouge SOW** **Speaking and Writing** **To know 2 adjectives of size.** To learn two adjectives of size – petit grand	**Niveau Rouge SOW** **Listening and Speaking** **To know numbers 22 to 39.** **To know five more places in town.**

-Intercultural Understanding		Revise numbers 13-21 and how to write them. Learn some words for units of time eg une seconde une minute Create sentences with list of places learnt. eg. Qu'est-ce qu'il y a dans la ville où tu habites? Dans la ville où j'habite, il y a un parc et un supermarché, mais il n'y a pas de cinéma. **Autumn Song** Quand je vais à l'école (When I go to school…places in town) https://www.youtube.com/watch?v=3zRAjXA8uJg	week using speaking frame. *Then create own sentences in the same style* Dans la ville où j'habite, il y a un parc et un supermarché, mais il n'y a pas de cinéma. ***Assessment Indicator:*** *Be able to ask a question and then write an answer using a complex sentence.*	Learn how to understand and tell the time on the half hour agreement of adjective and nouns in time phrases. Write words based on Autumn phonics oi in on eu	hour and half hour including in a simple sentence. ***Assessment Indicator:*** *To be able to tell the time to the hour and half hour*	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.	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 memorisation revise the circumflex accent and the phoneme [ɛ] **Reading and Writing** Match me up activity with new vocabulary.
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**	-	**Design and Technology.** **Frame Structures** **Designing** Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Investigate and make annotated drawings of a range of portable and permanent frame structures, e.g. tents, bus shelters, umbrellas. Design a bird hide for the school woodland.	**Design and Technology.** **Frame Structures** **Designing** Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Design a bird hide for the school woodland. ***Assessment Indicator:*** *Create a design specification after considering time, resources and cost*	**Design and Technology.** **Frame Structures** **Designing** Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Experiment with paper straws doing different joins and discovering how to strengthen, stiffen and reinforce 3D frameworks. ***Assessment Indicator:*** *Create a frame structure design using prototypes, annotated sketches and discussion.*	**Design and Technology.** **Frame Structures** **Making** Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Plan resources and collect materials to camouflage their prototype bird hide. ***Assessment Indicator:*** *Create a step-by-step plan including a resource list.*	**Design and Technology.** **Frame Structures** **Making** Use finishing and decorative techniques suitable for the product they are designing and making. Build their bird hide prototypes and present them to a member of SLT. ***Assessment Indicator:*** *Select and use tools accurately to measure, cut, shape, join and construct a frame structure.* *Use finishing and decorative techniques.*	**Design and Technology.** **Frame Structures** **Evaluating** Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. ***Assessment Indicator:*** *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**	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** To develop a strong vocal foundation through warm-ups that focus on posture, breathing, pitch, and diction, supported by Exploring Vocal Health videos. Practise unison singing and learn to blend voices while performing the title song from "Panto Pandemonium"	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** Through exploring solo, unison, and harmony, deepen understanding of contrasting characters, phrasing, dynamics, and expressive delivery, using video recordings to reflect on and assess their progress.	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** To strengthen vocal skills through warm-ups and lead exercises while exploring "Bells Ring Out" and its title song. Develop awareness of verse-chorus contrasts, practise two-part harmony, and use rhythm and expressive storytelling to enhance performance.	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** Through "The Donkey Song" and "The Match Girl's Christmas", explore character, dynamics, and narrative interpretation, practising simultaneous songs and varied melodic textures to deepen musical understanding.	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** Consolidate vocal skills through warm-ups and review exercises while rehearsing selected songs. Develop teamwork and performance confidence by assigning roles, isolating challenging sections, and giving peer feedback.	**Charanga Creative Music Curriculum** **Unlocking Vocal Potential** During paired and final performances, reflect on musical and emotional elements, refine timing, dynamics, and expression, and compile assessment evidence to track progress and improvement.	-
Outdoor Learning Opportunities	Major: (Science) Outdorr Learning Day Dormouse Hibernation investigation	Minor: (DT) What birds do we have on site?	Minor: (Geography) Practically demonstrate the processes of deposition and erosion.	-	Minor: (History) Martin Luther King drama. Rehearse and perform outside	Minor: (DT) Collecting natural materials to camouflage bird hide	-
Enhancements Visits and Visitors		CIST Workshop 11.11.26	Christmas Decoration Workshop at Kingsway 19.11.26		Christmas production at Stockport Academy 2.12.26		
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm	Parent Writing Workshop 17.11.26 9am				
Whole School and National Events	Bonfire Night 05.11.26 Outdoor learning day 05.11.26	Remembrance Day 11.11.26 Children in need 13.11.26	Anti-Bullying week Odd Socks Day 16.11.26			Christmas Dinner 09.11.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

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.