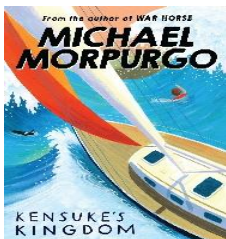
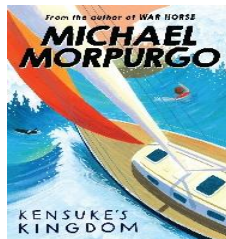
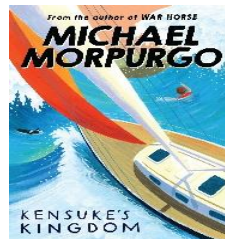
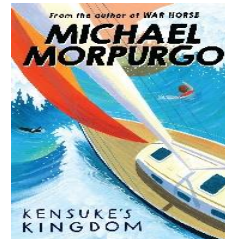
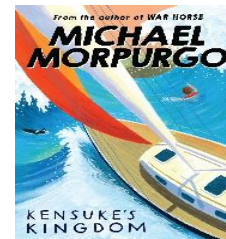
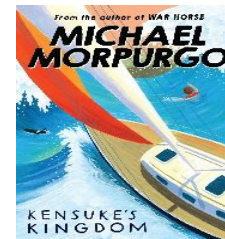




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2025**  
**Phase Upper Key Stage 2 Year Group 5**



	<b>Week 1</b> Wk Beg 06.01	<b>Week 2</b> Wk Beg 13.01	<b>Week 3</b> Wk Beg 20.01	<b>Week 4</b> Wk Beg 27.01	<b>Week 5</b> Wk Beg 03.02	<b>Week 6</b> Wk Beg 10.02
<b>Big Question</b>	<b>What can be found where the land meets the sea? Coast to Coast</b>					
<b>Connected Concepts</b>	<b>Power Significance Cause and Effect Appreciation</b>	<b>Power Significance Cause and Effect Appreciation</b>	<b>Power Significance Cause and Effect Appreciation</b>	<b>Power Significance Cause and Effect Appreciation</b>	<b>Power Significance Cause and Effect Appreciation</b>	<b>Power Significance Cause and Effect Appreciation</b>
<b>Book Studies</b>	<b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Kensuke's Kingdom</b> by Michael Morpurgo 
<b>Children steering learning...</b>	Where are the world's largest coasts? Are all coasts the same? What is erosion and how does it change coasts? What can you find at a coasts? What are coasts uses for? Does every country have a coast? Do all coasts have beaches? What is significant about the coasts in the UK? Which country has the most coastal areas? What species can be found along coasts? How do coasts change over time? Are all coasts used in the same way?					
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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 retrieve information at speed.	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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.	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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 retrieve information at speed.	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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 retrieve information at speed.	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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 retrieve information at speed.	<b>Whole Class Book Focus - Kensuke's Kingdom</b>  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.

	<p><b>Setting description.</b></p> <p><b>Phase 1: Understanding as a reader.</b> Understand setting descriptions through a hook (creating an ocean soundscape) and understand as a reader. Use the senses to generate descriptive sentences relevant to setting descriptions.</p> <p><b>Phase 2: Understanding as a writer.</b> Identify the features of a setting description.  Through effectively using SMOAP and exposure to ambitious vocabulary.</p>	<p><b>Setting description.</b></p> <p><b>Phase 3: Composition and editing.</b> Plan an effective setting description by asking and answering questions to explore a setting.  Write a setting description using SMOAP and emotion starters.  Redrafting activity prioritising feedback to edit and improve.</p>	<p><b>Suspense and mystery stories</b></p> <p><b>Phase 1: Understanding as a reader.</b> 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 stories.</p> <p><b>Phase 2: Understanding as a writer.</b> Through the exploration of ambitious vocabulary and SCAPs. (Based on natural disasters)</p>	<p><b>Suspense and mystery stories.</b></p> <p><b>Phase 2: Understanding as a writer.</b> Explore different sentence types relevant to suspense and mystery stories.  Identify key features necessary in order to create an atmosphere and suspense amongst the reader. (Based on natural disasters)</p> <p><b>Phase 3: Composition and Editing.</b> Write suspense and mystery stories, referring to DIMS with focus on cohesion across paragraphs.</p>	<p><b>Letters of persuasion.</b></p> <p><b>Phase 1: Understanding as a reader.</b> Through using VIPERS and PEE skills to unpick a text.</p> <p><b>Phase 2: Understanding as a writer.</b> 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)</p>	<p><b>Letters of persuasion.</b></p> <p><b>Phase 3: Understanding as a writer.</b> Using stylistic and higher-level sentence structures.  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)</p>
<b>Tier Two Vocabulary</b>	<p>Idyllic Tempestuous Surge Submerged Thrashed Trepidation Churning Serene Hypnotic</p>		<p>Engulfed Unyielding Ominous Desolate Anticipated Summoning Surging Devastation Stifled</p>		<p>Acknowledge Significant Staggering Exasperating Emphasise Implore Innovative Excessive Paramount</p>	
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>-Number and Place Value</b></p> <p><b>-Addition and Subtraction</b></p> <p><b>-Multiplication and Division</b></p> <p><b>-Fractions</b></p> <p><b>Measurement</b></p>	<p><b>Fractions</b></p> <p><b>Identify equivalent fractions.</b> Use fraction walls (visual representations) to recognise equivalence linked to times tables knowledge.  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p><b>Fractions</b></p> <p><b>Recognise and compare fractions.</b> Compare fractions based on their denominators beginning with the same denominator and then with different denominators by converting to the same denominator.  Recognise when they are less/more than 1.</p>	<p><b>Fractions</b></p> <p><b>Recognise improper and mixed number fractions.</b> Understand the link between these two fraction forms and solve problems involving missing numbers and patterns.  <b>Assessment Indicator</b> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;</p>	<p><b>Fractions</b></p> <p><b>Add and subtract fractions where denominators are multiples of the same number.</b></p> <p><b>Fractions</b></p> <p><b>Multiply proper fractions by whole numbers.</b> Use various toolkits to explore adding and subtraction fractions  Multiply proper fractions and mixed numbers by</p>	<p><b>Fractions</b></p> <p><b>Solve problems involving fractions.</b> Solve problems involving adding and subtracting fractions and multiplying proper fractions and mixed numbers.</p>	<p><b>Decimals and Fractions</b></p> <p><b>Read and write decimal numbers as fractions [for example, 0.71 = 71/100 for tenths, hundredths and thousandths.</b>  Order decimals with up to 3 dp's Match fractions and decimals.  <b>Assessment Indicator</b> Read, write, order and compare numbers with up to three decimal places.</p>

<p><b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b></p>	<p>Use of toolkits for fluency and word problems.</p>		<p><i>1 as a mixed number [for example, <math>2/5 + 4/5 = 1 \frac{1}{5}</math></i></p>	<p>whole numbers, supported by materials and diagrams</p>		<p><i>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</i></p>
<p><b>Retrieval through Maths Rehearsal sequence</b></p>	<p><b>+- Decimals to 1dp within 2 - no bridging</b> Images - part part whole, make the total, star centre.</p>	<p><b>+- Decimals to 1dp within 2 - no bridging</b> Fluency - missing numbers, pairs, match me up, pick a pair.</p>	<p><b>+- Decimals to 1dp within 2 - no bridging</b> Apply - target calculation, End points,</p>	<p><b>+- Decimals to 1dp within 2 - no bridging</b> Apply - box of 9, Precision point</p>	<p><b>+- decimals to 1dp within 2 - bridging</b> Images - part, part whole, make the total, star centre.</p>	<p><b>+- decimals to 1dp within 2 - bridging</b> Fluency - missing numbers, pairs, match me up, pick a pair.</p>
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>	<p><b>Materials and their properties</b>  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. Sort and group items based on properties (including response to magnets)  Explore which materials are thermal conductors and which are insulators.  Plan a fair test to explore the question: Which materials will slow down the melting of this ice?</p>	<p><b>Materials and their properties</b>  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. Carry out a fair test to explore thermal properties - Which materials will slow down the melting of this ice?</p>	<p><b>Materials and their properties</b>  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.  <u>Assessment Indicator</u> <i>Gather data and interpret it to draw conclusions</i></p>	<p><b>Sticky Knowledge</b> <i>Acquire and Apply</i> <i>Compare and group together everyday materials on the basis of their properties.</i></p>	<p><b>Materials and their properties</b>  <b>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</b> TAPs focussed assessment: Insulating layers.  Use test results to make predictions to set up further comparative and fair tests.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p><b>Materials and their properties</b>  <b>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.</b> 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.  <u>Assessment Indicator</u> <i>Give evidence from test to justify everyday uses of materials.</i></p>
<p><b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b> <b>-Health and Well-Being</b> <b>-Living in the Wider world</b></p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>	<p>Stockport County E-Safety and Social Media Education Programme.</p>

<b>Relationships and Sex Education (RSE) and Health Education</b>						
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>  <b>Get Set4 PE</b> <b>Dance</b> <b>Dodgeball</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To develop throwing skills and apply them appropriately in the right situation.</b> Practise hand points to target and pass ahead of the moving target  <u><b>Assessment indicator</b></u> <i>To be able to throw the ball ahead of a moving target so they can catch it.</i>  <b>Stockport County Practical Football Skills.</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To develop dodging skills and apply them appropriately.</b> Aim low so it's harder for the opponent to catch. Hands point to target after your throw.  <b>Stockport County Practical Football Skills.</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To develop catching skills and apply them appropriately.</b> Be in a ready position with bent knees ready to move. Cushion the ball by bringing it into your body. Stay towards the back of court and move forward to the ball.  <u><b>Assessment Indicator</b></u> <i>To be able to catch the ball using bent knees and a ready position.</i>  <b>Stockport County Practical Football Skills.</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To develop blocking skills and apply them appropriately.</b> Be in a ready position with bend knees ready to move Hold the ball firmly with two hands.  <b>Stockport County Practical Football Skills.</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To understand the need for tactics and identify how to create and use them.</b> Communicate your ideas and listen to others. Consider the possible threats to plan the tactics.  <b>Stockport County Practical Football Skills.</b>	<b>Get Set 4 PE SOW</b> Outdoor PE Dodgeball  <b>To apply rules in a tournament.</b> Communicate ideas and listen to others.  <u><b>Assessment Indicator</b></u> <i>To use passing, throwing and catching effectively in a tournament. To show an awareness of tactical decisions.</i>  <b>Stockport County Practical Football Skills.</b>
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	Data and information Flat-file databases.  <b>Use a form to record information</b> Creating a paper-based database.  Order, sort and group data cards to answer questions.	Data and information Flat-file databases.  <b>Explain how grouping and then sorting data allows it to be used to answer questions.</b> To compare paper and computer-based databases.  Explain what a field and a record is in a database.  Navigate a flat-file database to compare different views of information.  Choose which field to sort data by to answer a given question	Data and information Flat-file databases.  <b>Explain that specific data can be selected.</b> To outline how you can answer questions by grouping and then sorting data.  Explain that data can be grouped using chosen values.  Group information using a database.  Combine grouping and sorting to answer specific questions	Data and information Flat-file databases.  <b>Use search tools within a database.</b> To explain that tools can be used to select specific data.  Choose which field and value are required to answer a given question.  Outline how 'AND' and 'OR' can be used to refine data selection.  Choose multiple criteria to answer a given question	Data and information Flat-file databases.  <b>To explain that computer programs can be used to compare data visually.</b> Select an appropriate chart to visually compare data.  Refine a chart by selecting a particular filter.  Explain the benefits of using a computer to create charts.	Data and information Flat-file databases.  <b>To use a real-world database to answer questions.</b> Ask questions that will need more than one field to answer.  Refine a search in a real-world context.  Present my findings to a group.  <u><b>Assessment Indicator</b></u> <i>Combine grouping and sorting to answer specific questions</i>

<p><b>Geography</b>  - Locational and Place Knowledge  - Field Work  - Using Globes, Maps and Plans</p>	<p><b>Major</b>  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.</p>	<p><b>Major</b>  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.</p>	<p><b>Major</b>  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.  <u>Assessment Indicator</u>  Describe and explain the formation, caused and impacts of coastal processes.</p>	<p><b>Major</b>  <u>Sticky Knowledge</u>  <b>Acquire and Apply</b>  Complete verbal and written retrieval activities to articulate understanding of the physical processes and human features of geography that affect and change coasts.</p>	<p><b>Major</b>  What is the effect of trade and transportation on coasts?  Explore key aspects of physical and human geography, including: <b>types of settlement and land use, economic activity including trade links.</b>  Explore the effects that human features of geography have on coasts.  <u>Assessment Indicator</u>  Describe and explain the formation, caused and impacts of coastal processes.</p>	<p><b>Major</b>  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.  <u>Assessment Indicators</u>  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.</p>
<p><b>History</b>  - Chronology  - Concepts  - Interpretation  - Enquiry  - Communication</p>		<p><b>Minor</b>  EQ-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'.</p>	<p><b>Minor</b>  EQ-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.  <u>Assessment Indicator</u>  Can understand that some interpretations might be more accurate &amp; reliable than others, by use of their own background knowledge</p>			

<p><b>Religious Education, Beliefs and Values</b></p> <p>-Believing -Expressing -Living</p>	<p>LIVING</p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Baseline Assessment.</p> <p>Explore connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>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. (BV-Individual liberty/Race Religion/Tolerance/ Respect)</p> <p><b>Assessment Indicator:</b> Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that they are an expression of Ibadah.</p>	<p>LIVING</p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>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. (BV-Individual liberty/Race Religion/Tolerance/ Respect)</p>	<p>LIVING</p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Consider the significance of the Holy Qur'an to Muslims.</p> <p>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.</p> <p>After the discussion the children will use drama to show how these commandments might sometimes be difficult to follow. (BV-Individual liberty/Race Religion/Tolerance/ Respect)</p>	<p><b>Sticky Knowledge</b></p> <p><i>Acquire and Apply</i> <i>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</i> <i>Describe at least two connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</i></p>	<p>LIVING</p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Consider the significance of the Holy Qur'an to Muslims.</p> <p>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. (BV-Individual liberty/Race Religion/Tolerance/ Respect)</p>	<p>LIVING</p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>P4C</p> <p><b>Assessment Indicator:</b> <i>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</i></p>
<p><b>Modern Foreign Languages-French</b></p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p> <p><b>Niveau Rouge</b> <b>Module 2</b> <b>Lessons 8-10</b></p>	<p><b>Niveau Rouge</b> <b>Module 3 SOW</b></p> <p>To know 2 adjectives of size.</p> <p><b>Speaking and Writing.</b> Revise clock times on the hour and half hour. Learn 2 adjectives of size - <i>petit</i> and <i>grand</i>. Learn that some adjectives precede the noun. Create simple spoken sentences using the new adjectives. eg. <i>Qu'est-ce que c'est?</i> <i>C'est un petit parc.</i></p> <p><b>Intercultural understanding</b></p>	<p><b>Niveau Rouge</b> <b>Module 3 SOW</b></p> <p>To know numbers 22-39.</p> <p>To know five more places in town.</p> <p><b>Listening and Speaking.</b> Be introduced to numbers 22-39. 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 accent and the phoneme [ɛ]</p> <p>Match me up activity with new vocabulary.</p>	<p><b>Niveau Rouge</b> <b>Module 3 SOW</b></p> <p>To write a complex sentence.</p> <p><b>Writing.</b> Revise numbers 20-39. Consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, adjectives of size ,and a negative adverb Create some written sentences. eg <i>À Jolieville, il y a un petit parc et un grand cinéma, mais il n'y a pas d'hôpital</i></p>	<p>-</p>	<p><b>Niveau Rouge</b> <b>Module 3 SOW</b></p> <p>To tell the time to quarter past.</p> <p>Revise <i>petit</i> and <i>grand</i>. Recap on o'clock and half past then model quarter past. Practise telling the time to quarter past. Model how to write time using numbers and how it looks different in French. Record some quarter past times in books.</p> <p>Understanding the time difference between UK and France.</p>	<p><b>Niveau Rouge</b> <b>Module 3 SOW</b></p> <p>To create complex sentences.</p> <p><b>Revise numbers 20-39.</b> Creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb. eg <i>À Jolieville, il y a un petit parc et un grand cinéma, mais il n'y a pas d'hôpital.</i></p> <p><b>Assessment Indicator</b> <i>Make longer sentences with main and subordinate clause.</i></p>

	Knowing France is an hour later than UK.		<b>Assessment Indicator</b> <i>Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase.</i>			
<b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b>  <b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b>	<b>Artist-Nicola Wakeling. Painting.</b>  Understand complementary colours.  Explore Nicola Wakeling's style and artwork.  Provide model through discussion around pieces using content, form, process and mood, then children write appraisal statements discussing the use of colour and complementary colour.  Emulate a Nicola Wakeling's painting	<b>Artist-Nicola Wakeling. Painting.</b>  Know which colours are complementary from the colour wheel.  Compare Nicola Wakeling's work with the works of Georgia O'Keefe  Provide model through discussion around pieces using content, form, process and mood, then children write appraisal statements discussing the use of colour and complementary colours and the use of cool and warm colours.  Emulate a Georgia O'Keefe's painting  <b>Assessment Indicator</b> <i>Research the work of a known artists and use this knowledge to replicate the style.</i>	<b>Artist-Nicola Wakeling. Painting.</b>  Recognise and use complimentary colours, explaining why they are complimentary.  Experiment with brush strokes, painting techniques and different paints.	-	<b>Artist-Nicola Wakeling. Painting.</b>  Make complimentary colour choices based on the colour wheel.  Begin to design piece by sketching it out thinking about the foreground, middle ground and back ground.  Use research to replicate the style of a chosen artist.	<b>Artist-Nicola Wakeling. Painting.</b>  Make complimentary colour choices based on the colour wheel.  Finish art work based on either Georgia O'Keefe or Nicola Wakeling  <b>Assessment Indicators</b> <i>Know and name cool and warm colours.</i> <i>Know how different artists developed their specific techniques.</i>
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  Appraising and Listening.  <b>Identify the musical style of a song or piece of music.</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  Listening and Singing.  <b>Sing in unison and parts, and as part of a smaller group.</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  Composing and Improvising.  <b>Explore improvisation within a major scale.</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  Appraise, Sing and Perform.  <b>Talk confidently about how connected you feel to</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  Appraise, Sing and Perform.  <b>Talk confidently about how connected you feel to</b>	<b>Charanga Model Music Curriculum B - Composing and Chords</b>  How Does Music Improve Our World?  <b>Composing and Chords</b> Compose chords.  <b>To appraise music and follow a leader</b>  Do You Ever Wonder? Part 2

	Identify instruments by ear and through a range of media. Freedom Is Coming Part 1 and 2	Sing 'on pitch' and 'in time'. All Over Again Part 1	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.	the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 1.	the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 2.  <u>Assessment Indicators</u> 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.	Appraise, Sing and Perform for final performance.  <u>Assessment Indicators</u> 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.
<b>Outdoor Learning Opportunities</b>			<b>Major: (History)</b> Use drama and oracy to create a conscious alley in relation to Martin Luther King's work and monumental speech.	<b>Minor: (Geography)</b> Sticky Knowledge quiz.		
<b>Enhancements Visits and Visitors</b>	Stockport County PE and PSHEE enhancement.	Stockport County PE and PSHEE enhancement.	Stockport County PE and PSHEE enhancement.	Stockport County PE and PSHEE enhancement.	Stockport County PE and PSHEE enhancement. Mad Science Workshop at the Kingsway School 07.02.25	Stockport County PE and PSHEE enhancement.
<b>Parental engagement</b>				Parent Participation Drop Everything and Read 31.01.25		
<b>Whole School and National Events</b>					Children's Mental Health Week Beg 03.02.25	Safer Internet Day 11.02.25 St. Valentine's Day 14.02.25

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.