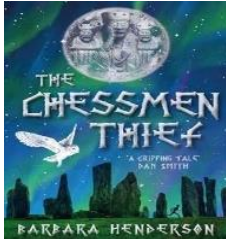

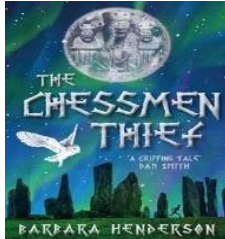
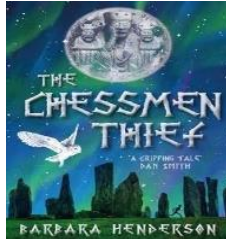
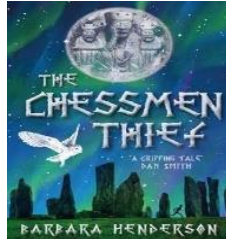
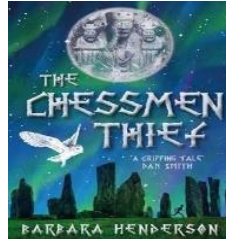




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2025**  
**Phase Lower Key Stage 2 Year Group 5**



	<b>Week 1</b> Wk Beg 24.02	<b>Week 2</b> Wk Beg 3.03	<b>Week 3</b> Wk Beg 10.03	<b>Week 4</b> Wk Beg 17.03	<b>Week 5</b> Wk Beg 24.03	<b>Week 6</b> Wk Beg 31.03	<b>Week 7</b> Wk Beg 7.04
<b>Big Question</b>	How should history really remember the Vikings?						
<b>Connected Concepts</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>	<b>Cause and Effect Significance Power</b>
<b>Book Studies</b>	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 	<b>The Chessman Thief</b> by Barbara Henderson 
<b>Children steering learning...</b>	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?						
<b>English Reading</b> -Word reading - <b>Comprehension</b>  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<b>Class Text - The Chessmen Thief</b> Make detailed and justified predictions using the front cover, blurb and title of a text.  Draw upon prior knowledge of prediction in order to refine key skills.  <b>Spoken Word Poetry Phase 1/2:</b> <u>Understanding as a reader/writer.</u>	<b>Class Text - WBD Dear Earth</b> Make inferences and use evidence from the text and images to support this.  <b>Class Text - Chessmen Thief</b> Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary.  <b>World Book Week Focus: Dear Earth</b> <b>Speech Writing</b>	<b>Class Text - The Chessmen Thief</b> Respond to the first few chapters of the book using VIPERS skills, using knowledge of PEE to make detailed inferences based upon a text.  Develop fluency when reading aloud and retrieve information at speed.  <b>Instructions</b>	<b>Class Text - The Chessmen Thief</b> 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.  Develop fluency when reading aloud and retrieve information at speed.	<b>Class Text - The Chessmen Thief</b> Children to explore key themes within the text and draw upon multiple key pieces of evidence to support their findings.  Develop fluency when reading aloud and retrieve information at speed.  <b>Diary Phase 1:</b> <u>Understanding as a reader</u>	<b>Class Text - The Chessmen Thief</b> 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.  Develop fluency when reading aloud and retrieve information at speed.  <b>Diary</b>	<b>Class Text - The Chessmen Thief</b> Summarise key themes of individual chapters and the text as a whole. Make comparisons about how themes have changed.  Develop fluency when reading aloud and retrieve information at speed.  <b>Diary Phase 3: Planning, Composition and Editing</b>

	<p>Annotate the poem to both identify features, and explain what imagery the poet is creating through their choice of language.</p> <p><b>Phase 2:</b> <u>Understanding as a writer.</u> Explore the definition of tier II vocabulary, using words to write rhyming couplets that follow the rhythm of spoken word poetry.</p> <p>Use alliteration, metaphors and personification within rhyming couplets to describe the arrival of spring through the 5 senses.</p> <p><b>Phase 3: Planning, composition and editing.</b> Follow the agreed stanza structure to write a spoken word poem about the arrival of spring.</p>	<p><b>Phase 1:</b> <u>Understanding as a reader/writer.</u> Share the text with the children, and the example speech written from the point of view of Tessa's Grandad. Children explore using VIPERS skills and identify features.</p> <p><b>Phase 2:</b> <u>Understanding as a writer.</u> Sort persuasive and none persuasive sentence types, then write sentences using conditional sentences, rule of 3, many questions, the more the more and de: de, using tier II vocabulary.</p> <p><b>Phase 3: Planning, composition and editing.</b> In groups, children complete paired write, arguing the need to protect the environment with particular focal point taken from the text: turtles, polar bears, plastic and rainforests.</p> <p>Revise and redraft speeches in order to deliver to class.</p>	<p><b>Phase 1:</b> <u>Understanding as a reader.</u> Explore instructions, including good and poor examples and the effect that poor instructions has on executing a task.</p> <p><b>Phase 2:</b> <u>Understanding as a writer.</u> 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><b>Instructions</b></p> <p><b>Phase 2:</b> <u>Understanding as a writer.</u> Explore the use of dashes to add a warning or detail, and use conditional sentences, within other ambitious sentence structures.</p> <p><b>Phase 3: Planning, Composition and Editing.</b> 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>Create an emotions graph to plot feelings of a writer at different parts of diary entry.</p> <p><b>Phase 2:</b> <u>Understanding as a writer.</u> Understand structural, language and sentence structures uses in diary entry writing through exploring and retrieving examples before commenting on effect and purpose.</p> <p>Using vocabulary and definition, children create freeze frames to depict words within tier II vocabulary selection. Perform back to class to see if class can identify definition.</p>	<p><b>Phase 2:</b> <u>Understanding as a writer.</u> Move onto using vocabulary within higher-level sentence structures relevant to diary entry writing, focusing on features such as parenthesis, relative clauses, outside (inside).</p> <p>Explore use of colon in description: detail sentences.</p> <p>Plan their diary entries, focusing on research of the Viking raid of Lindisfarne in order to accurately sequence and plan their diary carefully.</p>	<p>Compose their diary entries, using checklists, work gathered throughout the writing cycle and self-assessment to edit and improve throughout the composition process.</p> <p>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><b>Tier Two Vocabulary</b></p>	<p>Retreat Adorned Vibrant Melodic Embark Thrive Fragrant Radiant</p>	<p>Consider Implore Catastrophic Detrimental Threat/threaten Consequences Ecosystems Uninhabitable</p>	<p>Fervently Slain Deceased Comrades Honourable Paramount Granted</p>		<p>Enslaved Demolish Overwhelmed Besieged Anguish Dejected Harrowing Repercussions</p>		

	Murmur	Implement	Slaughtering Cower		sSender		
<p><b>Mathematics</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>-Geometry Properties of shapes</b></p> <p><b>-Geometry</b></p> <p><b>-Position and Direction</b></p>	<p><b>Geometry</b></p> <p>Identify regular and irregular polygons using sides and angles. Outdoor exploring shapes based on number of sides, types of angles, parallel lines and whether they are regular and irregular.</p> <p><u><b>Assessment Indicator</b></u> <i>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</i></p> <p><b>Know angles are measured in degrees:</b> Practise estimating and comparing acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><u><b>Assessment Indicator</b></u> <i>Identify: angles at a point and one whole turn (total 360°)</i> <i>angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°)</i> <i>other multiples of 90°</i></p>	<p><b>Decimals</b></p> <p>Read and write decimal numbers as fractions for tenths hundredths and thousandths.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. [for example, 0.71 = 71/100]</p> <p><b>Compare decimals up to 3dp.</b> Use images to recognise links between fractions and decimals.</p> <p>Read, write, order and compare numbers with up to 3 decimal places. Match fractions and decimals.</p> <p><u><b>Assessment Indicators</b></u> <i>Read, write, order and compare numbers with up to three decimal places.</i> <i>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</i></p>	<p><b>Decimals</b></p> <p>Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.</p> <p>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. (Link to perimeter)</p> <p>Generate decimal numbers to use in calculation frames. Round them and check the answers against the estimates.</p>	<p><b>Decimals</b></p> <p>Multiply whole numbers by tenth values e.g. 0.3, 0.5.</p> <p>Multiply a number with 1 decimal place by a single digit, e.g. 32.5 x 8. Revisit short multiplication.</p> <p>Use toolkits to develop fluency.</p> <p>Use rounding to estimate answers to reinforce last week.</p> <p><b>Percentages.</b></p> <p>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 images to explore the relationship between fractions, decimals and percentages.</p> <p>100<sup>th</sup>s 10<sup>th</sup>s Half quarters and fifths.</p>	<p><b>Percentages</b></p> <p>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.</p> <p><b>Find fractions and percentages of amounts. Link to money and measure.</b></p> <p>Toolkit activities to explore this.</p> <p><u><b>Assessment Indicators</b></u> <i>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</i></p>	<p><b>Percentages</b></p> <p>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, capacity and perimeter.</p> <p><b>Assessments</b></p>	<p><b>Percentages</b></p> <p>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 (Perimeter) and mass.</p> <p><u><b>Assessment Indicators</b></u> <i>To solve a variety of problems involving fractions, decimals and percentages.</i></p>

<b>Retrieval through Maths Rehearsal sequence</b>	<p>+- decimals to 1dp within 2 - bridging Fluency - missing numbers, pairs, match me up, pick a pair</p> <p>Once a week: 4 a day calculation practise.</p>	<p>+- decimals to 1dp within 2 - bridging Apply - target calculation, End points,</p> <p>Once a week: 4 a day calculation practise.</p>	<p>X and / by 10, 100 and 1000 Images - bar model, make the total, star centre.</p> <p>Once a week: 4 a day calculation practise.</p>	<p>X and / by 10, 100 and 1000 Fluency - missing numbers, pairs, match me up,</p> <p>Once a week: 4 a day calculation practise.</p>	<p>X and / by 10, 100 and 1000 Fluency - pick a pair , biggest total, box of 9, grid squares,</p> <p>Once a week: 4 a day calculation practise.</p>	<p>X and / by 10, 100 and 1000 Apply - target calculation, End points,</p> <p>Once a week: 4 a day calculation practise.</p>	<p>X and / by 10, 100 and 1000 Apply - target calculation, End points,</p> <p>Once a week: 4 a day calculation practise.</p>
<p><b>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</b></p>	<p><b>Changes of State</b> Know that some materials will dissolve in liquid to form a solution. Plan and carry out investigations into soluble materials.</p> <p>Record a before/after image.</p> <p><u>Assessment Indicator</u> To explain what dissolving is, giving examples.</p>	<p><b>Changes of State</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p><b>Demonstrate that dissolving, mixing and changes of state are reversible changes.</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Plan out investigation that attempts to separate mixed materials.</p> <p><u>Assessment Indicator</u> Name equipment used for filtering and sieving.</p>	<p><b>Changes of State</b> <b>Science Week</b> <b>Demonstrate that dissolving, mixing and changes of state are reversible changes.</b></p> <p>Parent participation - Science showcase</p> <p>Carry out investigation into which materials can be separated - filtering, sieving and evaporation.</p>	<p><b>Changes of State</b> <u>Sticky Knowledge</u> Acquire and Apply: Apply understanding of changes of state so far by explaining the processes of dissolving, mixing, evaporating, sieving and filtering. Complete retrieval activities to assess acquired knowledge on reversible changes.</p>	<p><b>Changes of State</b> <b>Demonstrate that dissolving, mixing and changes of state are reversible changes.</b> After the investigation present findings in written form. Create chart/table grouping materials using properties.</p> <p>Explain whether the changes are reversible or not using scientific vocabulary.</p> <p>Record findings in written form and identify the successful ways of recovering a substance from a solution.</p> <p><u>Assessment Indicator</u> Describe how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving.</p>	<p><b>Changes of State</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> 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?</p> <p>Plan and carry out oxidation investigations. Observe and record oxidation reactions over time</p>	<p><b>Changes of State</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> Investigate and explore the gourmet side to chemistry: science of baking bread and cakes, and explore the weird and wonderful world of eggs!</p> <p>Plan and carry out irreversible cooking investigations that may create some new materials</p> <p><u>Assessment Indicator</u> Describe simple reversible and non-reversible changes to materials, giving examples.</p>
<p><b>Personal, Social, Health and Economic Education -Relationships</b></p>	<p>PSHEE Jigsaw SOW Healthy Me. Know the health risks of smoking and can tell you how tobacco</p>	<p>PSHEE Jigsaw SOW Healthy Me. Know some of the risks with misusing alcohol, including anti-social behaviour, and</p>	<p>PSHEE Jigsaw SOW Healthy Me. Identify and explain how to manage the risks in different familiar situations.</p>	<p>-</p>	<p>PSHEE Jigsaw SOW Healthy Me. Understand how the media, social media and celebrity culture</p>	<p>PSHEE Jigsaw SOW Healthy Me. Know what makes a healthy lifestyle including healthy eating and the choices</p>	<p>PSHEE Jigsaw SOW Healthy Me. Know what makes a healthy lifestyle including healthy eating and the choices</p>

<p><b>-Health and Well-Being</b> <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>affects the lungs, liver and heart. Discuss the effects smoking has on the body.</p> <p>To make informed decisions regarding the media, and whether it encourages people to live a healthy life. (Individual Liberty)</p>	<p>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)</p> <p><b><u>Assessment Indicator</u></b> <i>Explain different roles that food and substances can play in people's lives and how smoking and alcohol misuse is unhealthy.</i></p>	<p>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.</p> <p>Know how to keep myself calm in emergencies.</p> <p>To respond to emergency situation cards by drawing/writing a sequence of events in order to come to a resolution.</p>		<p>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.</p> <p>Explore the impact of social media through responding to a series of negative comments surrounding self-image and consider appropriate responses. (All nine protected characteristics)</p>	<p><b>I need to make to be healthy and happy.</b> Explore children's thoughts/relationship with food. Discuss some people having negative relationships with food.</p> <p>Explore food advertising and how helpful it might be for people who struggle with healthy eating.</p> <p>Create a recipe for having a healthy body image.</p> <p><b><u>Assessment Indicator</u></b> Explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p><b>I need to make to be healthy and happy.</b> 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)</p>
<p><b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To perform symmetrical and asymmetrical balances. Introduce symmetrical and asymmetrical balances.</p> <p>Learn how to set out apparatus equipment safely.</p> <p><b><u>Assessment Indicator</u></b> <i>Work safely when learning a new skill to keep myself and others safe</i></p> <p>Outdoor PE Tennis</p> <p><b>Develop the range of shots used in a variety of games.</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To perform interesting symmetrical and asymmetrical balances using apparatus. Revisit last week's symmetrical and asymmetrical balances and introduce use of apparatus.</p> <p><b><u>Assessment Indicator</u></b> <i>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</i> <i>Use strength and flexibility to improve the quality of a performance</i></p> <p>Outdoor PE Tennis</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To use a roll in sequence. Develop the straight, forward, straddle and backwards roll into a sequence.</p> <p>Outdoor PE Tennis</p> <p><b>Use a variety of shots to keep a continuous rally.</b></p> <p><b>Know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</b> To work cooperatively with a partner to keep a continuous rally.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To explore different methods of travelling. Develop sequences to include linking actions in both canon and synchronisation.</p> <p><b><u>Assessment Indicator</u></b> <i>Create and perform sequences using apparatus, individually and with a partner.</i></p> <p>Outdoor PE Tennis</p> <p><b>Develop the range of serving techniques appropriate to the game.</b> To develop the underarm serve and understand the rules of serving.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To explore matching and mirroring in sequence work. Introduce difference between matching movements and mirroring movements with a partner.</p> <p>Outdoor PE Tennis</p> <p><b>Demonstrate effective footwork patterns to move around the court.</b> To develop the volley and understand when to use it.</p> <p><b><u>Assessment Indicator</u></b> <i>Can use feedback provided to improve my work. I can work cooperatively with</i></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To explore matching and mirroring in sequence work. Create short sequences of work with a partner that include matching and mirroring, canon and synchronisation.</p> <p>Outdoor PE Tennis</p> <p><b>Understand the need for tactics and identify when to use them in different situations.</b></p> <p><b>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</b> Play short games, showing appropriate</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To improve and perfect a short sequence with a partner. Create short sequences of work with a partner that include matching and mirroring, canon and synchronisation.</p> <p><b><u>Assessment Indicator</u></b> <i>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</i></p> <p>Outdoor PE Tennis</p> <p><b>To Demonstrate knowledge of the rules of tennis.</b></p>

	<p>To develop returning the ball using a forehand groundstroke.</p> <p><b>Assessment Indicator</b> Identify how different activities can benefit my physical health.</p>	<p><b>Develop the range of shots used in a variety of games.</b></p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving. To develop returning the ball using a backhand groundstroke.</p>	<p><b>Assessment Indicator</b> Develop a wider range of skills and begin to use these under some pressure.</p>		<p>others to manage our game.</p>	<p>shot choice and beginning to understand rules.</p>	<p><b>Understand the need for tactics and identify when to use them in different situations.</b></p> <p><b>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</b> Play short games, showing appropriate shot choice and beginning to understand rules.</p> <p><b>Assessment Indicator</b> Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to apply this.</p>
<p><b>Computing</b> -Code -Connect -Communicate -Collect</p>	<p>Computing systems and networks. Systems and searching.</p> <p>Explain that computers can be connected together to form systems. Introduce the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and</p>	<p>Computing systems and networks. Systems and searching.</p> <p>Explain that computers can be connected together to form systems. Computer systems and us. Consider how larger computer systems work. They see how devices and processes are connected, and reflect on how computer systems can help them.</p>	<p>Computing systems and networks. Systems and searching.</p> <p>Recognise the role of computer systems in our lives. Recognise how information is transferred over the internet. Searching the web - Introduce a range of search engines. They are given the opportunity to explain</p>	-	<p>Computing systems and networks. Systems and searching.</p> <p>Recognise how information is transferred over the internet. How search results are ranked - Take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, learners create paper-</p>	<p>Computing systems and networks. Systems and searching.</p> <p>Explain how sharing information allows people to work together online regardless of location. Contribute to a shared project online. How are searches influenced? - Children explore how someone performing a web search can influence</p>	-

	learn about physical and electronic connections.		how to search, before they write and test instructions. Next, they learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, learners are introduced to the two most common methods of searching: using a search engine and using the address bar.		based webpages on a topic that they are familiar with. They then discover how their webpages would rank when searching for keywords relating to their content.	the results that are returned, and how content creators can optimise their sites for searching. They also explore some of the limitations of searching and discuss what cannot be searched.  <b><u>Assessment Indicator</u></b> 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.	
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	<b>Minor:</b> 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.  <b><u>Assessment Indicator</u></b> Locate cities and counties of the UK.						<b>Minor:</b> 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.
<b>History</b> -Chronology -Concepts - Interpretation	<b>Major:-</b> Chronology  When were the Vikings a problem for the Anglo-Saxons?	<b>Major:-</b> Enquiry and Using Evidence  What did the Vikings believe?	<b>Major:-</b> Enquiry and Using Evidence  What did the Vikings believe?	<b><u>Sticky Knowledge</u></b> <b>Acquire and Apply:</b> Why did the Vikings begin to attack and settle in Britain?	<b>Major:</b> Interpretation  Why have the Vikings got such a bad Reputation?	<b>Major:</b> Change and Continuity  How close did the Viking to taking over Britain?  How did the Vikings char Britain we know today?	Tatton Park - Viking Workshop  Answering the Big Question

<p><b>-Enquiry</b> - <b>Communication</b></p>	<p>Place Anglo-Saxon Britain and Viking Britain into the wider context of historical chronology.</p> <p>Why did the Vikings begin to attack and settle in Britain?</p> <p>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>Use multiple sources to interpret bias and make a valid conclusion based on devising and answering questions relating to the above question.</p> <p>Explore different Viking beliefs by investigating two pieces of evidence of Viking burials.</p> <p>Burial mound excavation on the Isle of Man</p> <p><b>Assessment Indicator</b> <i>Can understand that some interpretations might be more accurate &amp; reliable than others, by use of their own background knowledge</i></p>	<p>Use multiple sources to interpret bias and make a valid conclusion based on devising and answering questions relating to the above question.</p> <p>Explore different Viking beliefs by investigating two pieces of evidence of Viking burials.</p> <p>Ibn Fadlan's account of a Viking funeral - can it shed light on the mysteries of the Isle of Man burial?</p>	<p>What did the Vikings believe about death? What were some of their customs?</p> <p>What sources do we have to learn about the Vikings? Can we trust them?</p> <p><b>Major: - Significance</b> <b>What was the significant of the Vikings trade network?</b></p> <p>Interpret the achievements Vikings trade network. Simulate Viking trade and make a judgement on their significance - why were their achievements impressive?</p>	<p>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.</p> <p>Revisit learning about the Anglo-Saxon Chronicle account of the Battle of Edington. Who wrote it? And why? Why do we only have one side of the story? Then investigate another event.</p>	<p>Identify that one event can have multiple effects - the reign of King Cnut.</p> <p>Identify the continuity and change throughout Anglo-Saxon Britain and Viking Britain through: <b>-power</b> <b>-invasion</b></p> <p>Investigate how Britain changed or did not change under Viking rule.</p> <p><b>Assessment Indicator</b> <i>Use reasoning to explain changes brought about by the Vikings.</i></p>	
<p><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>	<p>EXPRESSING</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p><b>Baseline Assessment</b></p> <p>Explore what places of worship are used for and consider the most important function of a place of worship through questioning and exploration of different religions.</p>	<p>EXPRESSING</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Make links between Christian beliefs and places of worship (such as Anglican and Baptist churches) and consider similarities and differences and reasons for this.</p> <p><b>Assessment Indicator</b> <i>Name key features of an Anglican and Baptist church and identify differences and</i></p>	<p>EXPRESSING</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Learn about the features of Hindu worship at home and worship in a mandir by making links and comparisons across the two.</p> <p>Understand the key features of Hindu worship - Mandir, Murti, Puja, OM</p>	<p>-</p>	<p>EXPRESSING</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Identify the key features of a synagogue through analysing images, drawing comparisons across Reform and Orthodox synagogues.</p> <p><b>Assessment Indicator</b> <i>Name key features of an Orthodox and Reform Synagogue and identify differences</i></p>	<p>EXPRESSING</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Know how Christians try to embody Jesus in their actions by identifying ways in which going to church helps support the Christian community.</p> <p><b>Assessment Indicator</b> <i>Describe the most important functions of a place of worship for</i></p>	<p><b>Spring Celebration assembly - Parental engagement.</b></p>



		similarities between the two.			and similarities between the two.	the Christian community.	
<b>Modern Foreign Languages- French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>	<p>To create complex sentences (Module 2 lesson 9)</p> <p>Revise numbers 20-39. Creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb. For example: <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> Make longer sentences with main and subordinate clause.</p>	<p>To tell the time to quarter past (Module 2 lesson 10)</p> <p>Recap on o'clock and half past then model quarter past. Practise telling the time to quarter past. Also model how to write time using numbers and how it looks different in French.</p> <p>Record some quarter past times in books.</p> <p>Understanding the time difference between UK and France.</p>	<p>To learn five places (feminine gender) in a town</p> <p>To learn about the arrondissements in Paris (Module 3 lesson 11)</p> <p><b>New vocabulary</b> <i>C'est une banque ou une mairie ?</i></p> <p><b>Using this speaking frame - learn the new places.</b></p> <p>une banque une gare une mairie une piscine une poste</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 the children to echo the question and answer in chorus, and individually.</p>	-	<p>To learn how to pronounce the names of some world cities: <i>Moscou, New York, Sydney, Tokyo.</i></p> <p>To speak sentences using a coordinating conjunction. (Module 3 lesson 13)</p> <p>learn that the time in Moscow is 2 hours ahead of Paris</p> <p><i>Quand il est cinq heures à Paris, il est sept heures à Moscou</i></p> <p>Revise the agreement of an adjective with a feminine noun practise using compound sentences with a coordinating conjunction ( and but)</p> <p>Speaking sentences involving the time and then the new places in Jolieville.</p> <p><b>Assessment Indicator</b> To be able to speak simple sentences to tell the time for o'clock, half past, quarter past and to.</p>	<p>To practise listening, speaking and writing clock times (Module 3 lesson 14)</p> <p>Revisit telling the time and writing some times in their books.</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>To create some written compound sentences.</p> <p>To show accurate agreement between noun and adjective. (Module 3 lesson 15)</p> <p>Learn about ordinal numbers.</p> <p>Learn about the 1<sup>er</sup> arrondissement.</p> <p>Write sentences about Jolieville including adjectives and correct use of un and une and how it affects spelling of the adjective.</p> <p><b>Assessment Indicator</b> Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. Ask and answer a wider range of questions from memory. These sentences to show understanding of noun adjective agreement.</p>
<b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b>	-	<p>DT Evaluating</p> <p>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using</p>	<p>DT Design</p> <p>Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p>	<p>DT Design</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p>	<p>DT Make</p> <p>Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>Record the steps, equipment, utensils and ingredients for making</p>	<p>DT Make</p> <p>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p>	-

<p><b>-Food Technology</b></p> <p><b>Art and Design</b></p> <p><b>-Structuring and Creating</b></p> <p><b>-Art Elements</b></p> <p><b>-Evaluate and Appraise</b></p>		<p><b>tables/graphs/charts such as star diagrams.</b></p> <p>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.</p>	<p><b>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</b></p> <p>Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.</p>	<p>Discuss the purpose of the products that they will be designing, making and evaluating and who the products will be for.</p> <p>Generate a range of ideas encouraging innovative responses.</p> <p>Agree on design criteria that can be used to guide the development and evaluation of the children's product.</p>	<p>the food product drawing on the knowledge.</p>	<p><b>Make, decorate and present the food product appropriately for the intended user and purpose.</b></p> <p><b>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</b></p> <p>Demonstrate how to measure out, cut, shape and combine and mix ingredients.</p> <p>Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</p> <p><b><u>Assessment Indicators</u></b></p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>	
<p><b>Music</b></p> <p><b>-Listen and Appraise</b></p> <p><b>-Singing</b></p> <p><b>-Instruments</b></p> <p><b>-Improvisation</b></p> <p><b>-Composition</b></p>	<p>Charanga Model Music Curriculum B</p> <p>Appraise/Listen</p> <p>How does music teach us about our community?</p>	<p>Charanga Model Music Curriculum B</p> <p>Perform</p> <p>How does music teach us about our community?</p> <p>Listen to and respond to Dances in the</p>	<p>Charanga Model Music Curriculum B</p> <p>Listen</p> <p>How does music teach us about our community?</p> <p>Improvise with F G A B C D E</p>	<p>-</p>	<p>Charanga Model Music Curriculum B</p> <p>Appraise and Compare</p> <p>How does music teach us about our community?</p> <p>Improvise together.</p>	<p>Charanga Model Music Curriculum B</p> <p>Listen and perform</p> <p>How does music teach us about our community?</p> <p>Listen and respond to Happy to be me.</p>	<p>Charanga Model Music Curriculum B</p> <p>Listen and perform</p> <p>How does music teach us about our community?</p> <p>Improvise with a selection of notes.</p>

	<p>Listen to a respond to Eerie Canal - share thoughts and feelings.</p> <p>Improvise with the notes: F G A B C D E</p> <p>Learn to sing Eerie Canal and play along to it with Glockenspiels.</p>	<p>Canebrake no 2 tropical noon.</p> <p>Sing Eerie canal and improvise to the song.</p> <p>Perform Eerie Canal.</p> <p><b><u>Assessment Indicators</u></b> 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.</p>	<p>Listen and respond to heroes.</p> <p>Create a graphic score.</p>		<p>Listen to respond to Star Wars IV: A New Hope.</p> <p>Continue to learn Heroes and Eerie Canal.</p> <p>Consider the difference between improvising and composing.</p> <p>Perform Heroes.</p> <p><b><u>Assessment Indicators</u></b> Play the right notes with secure rhythms.</p>	<p>Learn to sing the song and perform it.</p>	<p>Listen and respond to Dances in the Canebrakes.</p> <p>Revisit and sing songs from this unit.</p> <p>Play along to Eerie Canal.</p> <p>Perform all 3 songs.</p> <p><b><u>Assessment Indicators</u></b> 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.</p>
<b>Outdoor Learning opportunities</b>	<p><b>Minor: (Maths)</b> Identifying shapes and angles in the environment.</p>		<p><b>Minor: (History)</b> Drama - Ibn Fadlan's Viking funeral eye witness account</p>		<p><b>Minor: (Literacy)</b> Using vocabulary and definition, children create freeze frames to depict words within tier II vocabulary selection. Children must then perform back to class to see if class can identify definition.</p> <p><b><u>Sticky Knowledge</u></b> A retrieval quiz in the playground in teams before sticky knowledge write up.</p>		<p><b>Minor: (History)</b> Viking Trade simulation - How far did the Vikings travel across Europe and beyond.</p>
<b>Enhancements Visits and Visitors</b>			<p>Children to visit the book fair 13.03.25</p>	<p>Bikeability</p>		<p>Positive self-image workshop with MHST 04.04.25</p> <p>Y5 Charity - Litter pick with Cheadle Civic Society. 03.04.25</p>	<p>Anglo-Saxon/Viking workshop at Tatton Park 07.04.25</p> <p>Mental Health Workshop - Self Image 11.04.25</p>
<b>Parental Engagement</b>			<p>Science Workshop with parents 10.3.25 at 2.30pm</p>			<p>Parenting Anxious Children workshop with Stockport Mental Health Support Team - 02.04.25 9-10am</p>	<p>Spring Celebration Assembly 9.4.25 2.30pm</p>

<b>Whole School and National Events</b>		World Book Day 06.03.25 Careers Week	National Science week	Scholastic Book Fair - Children's visit 13.03.25 Comic Relief	Scholastic Book Fair 17.03.25-19.03.25 Friends of Meadowbank 'Bouncathon' - 26.03.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	
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Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.