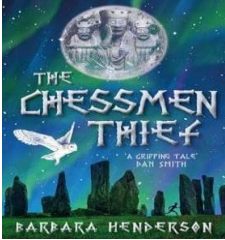
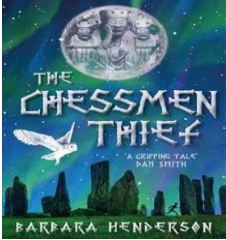
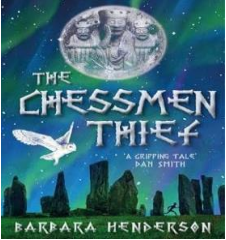
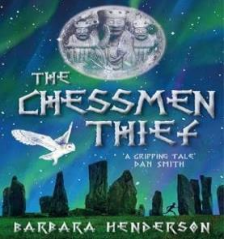
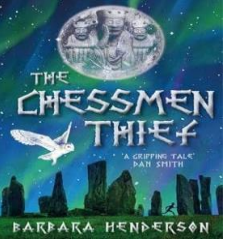




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2024
Phase Lower Key Stage 2 Year Group 5



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
Big Question	How should history really remember the Vikings?				
Connected Concepts	Cause and Effect	Cause and Effect	Cuase and Effect	Cause and Effect	Cause and Effect
Book Studies	The Chessman Thief by Barbara Henderson 	The Chessman Thief by Barbara 	The Chessman Thief by Barbara 	The Chessman Thief by Barbara 	The Chessman Thief by Barbara 
Children steering learning...	How did Vikings go to Valhalla? Where did they originate from? How and why did they invade England? What were their beliefs? What stories did they like to tell? Did they really wear horns on their helmets? Is it a myth? How did the Vikings leave their legacy?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<p>Make detailed and justified predictions using the front cover, blurb and title of a text.</p> <p>Draw upon prior knowledge of prediction in order to refine key skills.</p> <p>Instructions Phase 1: Hook Explore instructions, including good and poor examples and the effect that poor instructions has on executing a task.</p> <p>Phase 2: Understand as a reader Explore a WAGOLL set of instructions on how to make it to Valhalla. Summarise and sequence the WAGOLL, drawing upon knowledge from the hook to identify the importance of sequencing within instructions.</p>	<p>Respond to the first few chapters of the book using VIPERS skills, using knowledge of PEE to make detailed inferences based upon a text.</p> <p>Instructions Phase 2: Understand as a writer Explore ambitious vocabulary through identifying relevant synonyms to demonstrate understanding. Use this vocabulary in higher-level sentence structures influenced by the WAGOLL.</p> <p>Phase 3: Planning, Composition and Editing Plan instructions using knowledge gained throughout the cycle before composition stage.</p>	<p>Develop inference skills further, drawing upon multiple pieces of evidence and develop independence through skimming and scanning a text in order to identify relevant information and develop speed.</p> <p>Diary Phase 1: Hook Explore WAGOLL diary entries through taking part in group pieces of drama, exploring different methods of drama to create effective performances.</p> <p>Phase 2: Understand as a reader Sequence diary entry events in order to understand as a reader before moving onto retrieval and inference tasks.</p>	<p>Children to explore key themes within the text and draw upon multiple key pieces of evidence to support their findings.</p> <p>Diary Phase 2: Understand as a writer Define ambitious and subject specific vocabulary relevant to the topic. Identify word class before replacing words in sentences in order to demonstrate understanding.</p> <p>Move onto using vocabulary within higher-level sentence structures relevant to diary entry writing, focusing on features such as parenthesis, relative clauses, outside (inside).</p>	<p>Refine inference and retrieval skills through completing role on the wall tasks in which they must draw conclusions from the text in order to explore a characters thoughts and feelings.</p> <p>Diary Phase 3: Planning, Composition and Editing Plan their diary entries, focusing on research of the Viking raid of Lindisfarne in order to accurately sequence and plan their diary carefully.</p> <p>Compose their diary entries, using checklists, work gathered throughout the writing cycle and self-assessment to edit and improve throughout the composition process.</p>

	<p>Phase 2: Understand as a writer Draw upon prior knowledge of features within instructional writing and use knowledge of different types of features to demonstrate clear understanding of features.</p>	<p>Write an effective set of instructions, focusing on key components and features in order to make it successful. Peer-assess one another's pieces using TAG model and checklists.</p>	<p>Phase 2: Understand as a writer Understand structural, language and sentence structures uses in diary entry writing through exploring and retrieving examples before commenting on effect and purpose.</p>	<p>Up-level ineffective sentences in order to demonstrate understanding further.</p>	<p>TAG one another's work in order to demonstrate understanding of key performance indicators.</p>
<p>Mathematics -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry -Position and Direction</p>	<p>Fractions Identify equivalent fractions. Use fraction walls (visual representations) to recognise equivalence linked to times tables knowledge. Use of toolkits for fluency and word problems.</p>	<p>Fractions Recognise and compare fractions. Compare fractions based on their denominators and recognise when they are less/more than 1. Convert to the same denominator.</p>	<p>Fractions Recognise improper and mixed number fractions. Understand the link between these two fraction forms and solve problems involving missing numbers and patterns.</p>	<p>Fractions Add and subtract fractions where denominators are multiples of the same number. Use various toolkits to explore adding and subtraction fractions and solve problems involving them.</p>	<p>Fractions Multiply proper fractions by whole numbers. Use white rose resources and toolkits to explore strategies. Problem solving word questions.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>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. Explore which materials are thermal conductors and which are insulators. Plan and carry out a fair test to explore the question: Which materials will keep the cup of tea warmest?</p>	<p>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. Plan and carry out a fair test to explore thermal properties of spoons made from different materials.</p>	<p>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. Plan and carry out a test to exploring which materials are electrical conductors thinking about the properties of the materials linked to learning from previous experiments. Assessment Indicator: <i>Gather data and interpret it to draw conclusions</i></p>	<p>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. Group items together based on their properties for specific roles and use their knowledge from their experiments to explain why they are suitable for that role. Assessment Indicator: <i>Use scientific vocabulary to articulate reasoning</i></p>	<p>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. Conduct mini experiments to explore changes which cannot be reversed, recording before and after images.</p>

<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>Understand that money is necessary to help achieve some of our dreams. Generate dreams and goals for the future thinking about necessary skills and qualities which will be required for them to be achieved. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>Know about a range of jobs and explore how much money people make from certain jobs. Rank jobs from what they deem most important to least important before exploring the salaries of different job roles. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>Identify jobs we would like to do, what motivates us and what we need to do to achieve our goals. Identify their ideal job before moving onto identify what they would need in order to be successful in this career. (Individual liberty, Tolerance and Respect) (Protected characteristics)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>Describe the dreams and goals of young people in a culture different to mine. Discuss the lives of children in other cultures and make comparisons about their dreams and goals compared to their own. (Individual liberty, Tolerance and Respect, Race and Religion) (Protected characteristics)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>Understand that communicating with someone in a different culture means we can learn from each other. Discuss what we may be able to offer other countries. (Individual liberty, Tolerance and Respect, Race and Religion)</p> <p>Assessment Indicator: <i>Explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</i></p> <p><i>Evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</i></p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME:</p> <p>Choreograph dances by using, adapting and developing actions and steps from different dance styles. To create a dance using a random structure and perform the actions showing quality and control.</p> <p>Outdoor PE Volleyball To use the serve with consideration of attacking principles.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance THEME:</p> <p>Confidently use dynamics to express different dance styles. To understand how changing dynamics changes the appearance of the performance.</p> <p>Outdoor PE Volleyball To develop the fast catch volley with consideration of attacking principles.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance THEME:</p> <p>Confidently use dynamics to express different dance styles. To understand how changing dynamics changes the appearance of the performance.</p> <p>Assessment Indicator: <i>Refine the use of actions, dynamics, relationships and space in dance in response to a stimulus.</i></p> <p>Outdoor PE Volleyball To develop the set shot and use it to pass to a teammate.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance THEME:</p> <p>Confidently use direction and patterning to express different dance styles. To copy and repeat movements in the style of rock 'n' roll.</p> <p>Outdoor PE Volleyball To recap the set shot and develop the dig, identifying when to use each.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance THEME:</p> <p>Confidently use formations, canon and unison to express a dance idea.</p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency. To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p>Assessment Indicator: <i>Use counts when choreographing to stay in time with others and the music.</i></p>

					Outdoor PE Volleyball To use a variety of shots to keep a continuous rally going
Computing -Code -Connect -Communicate -Collect	Use a form to record information Order, sort and group data cards to answer questions.	Explain how grouping and then sorting data allows it to be used to answer questions Use a computer data base to sort information by fields.	Explain that specific data can be selected Use grouping and sorting to answer questions	Use search tools within a database Use AND and OR to select data	Explain that computer programs can be used to compare data visually Select appropriate charts to present data. Ask questions which need more than one field to answer them (real world context) <u>Assessment Indicator:</u> Combine grouping and sorting to answer specific questions
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans		Minor:- Name and locate counties and cities of the United Kingdom (link to place name enquiry) Use atlases/printed maps to identify the counties that were under Viking control when they had Danelaw. Map the location of major Viking cities/towns such as York, Derby and identify the county each is in. <u>Assessment Indicator:</u> Locate cities and counties of the UK.		Minor:- Identifying longitude and latitude. Understanding Prime/Greenwich Meriden and time zones. Link to time zones across countries the Vikings sailed to. Identify latitude and longitude of locations and state the times it would have been in these locations compared to GMT.	Minor:- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use observations, sketches and maps to explore the human and physical features in our local area. Use surveys to gather data to answer questions.
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major:- Chronology When were the Vikings a problem for the Anglo-Saxons? Place Anglo-Saxon Britain and Viking Britain into the wider context of historical chronology. Recap Anglo-Saxon events from previous topic and see how the Vikings fit into this timescale and explore how they fit in with wider history.	Major:- Enquiry and Using Evidence What did the Vikings believe? Use multiple sources to interpret bias and make a valid conclusion based on devising and answering questions relating to the above question. Explore different Viking beliefs by investigating two pieces of evidence of Viking burials. <u>Assessment indicator:</u>	Major:- Interpretation Why have the Vikings gained such a bad reputation? Use primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and identify why the amount of written primary sources varies depending on individual time periods and cultures.	Major:- Change and Continuity How close did the Vikings come to taking over Britain? How did the Vikings change the Britain we know today? Identify that one event can have multiple effects King Cnut. Identify the continuity and change throughout Anglo-Saxon Britain and Viking Britain through: -power -invasion	Major:- Significance What was the significant of the Vikings trade network? Interpret the achievements Vikings trade network. Simulate Viking trade and make a judgement on their significance - why were their achievements impressive?

		<i>Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge</i>	Revisit learning about the Anglo-Saxon Chronicle account of the Battle of Edington. Who wrote it? And why? Why do we only have one side of the story? Then investigate another event.	Investigate how Britain changed or did not change under Viking rule. <u>Assessment Indicator:</u> Use reasoning to explain changes brought about by the Vikings.	
Religious Education, Beliefs and Values -Believing -Expressing -Living	LIVING What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. To discuss and define each of the pillars. To think about their lives and what their individual 5 pillars might be. How do they compare to the Islam faith. (Individual liberty, Race and Religion, Tolerance and Respect)	LIVING What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. To look at the pillars of charity and fasting in more detail and understand why Muslims would take part in these traditions and how this shows their dedication to their faith. (Individual liberty, Race and Religion, Tolerance and Respect)	LIVING What does it mean to be a Muslim in Britain today? Describe and reflect on the significance of the Holy Qur'an to Muslims. (Individual liberty, Race and Religion, Tolerance and Respect) To discuss the story of the revelation of the Qur'an to the Prophet Muhammad and the 'commandments' from Surah (chapter) 17 of the Qur'an. After the discussion the children will use drama to show how these commandments might sometimes be difficult to follow. <u>Assessment Indicator:</u> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (Individual liberty, Race and Religion, Tolerance and Respect)	LIVING What does it mean to be a Muslim in Britain today? Describe and reflect on the significance of the Holy Qur'an to Muslims. To look at further extracts from the Qu'ran and write about the one text, book or piece of advice that would most help them and why. (Individual liberty, Race and Religion, Tolerance and Respect)	LIVING What does it mean to be a Muslim in Britain today? Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. <u>Assessment Indicator:</u> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. (Individual liberty, Race and Religion, Tolerance and Respect)
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW Write a few short sentences with support using expressions which they have clearly learnt. Revise days of the week. Phonics - letter u. Create sentences using adverbials of place.	Catherine Cheater SOW Hold a simple conversation with at least 4 exchanges. Recap the alphabet and months of the year. Numbers 0-31. Phonics - letter e. Orally compose sentences to express opinions and annoyance.	Catherine Cheater SOW Hold a simple conversation with at least 4 exchanges. Learn numbers 31-39 (use of hyphen not et). Recap plural nouns (masculine). Orally compose sentences to express opinions and annoyance.	Catherine Cheater SOW Write a few short sentences with support using expressions which they have clearly learnt. Learn numbers 40-49. Phonics - letter s. Recap position of adjectives in sentences and that adverbial phrases can go at the start and the end.	Catherine Cheater SOW Understand the main points from a short spoken passage made up of familiar language in simple sentences. Dictate sentences to the children and they write down what they hear. Numbers 50-60. <u>Assessment indicator:</u> Make longer sentences including a verb, one or more adjectives,

				Write their own sentences using adverbials of places and conjunctions.	a conjunction and an adverbial phrase e.g. Ask and answer a wider range of questions from memory.
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Artist Study - Natalia Rak Skill Focus - Painting. Research the work of an artist and use this knowledge to replicate a style. Emulate the work of Natalia Rak through creating a mood board.	Artist Study - Natalia Rak Skill Focus - Painting. Refer to artists, architects and designers for inspiration and to explain choices in their work. Research the work of an artist and use this knowledge to replicate a style. Critically evaluate the work of Natalia Rak, drawing comparisons to prior learning and knowledge of Banksy.	Artist Study - Natalia Rak Skill Focus - Painting. Understand complementary colours. Use cool and warm colours effectively. Practise different painting techniques, focusing on complementary colours.	Artist Study - Natalia Rak Skill Focus - Painting. Understand complementary colours. Use cool and warm colours effectively. Design their own artwork in the style of Natalia Rak thinking about cool and warm colours.	Artist Study - Natalia Rak Skill Focus - Painting. Understand complementary colours. Use cool and warm colours effectively. Create their own images in the style of Natalia Rak. Assessment Indicator: Artwork inspired by Natalia Rak, looking at the use of colour and complementary colours.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B. How Does Music Improve Our World? Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Freedom Is Coming Part 1 and 2 Appraising and Listening.	Charanga Model Music Curriculum B. How Does Music Improve Our World? Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. All Over Again Part 1 Listening and Singing.	Charanga Model Music Curriculum B How Does Music Improve Our World? 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). All Over Again Part 2. Composing and Improvising.	Charanga Model Music Curriculum B. How Does Music Improve Our World? Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 1. Appraise, Sing and Perform.	Charanga Model Music Curriculum B. How Does Music Improve Our World? Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 2 Appraise, Sing and Perform. Assessment Indicator: Perform final piece of music, using both instruments and vocals, focusing on responding to a leader or conductor as well as singing on pitch and in time.
Enhancements Visits and Visitors	Bible Encounters Assembly 12.01.24	Viking Trip at Weaver Hall Museum 18.01.24	Multi sports event at Kingsway 26.01.24	Friends of Meadowbank Movie night UKS2 01.02.24 4.30 - 6.00 pm	Viking Trade Network simulation.
Parental Engagement		KS2 Maths workshop Tell Me/Show me event 17.01.24 9:00-10:15			

Whole School and National Events				NSPCC's number day (Year 3's chosen charity) 02.02.24	Safer Internet day 06.02.2024 Mental Health Week 'Place2Be' Chinese New Year 10.02.24
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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.