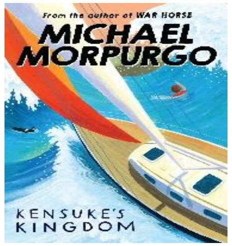
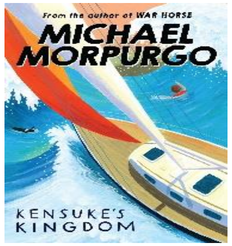
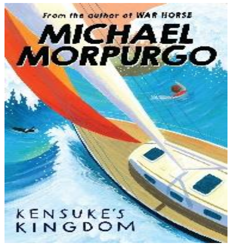
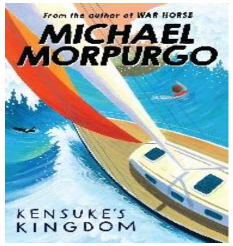
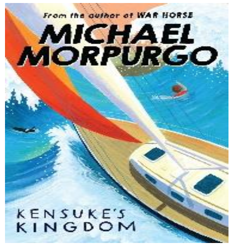
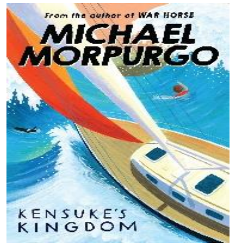
Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024

Phase Upper Key Stage 2 Year Group 5

	Week 1 WB 19.02.24	Week 2 WB 26.02.24	Week 3 WB 04.03.24	Week 4 WB 11.03.24	Week 5 WB 18.03.24	Week 6 WB 25.03.24
Big Question	**Coast to Coast: If we crossed the Oceans, what would we discover?**					
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
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 
Children steering learning….	How many oceans are there? What are they called? Where did oceans come from? Where did water come from? What were the first type of fish? How long have oceans existed? How are waves created? Does the sea get deeper when it rains? Why is it blue? How much of the oceans have been explored? What is the biggest creature in the sea? What is lurking in the deep? How far below have people gone? What discoveries have been made? What creatures live in coral reefs? How important are they? How much plastic is in the sea? How many endangered animals are there in the oceans? How can we stop pollution? What effect are we having on the oceans? What would life be like without healthy oceans?					
English **Reading** **-Word reading** **-Comprehension** **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation**	**Whole Class Book Focus – Kensuke's Kingdom** Develop skim and scanning skills to justify retrieval skills. Explore a recall the events of the story. **Setting description.** **Phase 1: Understanding as a reader.** Understand setting descriptions through a hook (based on the ocean) and understand as a reader. Use the senses to generate descriptive	**Whole Class Book Focus – Kensuke's Kingdom** Generate questions for discussion. Use evidence to support inferences. **Suspense and mystery stories** **Phase 1: Understanding as a reader.** Begin to understand story writing through a video hook. Understand as a reader through text detectives and analysing stories.	**WBD Whole Class Text Focus – The Comet** **The Comet** **Genre Focus – Poetry.** **Phase 1: Understanding as a reader.** Unpick illustrations unspoken words. Map out the emotions of Nyla throughout the story, providing reasons and evidence to support this. **Phase 2: Understanding as a writer.** Share model poem about going on an adventure and	**Whole Class Book Focus – Kensuke's Kingdom** Make comparisons within and across literature – characters, settings, behaviours. **Suspense and mystery stories.** **Phase 2: Understanding as a writer.** Explore different sentence types relevant to suspense and mystery stories. Identify key features necessary in order to create an atmosphere and	**Whole Class Book Focus – Kensuke's Kingdom** Develop fluency when reading aloud. Use evidence to summarise themes and make comparisons across a text **Letters of persuasion.** **Phase 1: Understanding as a reader.** Through using VIPERS and PEE skills to unpick a text. **Phase 2: Understanding as a writer.**	**Whole Class Book Focus – Kensuke's Kingdom** Develop fluency when reading aloud. Summarise the main themes and messages portrayed. **Letters of persuasion.** **Phase 3: Understanding as a writer.** Using stylistic and higher-level sentence structures. Composition and editing. Write letter to Steve Barclay referring to prior learning to support composition.

	sentences relevant to setting descriptions. **Phase 2: Understanding as a writer.** Through effectively using SMOAP and exposure to ambitious vocabulary. **Phase 3: Composition and Editing.** Write setting descriptions based on the ocean, following either a success criteria or self-assessing using a checklist. Respond to purple polish.	**Phase 2: Understanding as a writer.** Through the exploration of ambitious vocabulary and SCAPs. (Based on natural disasters)	identify key features of tense, language and vocabulary use. Generate metaphors for the different points of the story. **Phase 3: Composition and Editing.** Plan and write abstract poems to portray Nyla's adventure and emotions throughout the story.	suspense amongst the reader. (Based on natural disasters) **Phase 3: Composition and Editing.** Write suspense and mystery stories, referring to DIMS with focus on cohesion across paragraphs.	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)	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)
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Fractions.** **Multiply proper fractions by whole numbers.** Use white rose resources and toolkits to explore strategies. Use testbase style questions to solve test style problems.	**Decimals.** **Multiply proper fractions by whole numbers.** **Read and write decimal numbers as fractions.** **Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.** **Compare decimals up to 3dp.** X fractions (focus on proper and improper fractions) Use images to recognise links between fractions and decimals. Read, write, order and compare numbers with up to 3 decimal places.	**Decimals.** **Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.** **Round numbers to the nearest 10, 100 or 1000 to estimate and check calculations.** Round the length of the sides of different shapes to the nearest whole number and 1 decimal place. Generate decimal numbers to use in calculation frames. Round them and check the answers against the estimates.	**Decimals.** **Multiply whole numbers by tenth values e.g. 0.3, 0.5.** **Multiply a number with 1 decimal place by a single digit, e.g. 32.5 x 8.** Revisit short multiplication. Use toolkits to develop fluency. Use rounding to estimate answers to reinforce last week.	**Percentages.** **Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction.** Use toolkits and problems to explore the links between FDP.	**Percentages.** **Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.** Solve problems to calculate percentages of amounts of money, distance and mass.

Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Materials and their properties.** **Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.** 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ***Assessment Indicator:*** *Gather data and interpret it to draw conclusions.*	**Materials and their properties.** **Use test results to make predictions to set up further comparative and fair tests.** **TAPS – Insulating Layers** Use their findings to make predictions to set up and carry out further comparative and fair tests: which material will keep the cup of tea hot for the longest time.	**Materials and their properties.** **Report and present findings from enquiries, including conclusions, causal relationships and explanations.** ***Assessment Indicator:*** *Use scientific vocabulary to articulate reasoning.*	**Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.**	**Materials and their properties.** **Compare and group together everyday materials on the basis of their properties: reaction to magnets.** Independently make predictions before carrying out a test to find out the reaction to magnets	**Materials and their properties.** **Compare and group together everyday materials on the basis of their properties: reaction to magnets.** To set up and carry out comparative and fair tests to test the reaction to magnets.
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**PSHEE Jigsaw SOW Healthy Me.** **Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.** Discuss the effects smoking has on the body. To make informed decisions regarding the media, and whether it encourages people to live a healthy life. (Individual Liberty)	**PSHEE Jigsaw SOW Healthy Me.** **Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.** To listen to stories surrounding anti-social behaviour and the misuse of alcohol, and consider alternate endings. (Individual Liberty, Tolerance and Respect) ***Assessment Indicator:*** *Explain different roles that food and substances can play in people's lives*	**PSHEE Jigsaw SOW Healthy Me.** **Identify and explain how to manage the risks in different familiar situations.** **Know strategies for keeping physical and emotionally safe – including online safety.** Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations. Know how to keep myself calm in emergencies.	**PSHEE Jigsaw SOW Healthy Me.** **Understand how the media, social media and celebrity culture promotes certain body types.** Know how images in the media do not always reflect reality and can affect how people feel about themselves experience conflicting emotions. Explore the impact of social media through responding to a series of negative comments surrounding self-image and consider appropriate responses.	**PSHEE Jigsaw SOW Healthy Me.** **Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.** Explore children's thoughts/relationship with food. Discuss some people having negative relationships with food. Explore food advertising and how helpful it might be for people who struggle with healthy eating. Create a recipe for having a healthy body image.	**PSHEE Jigsaw SOW Healthy Me.** **Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.** To hold an in-class debate regarding the media and whether or not they are for and against the impact that social media has on its audiences. (All nine protected characteristics)

		and how smoking and alcohol misuse is unhealthy.	To respond to emergency situation cards by drawing/writing a sequence of events in order to come to a resolution.	(All nine protected characteristics)	Assessment Indicator: Explain how people can develop eating problems (disorders) relating to body image pressures.	
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE Gymnastics To perform symmetrical and asymmetrical balances. **Outdoor PE Tennis** Develop the range of shots used in a variety of games. To develop returning the ball using a forehand groundstroke.	**Get Set 4 PE SOW** Indoor PE Gymnastics To perform interesting symmetrical and asymmetrical balances using apparatus. ***Assessment Indicator:*** *Use set criteria to make simple judgments about performances and suggest ways they could be improved.* *- Use strength and flexibility to improve the quality of a performance* **Outdoor PE Tennis** Develop the range of shots used in a variety of games. To develop returning the ball using a backhand groundstroke.	**Get Set 4 PE SOW** Indoor PE Gymnastics To develop the straight, forward, straddle and backwards roll into a sequence. **Outdoor PE Tennis** Use a variety of shots to keep a continuous rally. To work cooperatively with a partner to keep a continuous rally. ***Assessment Indicator:*** *Develop a wider range of skills and begin to use these under some pressure.*	**Get Set 4 PE SOW** Indoor PE Gymnastics To explore different methods of travelling, linking actions in both canon and synchronisation **Outdoor PE Tennis** Develop the range of serving techniques appropriate to the game. To develop the underarm serve and understand the rules of serving.	**Get Set 4 PE SOW** Indoor PE Gymnastics To explore matching and mirroring in sequence work. **Assessment Indicator:** *Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.*	**Get Set 4 PE SOW** Outdoor PE Tennis Demonstrate effective footwork patterns to move around the court. To develop the volley and understand when to use it.
Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Computing systems and networks. Systems and searching.** **Explain that systems are built using a number of parts and communicate with other devices.** Look at real world examples of systems being used in various ways.	**Computing systems and networks. Systems and searching.** **Identify tasks that are managed by computer systems and explain the benefits of a computer system.** Consider the use of sensors in systems to improve them and how systems help us.	**Computing systems and networks. Systems and searching.** **Make use of a web search to find specific information and compare results from different search engines.** Create instructions on how to safely search the internet using web browsers.	**Computing systems and networks. Systems and searching.** **Describe how search engines select results.** Understand why search engines are required on the www. Conduct web searches and emulate web crawler by creating an index of the classroom. Explore limitations of web browsers through ambiguous word searches to develop knowledge of effective searching.	**Computing systems and networks. Systems and searching.** **Explain that a search engine follows rules to rank results.** Unplugged lesson designing a web page with links to other pages.	**Computing systems and networks. Systems and searching.** **Explain that a search engine follows rules to rank results.** Unplugged lesson designing a web page with links to other pages. ***Assessment Indicator:*** *Identify tasks managed by computer systems and identify the human elements within the system. Explain that data is transferred in packets and that networked devices have unique addresses.*

Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major:-** **Describe processes that give rise to key physical & human geographical features of the world.** **Baseline assessment** Describe coastal features (headland, stacks, arches, height, slopes. contours) and the process of coastal erosion.	**Major:-** **Describe processes that give rise to key physical & human geographical features of the world.** What is the difference between waves and tides? Annotate diagrams and gather tidal data.	**Major:-** **Describe processes that give rise to key physical & human geographical features of the world.** Explore the effects of the tide on coastal erosion with a practical simulation. Describe the effects of the tide on coastal erosion	**Sticky Knowledge.** **Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.**	**Major:-** **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Fieldwork: Write a virtual questionnaire and ask why people go to the beach. What could be the human impact on the coast?	**Major:-** **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** Compare coasts of the North of England to the coasts of Cabo San Lucas in Mexico. ***Assessment Indicator:*** *Describe in detail types of settlement, land use, economic activity including trade links.*
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**					**Minor:-** Source Enquiry Women's history month - Grace O'Malley. **Using primary and secondary resources to understand why Grace O'Malley is a significant figure in history.** ***Assessment Indicator:*** *They understand that people in the past had a range of different ways of looking at the world and can explain their ideas.*	**Minor:-** Source Enquiry Women's history month - Ellen MacArthur. **Using primary and secondary resources to understand why Ellen MacArthur is a significant figure in history.**
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	EXPRESSING **If God is everywhere, why go to a place of worship?** **Select and describe the most important functions of a place of worship for the community.** **Baseline Assessment** Explore what places of worship are used for and consider the most important function of a place of worship through	EXPRESSING **If God is everywhere, why go to a place of worship?** **Make connections between how believers feel about places of worship in different traditions.** Make links between Christian beliefs and places of worship (such as Anglican and Baptist churches) and consider similarities and differences and reasons for this.	EXPRESSING **If God is everywhere, why go to a place of worship?** **Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.** Learn about the features of Hindu worship at home and worship in a mandir by making links and comparisons across the two.	EXPRESSING **If God is everywhere, why go to a place of worship?** **Make connections between how believers feel about places of worship in different traditions.** Identify the key features of a synagogue through analysing images, drawing comparisons across Reform and Orthodox synagogues.	EXPRESSING **If God is everywhere, why go to a place of worship?** **Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.** Know how Christians try to embody Jesus in their actions by identifying ways in which going to church helps support the Christian community.	EXPRESSING **If God is everywhere, why go to a place of worship?** **Make connections between how believers feel about places of worship in different traditions.** Make connections between the places of worship across the religions that have been studied.

	questioning and exploration of different religions.	***Assessment Indicator:*** *Name key features of an Anglican and Baptist church and identify differences and similarities between the two.*	Understand the key features of Hindu worship - Mandir, Murti, Puja, OM	***Assessment Indicator:*** *Name key features of an Orthodox and Reform Synagogue and identify differences and similarities between the two.*	**Assessment Indicator:** *Describe the most important functions of a place of worship for the Christian community.*	
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW.** **Make contact with the country/countries where French is spoken-PENPAL links with school in Montpellier.** Finish our French games for our penpals and send them off to France. Test playing the games to check they work.	**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. Write their own sentences using adverbials of places and conjunctions.	**Catherine Cheater SOW.** **Understand the main points from a short spoken passage made up of familiar language in simple sentences.** **Know and identify days and months, numbers up to 60, wider range of nouns.** Dictate sentences to the children and they write down what they hear. Learn numbers 50-60. ***Assessment Indicator:*** *Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase.*	**Catherine Cheater SOW.** **Know and identify known adjectives in feminine and masculine form.** Recap greetings. Phonics – letter l. Use French dictionaries to identify word classes. Revise adjectives which precede the nouns and learn new ones, which do the same.	**Catherine Cheater SOW.** **Understands adjectival agreement for masculine and feminine nouns.** Answer times tables questions in French to rehearse numbers. Phonics – letter r. Revise feminine nouns. Create sentences using a writing frame. Learn new feminine nouns. Listen to French music and perform exercises. ***Assessment Indicator:*** Understand and respond to a growing range of familiar spoken words and phrases Be able to express opinion about something.
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	**Evaluating** **Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/graphs/charts such as star diagrams.** Use first hand and secondary sources to carry out relevant research into foods from across the UK, including personal/cultural preferences, ensuring meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.	**Design** **Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.** **Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.** Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.	**Design** **Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.** Discuss the purpose of the products that they will be designing, making and evaluating and who the products will be for. Generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and	**Make** **Write a step-by-step recipe, including a list of ingredients, equipment and utensils** Record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge.	**Make** **Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.** **Make, decorate and present the food product appropriately for the intended user and purpose.** Demonstrate how to measure out, cut, shape and combine and mix ingredients. Demonstrate how to use appropriate utensils and	**Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.** Assessment Indicators: Know how to use utensils and equipment including heat sources to prepare and cook food. -Understand about seasonality in relation to food products and the source of different food products. -Know and use relevant

			evaluation of the children's product.		equipment that the children may use safely and hygienically.	technical and sensory vocabulary.
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Listen to a respond to Eerie Canal – share thoughts and feelings. Improvise with the notes: F G A B C D E Learn to sing Eerie Canal and play along to it with Glockenspiels.	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Listen to and respond to Dances in the Canebrake no 2 tropical noon. Sing Eerie canal and improvise to the song. Perform Eerie Canal. ***Assessment Indicators:*** *Find the beat of more complex music and demonstrate it through clapping/movement with confidence.* *Talk about what the song or piece of music might mean.*	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Improvise with F G A B C D E Listen and respond to heroes. Create a graphic score.	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Improvise together. Listen to respond to Star Wars IV: A New Hope. Continue to learn Heroes and Eerie Canal. Consider the difference between improvising and composing. Perform Heroes. ***Assessment Indicators:*** *Play the right notes with secure rhythms.*	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Listen and respond to Happy to be me. Learn to sing the song and perform it.	**Charanga Model Music Curriculum B** **How does music teach us about our community?** Improvise with a selection of notes. Listen and respond to Dances in the Canebrakes. Revisit and sing songs from this unit. Play along to Eerie Canal. Perform all 3 songs. **Assessment Indicators:** *Sing as part of a choir and in unison with confidence. Rehearse and performing their parts within the context of the unit song with confidence.*
Enhancements **Visits and Visitors**				Visit to a place of worship.		
Parental engagement					Book Fair 18.03.24-20.03.24 Parent Consultation meetings 19.03.2 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

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.