



Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Spring 1 2026
Phase Upper Key Stage 2 Year Group 5



	Week 1 WB 05.01.26	Week 2 WB 12.01.26	Week 3 WB 19.01.26	Week 4 WB 26.01.26	Week 5 WB 02.02.26	Week 6 WB 09.02.26
Big Question	How should history really remember the Vikings?					
Connected Concepts	Cause and Effect Significance Power	Cause and Effect Significance Power	Cause and Effect Significance Power	Cause and Effect Significance Power	Cause and Effect Significance Power	Cause and Effect Significance Power
Book Studies	The Chessmen Thief by Barbara Henderson	The Chessmen Thief by Barbara Henderson	The Chessmen Thief by Barbara Henderson	The Chessmen Thief by Barbara Henderson	The Chessmen Thief by Barbara Henderson	The Chessmen Thief by Barbara Henderson
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	Class Text - The Chessmen Thief Make detailed and justified predictions using the front cover, blurb and title of a text.	Class Text - The Chessmen Thief Respond to the first few chapters of the book using VIPERS skills, using knowledge of PEE to make detailed inferences based upon a text.	Class Text - The Chessmen Thief 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.	Class Text - The Chessmen Thief Children to explore key themes within the text and draw upon multiple key pieces of evidence to support their findings.	Class Text - The Chessmen Thief Develop fluency when reading aloud and retrieve information at speed.	Class Text - The Chessmen Thief 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.
Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Draw upon prior knowledge of prediction in order to refine key 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.	Develop fluency when reading aloud and retrieve information at speed.	Diary Phase 2: Understanding as a writer. Explore cohesion strategy of emotion bridge.	Develop fluency when reading aloud and retrieve information at speed.	Non-chronological report Phase 2: Understanding as a Writer. Explore use of sentence types to write informative sentences.

	<p>Explore instructions, including good and poor examples and the effect that poor instructions has on executing a task.</p> <p>Phase 2: Understanding as a writer. Draw upon prior knowledge of features within instructional writing and use knowledge of different types of features to write a set of instructions on how to write a set of instructions.</p> <p>Define and use tier II vocabulary within sentences found in instructional writing.</p>	<p>ambitious sentence structures.</p> <p>Phase 3: Planning, Composition and Editing. Plan instructions using knowledge gained throughout the cycle before composition stage.</p> <p>Write an effective set of instructions, focusing on key components and features in order to make it successful.</p> <p>Redraft and publish.</p>	<p>at different parts of diary entry.</p> <p>Phase 2: Understanding 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>Move onto using tier II vocabulary within higher-level sentence structures relevant to diary entry writing, focusing on features such as parenthesis, relative clauses, outside (inside).</p>	<p>sequence and plan their diary carefully.</p> <p>Phase 3: Planning, Composition and Editing. 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>TAG one another's work in order to demonstrate understanding of success criteria.</p> <p>Redraft and publish diary entries to create bank of diary extracts for younger children to read.</p>	<p>retrieving key information and using the structural features to navigate the text.</p> <p>Non-chronological report Phase 2: Understanding as a Writer. Use Seesaw to identify the features of a non-chronological report.</p> <p>Explore, define and use tier II vocabulary to elevate sophistication of factual sentences.</p> <p>Use logical threading to link ideas within non-fictional paragraphs.</p>	<p>Phase 3: Planning, Composition and Editing. Plan and write an effective non-chronological report about how history should remember the Vikings.</p> <p>Editing, redrafting and revising focus on revising paragraphs and sentences for structure and content.</p>
Tier Two Vocabulary	Fervently Slain Deceased Comrades Honourable Paramount Granted Slaughtering Cower	Enslaved Demolish Overwhelmed Besieged Anguish Dejected Harrowing Repercussions Slender	Decline Notably Constructed Influential Illustrate Traditionally Remarkable Considered Ruthless			
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement	<p>Fractions Identify equivalent fractions. Use fraction walls (visual representations) to recognise equivalence linked to times tables knowledge.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Use of toolkits for fluency and word problems.</p>	<p>Fractions Recognise and compare fractions. Compare fractions based on their denominators beginning with the same denominator and then with different denominators by converting to the same denominator.</p> <p>Recognise when they are less/more than 1.</p> <p>Recognise and use square numbers and the notation for squared (2)</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>Assessment Indicators: Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2\frac{1}{5} + 4\frac{4}{5} = 1\frac{1}{5}$]</p>	<p>Fractions Add and subtract fractions where denominators are multiples of the same number. Fractions Multiply proper fractions by whole numbers. Use various toolkits to explore adding and subtraction fractions</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>	<p>Fractions Solve problems involving fractions. Solve problems involving adding and subtracting fractions and multiplying proper fractions and mixed numbers.</p> <p>To use make conjectures and explain ideas to prove a statement. Explore an investigation, make predictions, explore ideas and prove statements. (Investigation based around square</p>	<p>Decimals and Fractions Read and write decimal numbers as fractions [for example, $0.71 = 71/100$ for tenths, hundredths and thousandths. Order decimals with up to 3 dp's. Match fractions and decimals.</p> <p>Assessment Indicators: Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate</p>

<p>-Geometry Properties of shapes -Geometry Position and Direction</p>		<p>Investigate square numbers and solve simple problems.</p>		<p>Recognise and use cube numbers, and the notation for cubed (3) Investigate what makes a number cubed - using images.</p>	<p>numbers and prime numbers)</p>	<p>them to tenths, hundredths and decimal equivalents..</p>
<p>Retrieval through Maths Rehearsal sequence</p>	<p>+- Decimals to 1dp within 2 - no bridging Images - part part whole, make the total, star centre.</p>	<p>+- Decimals to 1dp within 2 - no bridging Fluency - missing numbers, pairs, match me up, pick a pair.</p>	<p>+- Decimals to 1dp within 2 - no bridging Apply - target calculation, End points,</p>	<p>+- Decimals to 1dp within 2 - no bridging Apply - box of 9, Precision point</p>	<p>+- decimals to 1dp within 2 - bridging Images - part, part whole, make the total, star centre.</p>	<p>+- decimals to 1dp within 2 - bridging Fluency - missing numbers, pairs, match me up, pick a pair.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Changes of State Know that some materials will dissolve in liquid to form a solution. Plan and carry out investigations into soluble materials. Record a before/after image. <u>Assessment Indicator:</u> To explain what dissolving is, giving examples.</p>	<p>Changes of State Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Plan out investigation that attempts to separate mixed materials. <u>Assessment Indicator:</u> Name equipment used for filtering and sieving.</p>	<p>Changes of State Demonstrate that dissolving, mixing and changes of state are reversible changes. Carry out investigation into which materials can be separated - filtering, sieving and evaporation. After the investigation present findings in written form. Create chart/table grouping materials using properties. Explain whether the changes are reversible or not, using scientific vocabulary. <u>Assessment Indicator:</u> Describe how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving.</p>	<p>Changes of State Irreversible and reversible changes about the climate crisis: Climate Change relay: Have images and run to sort it into 'reversible' or 'irreversible' buckets. For example: burnt wood, cooked food, melted ice vs melted glacier loss Climate discussion: "Some changes in nature are hard or impossible to undo, but some can." Climate changes: reversible or irreversible change?</p>	<p>Changes of State 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. Introduce the world of oxidation and observe how rust is formed and how apples spoil when cut open - can you prolong your apple's shelf life or is it all looking brown? Plan and carry out oxidation investigations. Observe and record oxidation reactions over time</p>	<p>Changes of State 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. Investigate and explore the gourmet side to chemistry: science of baking bread and cakes, and explore the weird and wonderful world of eggs! Plan and carry out irreversible cooking investigations that may create some new materials <u>Assessment Indicator:</u> Describe simple reversible and non-reversible changes to materials, giving examples.</p>
<p>Personal, Social, Health and Economic Education -Relationships</p>	<p>PSHEE Jigsaw SOW Dreams and Goals Identify jobs we would like to do, what motivates us and what we need to do to achieve our goals.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals Know about a range of jobs and explore how much money people make from certain jobs.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals Identify jobs we would like to do, what motivates us and what we need to do to achieve our goals.</p>	-	<p>PSHEE Jigsaw SOW Dreams and Goals Describe the dreams and goals of young people in a culture different to mine.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals Understand that communicating with someone in a different</p>

<p>-Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Consider the importance of having dreams and goals through the lens of the UNCRC rights.</p>	<p>Rank jobs from what they deem most important to least important before exploring the salaries of different job roles. (BV-Individual liberty)</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. (BV-Individual liberty)</p>	<p>Identify their ideal job before moving onto identify what they would need in order to be successful in this career. (BV-Individual liberty/ Tolerance/Respect) (Protected characteristics)</p>	<p>Discuss the lives of children in other cultures and make comparisons about their dreams and goals compared to their own. (BV-Individual liberty/ Tolerance and Respect/ Race and Religion) (Protected characteristics)</p>	<p>culture means we can learn from each other. Discuss what we may be able to offer other countries. (BV-Individual liberty, Tolerance and Respect, Race and Religion)</p> <p>Assessment Indicators: Explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. Evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p> <p>Get Set4 PE Dance Dodgeball</p>	<p>Get Set 4 PE SOW INSET - no Indoor PE</p> <p>Outdoor PE Dodgeball</p> <p>To develop throwing skills and apply them appropriately in the right situation.</p> <p>Practise hand points to target and pass ahead of the moving target</p> <p>Assessment Indicator: To be able to throw the ball ahead of a moving target so they can catch it.</p>	<p>Get Set 4 PE SOW Indoor PE Dance</p> <p>Choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>Outdoor PE Dodgeball</p> <p>To develop dodging skills and apply them appropriately.</p> <p>Aim low so it's harder for the opponent to catch.</p> <p>Hands point to target after your throw.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance</p> <p>Confidently use dynamics to express different dance styles.</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>Outdoor PE Dodgeball</p> <p>To develop catching skills and apply them appropriately.</p> <p>Be in a ready position with bent knees ready to move. Cushion the ball by bringing it into your body.</p> <p>Stay towards the back of court and move forward to the ball.</p> <p>Assessment Indicator: To be able to catch the ball using bent knees and a ready position.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance</p> <p>Confidently use dynamics to express different dance styles.</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>Outdoor PE Dodgeball</p> <p>To develop blocking skills and apply them appropriately.</p> <p>Be in a ready position with bend knees ready to move</p> <p>Hold the ball firmly with two hands.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance</p> <p>Confidently use direction and patterning to express different dance styles.</p> <p>To copy and repeat movements in the style of rock 'n' roll.</p> <p>Outdoor PE Dodgeball</p> <p>To understand the need for tactics and identify how to create and use them.</p> <p>Communicate your ideas and listen to others.</p> <p>Consider the possible threats to plan the tactics.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance</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.</p> <p>To work with a partner or group to copy and repeat actions keeping in time with the music.</p> <p>Assessment Indicator: Use counts when choreographing to stay in time with others and the music.</p> <p>Outdoor PE Dodgeball</p> <p>To apply rules in a tournament.</p> <p>Communicate ideas and listen to others.</p>

						Assessment Indicators: To use passing, throwing and catching effectively in a tournament. To show an awareness of tactical decisions.
Computing -Code -Connect -Communicate -Collect	Data and information Flat-file databases Use a form to record information Creating a paper-based database. Order, sort and group data cards to answer questions.	Data and information Flat-file databases Explain how grouping and then sorting data allows it to be used to answer questions. 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 Explain that specific data can be selected. 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 Use search tools within a database. 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 To explain that computer programs can be used to compare data visually. 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 To use a real-world database to answer questions. 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. Assessment Indicator: 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. Assessment Indicator: 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	Major:- Chronology	Major:- Enquiry and Using Evidence	Major:- Interpretation Why have the Vikings gained	Sticky Knowledge Acquire and Apply: Recall when the Vikings were in England, what they	Major:- Change and Continuity How close did the Vikings	Major:- Significance

<p>-Interpretation -Enquiry -Communication</p>	<p>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.</p>	<p>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.</p> <p>Assessment indicator: Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge</p>	<p>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. 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 even.</p>	<p>believed and why they have such a bad reputation.</p>	<p>Come to taking over Britain: How did the Vikings change Britain we know today? Identify that one event can have multiple effects King Canute. Identify the continuity and change throughout Anglo-Saxon Britain and Viking Britain through: -power -invasion Investigate how Britain changed or did not change under Viking rule.</p> <p>Assessment Indicator: Use reasoning to explain changes brought about by the Vikings.</p>	<p>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?</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>LIVING What does it mean to be a Muslim in Britain today? Baseline Assessment. Explore 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. (BV-Individual liberty/Race Religion/Tolerance/Respect) Assessment Indicator: 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 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. (BV-Individual liberty/Race Religion/Tolerance/Respect)</p>	<p>LIVING What does it mean to be a Muslim in Britain today? Consider the significance of the Holy Qur'an to Muslims. 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. (BV-Individual liberty/Race Religion/Tolerance/Respect)</p>	<p>Sticky Knowledge Acquire and Apply: Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe at least two connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p>	<p>LIVING What does it mean to be a Muslim in Britain today? Consider 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. (BV-Individual liberty/Race Religion/Tolerance/Respect)</p>	<p>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. P4C Assessment Indicator: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>

<p>Modern Foreign Languages-French</p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p> <p>Lessons 11-14</p>	<p>-</p>	<p>Niveau Rouge Module 3</p> <p>To learn five places (feminine gender) in a town</p> <p>To learn about the arrondissements in Paris</p> <p>New vocabulary.</p> <p><i>C'est une banque ou une mairie ?</i></p> <p>Using this speaking frame - learn the new places.</p> <p>une banque une gare une mairie une piscine une poste</p> <p>Stick places in and write names on vocabulary page in book.</p> <p>Learn about the 20 Paris administrative districts arrondissements</p> <p><i>Qu'est-ce qu'un arrondissement ? Les arrondissements de Paris sont des quartiers administratifs.</i></p> <p>Encourage echoing the question and answer in chorus, and individually.</p>	<p>Niveau Rouge Module 3</p> <p>To recognise 15 places and to identify them as masculine or feminine.</p> <p>Play M or F using M and F cards. Play BINGO for the 15 places.</p> <p>Recap our 4 phonic sounds from last term. Introduce 4 new phonic sounds to practise.</p> <p>Introduce our Spring song.</p> <p>Promenons-nous dans les bois (Let's stroll in the woods)</p> <p>https://www.youtube.com/watch?v=e4fhqWofgDk</p>	<p>Niveau Rouge Module 3</p> <p>To learn how to pronounce the names of some world cities: Moscou, New York, Sydney, Tokyo.</p> <p>To speak sentences using a coordinating conjunction.</p> <p>Revise the agreement of an adjective with a feminine noun.</p> <p>Practise using compound sentences with a coordinating conjunction (and but)</p> <p>Speaking sentences using new places in Jolieville.</p> <p>Use cut out cards to recreate sentences. Each group of 3 have set of cards for two places then swap round table each time to try a new one.</p> <p>Assessment Indicator: To be able to speak simple sentences to tell the time for o'clock, half past, quarter past and to</p>	<p>Niveau Rouge Module 3</p> <p>To write sentence using a coordinating conjunction</p> <p>Practise speaking sentences with partner and share.</p> <p>Using writing frame; Create sentences about what the places there are in their village. Use mixture of all 15 place names.</p> <p>Record sentences in books.</p>	<p>Niveau Rouge Module 3</p> <p>To understand how the spelling of petit and grand change when we use feminine nouns.</p> <p>Practise using adjectives with feminine nouns in spoken sentences.</p> <p>Use adjectives grande and petite (showing how they change as we use feminine nouns) e.g. add an e to the adjective.</p> <p>Learn about some mainline railway stations in Paris.</p> <p>Practise our Spring Song and phonics.</p>
<p>Art and Design</p> <p>-Structuring and Creating</p> <p>-Art Elements</p> <p>-Evaluate and Appraise</p> <p>Design and Technology</p> <p>-Design</p>	<p>Artist-Georgia O'Keeffe Painting</p> <p>Understand complementary colours. Explore O'Keeffe's style and artwork.</p> <p>Provide model through discussion around pieces using content, form, process and mood, then children write appraisal statements discussing the</p>	<p>Artist-Georgia O'Keeffe Painting</p> <p>Know which colours are complementary from the colour wheel.</p> <p>Compare Georgia O'Keeffe's work with the works of Nicola Wakeling.</p> <p>Provide model through discussion around pieces using content, form, process and mood, then</p>	<p>Artist-Georgia O'Keeffe Painting</p> <p>Recognise and use complimentary colours, explaining why they are complimentary.</p> <p>Experiment with brush strokes, painting techniques and different paints.</p>	<p>-</p>	<p>Artist-Georgia O'Keeffe Painting</p> <p>Make complimentary colour choices based on the colour wheel.</p> <p>Begin to design piece by sketching it out thinking about the foreground, middle ground and background.</p>	<p>Artist-Georgia O'Keeffe Painting</p> <p>Make complimentary colour choices based on the colour wheel.</p> <p>Refine and complete art work based on either Georgia O'Keeffe</p> <p>Assessment Indicators: Know and name cool and warm colours.</p>

<p>-Make -Evaluate -Food Technology</p>	<p>use of colour and complementary colour. Emulate a O'Keeffe's painting</p>	<p>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 <u>Assessment Indicator:</u> Research the work of a known artists and use this knowledge to replicate the style.</p>			<p>Use research to replicate the style of a chosen artist.</p>	<p>Know how different artists developed their specific techniques.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Wider Opps - Ukulele Understanding Music Know and understand how to play a tuned instrument. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A Playing Instruments Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Rehearse and learn to play a simple melodic</p>	<p>Wider Opps - Ukulele Understanding Music Know and understand how to play a tuned instrument. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A Playing Instruments Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Rehearse and learn to play a simple melodic</p>	<p>Wider Opps - Ukulele Understanding Music Know and understand how to play a tuned instrument. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A Playing Instruments Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Rehearse and learn to play a simple melodic</p>	<p>Wider Opps - Ukulele Understanding Music Know and understand how to play a tuned instrument. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A Playing Instruments Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Rehearse and learn to play a simple melodic</p>	<p>Wider Opps - Ukulele Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve. Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class.</p>	<p>Wider Opps - Ukulele Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve. Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. <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.</p>

	instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve.	instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve.	instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve.	instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Understand how to rehearse a piece of music in order to improve.		
Outdoor Learning Opportunities			Minor: (Literacy) Reading - Reading by the fire chapter 11 page 56 to 59.	Major: (Science) Climate Change relay.		Major: (Maths) To order fractions on a number line. Hunt for a set of cards in the playground, identified by colour. Record coloured fractions together. When you have found a set of 5 cards, write them in order on a number line Then search for another set. Fractions have different denominators.
Enhancements Visits and Visitors			Bible Encounters assembly 23.01.26		Tatton Park Viking Living History Visit 05.02.26	
Parental engagement						Ukulele Performance for Parents 10.02.26 at 10.00am
Whole School and National Events					NSPCC Number Day 06.02.26	Children's Mental Health Week 09.02.26 Safer Internet Day 10.02.26

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.