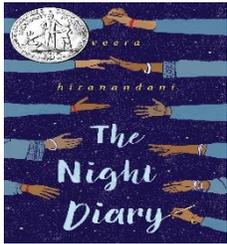
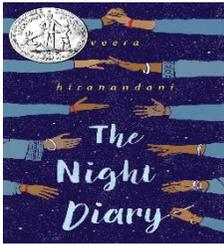
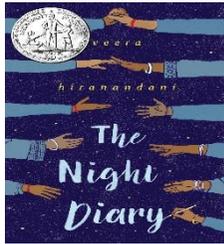
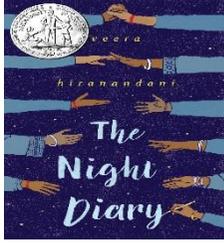




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 23.02	Week 2 Wk Beg 2.03	Week 3 Wk Beg 9.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
Big Question	Why does population change?				
Connected Concepts	Appreciation Significance Influence	Appreciation Significance Influence	Appreciation Significance Influence	Appreciation Significance Influence	Appreciation Significance Influence
Key Concepts	Push factors Pull factors Immigration	Push factors Pull factors Immigration	Push factors Pull factors Immigration	Push factors Pull factors Immigration	Push factors Pull factors Immigration
Book Studies	The Night Diary by Veera Haranandani 	The Night Diary The Bridges 	The Night Diary by Veera Haranandani 	The Night Diary by Veera Haranandani 	The Night Diary by Veera Haranandani 
Children steering learning....	Where in the world has the highest and lowest population? Which cities have the highest population in the world? Why do some people prefer to live in certain place? What are the reasons that population can be affected suddenly or over time? Where in the world is population increasing/decreasing the fastest? How does war affect population? What does the future look like for population? Do richer or poorer places have higher population? Which continents have the highest and lowest population?				
English	Class Text - The Night Diary	Class Text - The Night Diary	Class Text - The Night Diary	Class Text - The Night Diary	Class Text - The Night Diary
Reading -Word reading -Comprehension	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.	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.	Respond to diary entries 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.	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.	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.
Writing -Transcription -Composition	Develop fluency when reading aloud and retrieve information at speed. Cinquain Poetry	World Book Week - The Bridges <u>Phase 1 - Understanding as a Reader</u>	Non-Chronological Report Phase 1 - Understanding as a Reader	Non-Chronological Report Phase 2 - Understanding as a Writer Introduce semi-colon expanded list. Write sentences using semi-	Non-Chronological Report Phase 3 - Planning, Editing and Composition

<p>-Vocabulary, Grammar and Punctuation</p>	<p>Phase 1 - Understanding as a Reader Read the different poems about the changes in our environment during the arrival of Spring.</p> <p>Match up the poem to the title and justify their thinking (summarise) then write alternative titles and justify their thinking.</p> <p>Phase 2 - Understanding as Writer Identify the features of a Cinquain poem using correct or not to capture poems that use the features of a cinquain poem and those that don't.</p> <p>Find the meaning of different examples of tier II vocabulary to use effectively within cinquain poetry.</p> <p>Phase 3 - writing, editing and publishing Write their own cinquain poems about changing population, following the structure, rhythm and syllable patterns within cinquain poetry.</p> <p>Use seesaw and green screen to perform and publish cinquain poems about Spring.</p> <p>Watch recorded Cinquain poems and use TAG to provide feedback to peers about Cinquain poems. (Oracy)</p>	<p>Read persuasive letter and world book day text and identify how the characters values and emotions are reflected in the letter.</p> <p>Phase 2 - Understanding as Writer Identify the features of a persuasive letter using the find it, sort it, use it approach. Define key vocabulary and use it in emotive sentences about the importance of books. Use cohesion features for structuring ideas.</p> <p>Phase 3 - Writing, editing and publishing Write an effective persuasive letter.</p>	<p>Text detectives about the Non-chronological report based on population changes - recorded using Seesaw.</p> <p>Phase 2 - Understanding as Writer Identify the structural, language and sentence features of a non-chronological report, identifying the purpose and the type of feature.</p> <p>Phase 3 - writing, editing and publishing Find the meaning of different examples of tier II vocabulary to use effectively within cinquain poetry.</p> <p>Revisit sentence type of Description: detail and use tier II vocabulary within sentences.</p>	<p>colon expanded list based on research about cities with high population and the reasons for this.</p> <p>Write sentence using semi-colon expanded list, description: detail, and relative clauses.</p> <p>Teach cohesion strategy of past, present, future to apply to non-fiction writing.</p> <p>Complete research into 3-4 key global cities and the reasons for them being such population destinations for people to settle.</p> <p>Create mind-maps of information to plan own non-chronological report about chosen destinations.</p>	<p>Write their non-chronological report about population booms across different developed cities.</p> <p>Use ordering to identify necessary changes for non-chronological report. Children then revise chosen paragraph of non-chronological report, selecting parts of their text that require the most adaptations.</p> <p>Using their own editing advice from ordering task for the population non-chronological report, children are going to plan and write their own non-chronological report based on topic of their choosing.</p>
<p>Tier II Vocabulary</p>	<p>Retreat Adorned Vibrant Harmonious Thrive Fragrant Radiant Murmur</p>	<p>Interconnected Spanning Unfamiliar Extraordinary Beneficial Appreciate Nurture Inspiring</p>	<p>Metropolitan Diverse Densely Populated Amenities Teeming Advances Deprived Significant International</p>		

<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry</p> <p>Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Fractions</p> <p>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>Solve problems involving fractions. Solve problems involving adding and subtracting fractions and multiplying proper fractions and mixed numbers.</p>	<p>Decimals and Fractions</p> <p>Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$ for tenths, hundredths and thousandths.</p> <p>Compare decimals up to 3dp. Use images to recognise links between fractions and decimals.</p> <p>Order decimals with up to 3 dp's Match fractions and decimals.</p> <p>Assessment Indicators: <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>Decimals</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>Decimals</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. 32.5×8. Revisit short multiplication.</p> <p>Use toolkits to develop fluency.</p> <p>Use rounding to estimate answers to reinforce last week.</p> <p>Percentages</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>100ths 10ths Half quarters and fifths.</p>	<p>Percentages</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.</p> <p>Use toolkits and problems to explore the links between FDP.</p> <p>Find fractions and percentages of amounts. Link to money and measure.</p> <p>Toolkit activities to explore this.</p> <p>Assessment Indicators: <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>Retrieval through Maths Rehearsal sequence</p>	<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>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Explore different materials looking at the movement of the planets in relation to the sun and the solar system. Then, use outdoor learning with a scale to create physical example/using</p>	<p>Space</p> <p>Describe the movement of the Moon relative to the Earth. In pairs/threes, children will explore the visuals and resources around the 'classroom museum' to retrieve the necessary information about the phases of the moon. Then, children complete grid diagrams the information.</p>	<p>National Science Week.</p>	<p>Space</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies. Explore evidence identifying the shape of the sun, moon and earth then create PEE structure responses (verbal and written) to describe them as spherical bodies. Use the idea of the Earth's rotation to explain day and night, and the apparent</p>	<p>Space</p> <p>What's the story? - explain the processes of the solar system. (Oracy)</p>

	<p>chalk to represent the planets orbiting the sun.</p> <p>Assessment Indicator: Show using diagrams the movement of the Earth and moon.</p>	<p>Assessment Indicator: Show using diagrams the movement of the Earth and moon.</p>		<p>movement of the sun across the sky.</p> <p>Scientific demonstration around the rotation and the appearance of light and day.</p> <p>Assessment indicator: Explain the rotation of the Earth and how this causes night and day.</p>	
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW Healthy Me</p> <p>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.</p> <p>To make informed decisions regarding the media, and whether it encourages people to live a healthy life. (BV-Individual Liberty)</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>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. (BV-Individual Liberty/Tolerance/Respect)</p> <p>Assessment Indicator: Explain different roles that food and substances can play in people's lives and how smoking and alcohol misuse is unhealthy.</p>	-	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>Identify and explain how to manage the risks in different familiar situations.</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>PSHEE Jigsaw SOW Healthy Me.</p> <p>Understand how the media, social media and celebrity culture promotes certain body types. Know what makes a healthy lifestyle 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>Include negative relationships with food. And how advertising can negatively impact people who struggle with healthy eating.</p> <p>PSHEE -Use Sentence stems to help speak about the subject as expects. Describe how the media promotes certain body types which can have a negative impact on ourselves.</p> <p>Assessment Indicator: Explain how people can develop eating problems (disorders) relating to body image pressures.</p>

<p>Physical Education</p> <ul style="list-style-type: none"> -Gymnastics -Dance -Games -Athletics -Swimming 	<p>Get Set 4 PE SOW</p> <p>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>Assessment Indicator: <i>Work safely when learning a new skill to keep myself and others safe.</i></p> <p>Outdoor PE Tennis</p> <p>Develop the range of shots used in a variety of games.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>Assessment Indicator: <i>Identify how different activities can benefit my physical health.</i></p>	<p>Get Set 4 PE SOW</p> <p>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>Assessment Indicators: <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>Develop the range of shots used in a variety of games. 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>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To explore different methods of travelling. Develop sequences to include linking actions in both canon and synchronisation.</p> <p>Assessment Indicator <i>Create and perform sequences using apparatus, individually and with a partner.</i></p> <p>Outdoor PE Tennis</p> <p>Develop the range of serving techniques appropriate to the game. To develop the underarm serve and understand the rules of serving.</p>	<p>Get Set 4 PE SOW</p> <p>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>Use a variety of shots to keep a continuous rally. 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. To work cooperatively with a partner to keep a continuous rally.</p> <p>Assessment Indicator: <i>Develop a wider range of skills and begin to use these under some pressure.</i></p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To explore different methods of travelling. Develop sequences to include linking actions in both canon and synchronisation</p> <p>Assessment Indicator: <i>Create and perform sequences using apparatus, individually and with a partner.</i></p> <p>Outdoor PE Tennis</p> <p>Develop the range of serving techniques appropriate to the game. To develop the underarm serve and understand the rules of serving.</p>
<p>Computing</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 learn about physical and electronic connections.</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>Assessment Indicator: <i>Identify tasks managed by computer systems and identify the human elements within the system.</i></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-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.</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 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:</p>	<p>Computing systems and networks. Systems and searching.</p> <p>Recognise how information is transferred over the internet. How search results are ranked - 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-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.</p> <p>Assessment Indicator:</p>

				using a search engine and using the address bar.	<i>Explain that data is transferred in packets and that networked devices have unique addresses.</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	<p>Major: How do human and physical features of geography act as push and pull factors for migration?</p> <p>Understand what population is and what human and physical factors contribute to changes in population.</p> <p>Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Explore the push and pull factors influenced by human and physical geography of different cities and consider the demographic this might entice (e.g. age, gender, employment, education). Use corners game to explore reasons for people moving to and from a city.</p> <p>Assessment Indicator: <i>Describe and explain changes in population including what factors influence the demographics of places.</i></p>	<p>Major: How can we use maps to understand population and land use?</p> <p>Understand how to read population maps and maps relating to human factors.</p> <p>Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Explore maps of different types (land use, population, economic activity) and match them based on the information they provide.</p> <p>Assessment Indicator: <i>Read thematic maps for specific purposes, such as explaining what it tells us about population data.</i></p>	<p>Major: How can we compare the location of highly populated areas of the UK over time?</p> <p>Understand what population is and what human and physical factors contribute to changes in population.</p> <p>Use the maths mat to create human graphs that represent changes in population across the world for different reasons.</p> <p>Then, use human scaling to rank the consequences of population change and explain reasons for this using 'Thumbs in'. (Oracy)</p> <p>Assessment Indicator: <i>Describe and explain changes in population including what factors influence the demographics of places.</i></p>	<p>Major: How can we compare the location of highly populated areas of the UK over time?</p> <p>Understand what population is and what human and physical factors contribute to changes in population.</p> <p>Explore demographic data and discuss the potential factors that have influenced migration.</p> <p>Assessment indicator: <i>Describe and explain changes in population including what factors influence the demographics of places.</i></p> <p>Investigate population and demographic trends in Cheadle. Walk into Cheadle to investigate population and demographic trends.</p> <p>Assessment Indicator: <i>Design and use questionnaires and surveys to collect qualitative data, presenting gathered data using tables or graphs.</i></p>	<p>Major: Where in the world are the most densely populated cities?</p> <p>Use GIS such as digimaps and google maps.</p> <p>Use DigiMaps Population Density map to identify the most densely populated parts of the world, their time zone and the area of the land.</p> <p>Assessment Indicator: <i>Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)</i> <i>Use Digimap and Google Maps to combine area and point markers to illustrate a theme.</i></p>
History -Chronology -Concepts -Interpretation -Enquiry -Communication				<p>Minor: Source Enquiry What were the causes and effects of the partitioning of India? Compare two documents recalling the events after partition and discuss their purpose and tone.</p>	
Religious Education, Beliefs and Values -Believing -Expressing -Living	<p>BELIEVING Why do some people think God exists? Part 2 Explore ways of knowing.</p>	<p>BELIEVING Why do some people think God exists? Part 2 Explore ways of knowing.</p>	<p>BELIEVING Why do some people think God exists? Part 2 Explore ways of knowing.</p>	<p>BELIEVING Why do some people think God exists? Part 2 Explore ways of knowing.</p>	<p>BELIEVING Why do some people think God exists? Part 2 Explore ways of knowing.</p>

	<p>Explore the Christian understanding of What God is like, using examples and evidence Answer assessment questions and create glossary of terms.</p> <p>Define theist, atheist and agnostic.</p> <p>Sort descriptions and give 3 reasons Fact, belief or opinion</p> <p>What do Christians believe?</p>	<p>Explore the impact of believing or not believing in God on someone's life. Good news/ Bad news. Sort articles that depict a good world and those which depict a bad world: Who is responsible?</p> <p>Class discussion: Is the world more bad than good? Include - Are newspapers the best of way discerning this? What do we mean by "bad" and "good"?</p> <p>Introduce difference between natural and moral evil. What does this mean for our understanding of the nature and existence of God? Is God responsible?</p> <p>In groups, use one of their 'bad world' stories to create their own news report for "God Watch News" of different POV.</p>	<p>Investigate ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Find natural objects outside and discuss if they are accidents, random, or designed?</p> <p>Do all Christians think the same about creation? How does this effect their lives?</p> <p>Write questions/responses to statements for and against design and creation around the room</p> <p>Assessment Indicator: Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p>	<p>Investigate ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Do all Christians think the same about creation? How does this effect their lives?</p> <p>Write questions/responses to statements for and against design and creation around the room</p>	<p>Consider different views on why people believe in God or not, including their own ideas. Introduce simple "big bang" theory. Add responses/reflections/ questions onto a final poster responding to this saying: "God caused the big bang that created the universe."</p> <p>Think about who might agree and disagree and why.</p> <p>P4C: Can you be a scientist and a Christian?</p> <p>Assessment Indicator: Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples Present different views on why people believe in God or not, including their own ideas.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW Niveau Rouge Module 4</p> <p>To create some written compound sentences To show accurate agreement between noun and adjective.</p> <p>Intercultural learn about ordinal numbers learn about the 1^{er} arrondissement</p> <p>Writing Write sentences about Jolieville including adjectives and correct use of un and une and how it affects spelling of the adjective. Mais il n'ya pas de</p> <p>Assessment indicator: Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial</p>	<p>Catherine Cheater SOW Niveau Rouge Module 4</p> <p>To revise information about where I live.</p> <p>To verbally count to the number 40.</p> <p>To know 5 more feminine nouns: places in town</p> <p>Speaking and reading Using slide with information about places - practise with a partner describing a place.</p> <p>Practise counting to 40.</p> <p>Reading Learn 5 new feminine nouns and put in simple sentences qu'est-ce que c'est ?</p> <p>French text Loup y es-tu?</p>	-	<p>Catherine Cheater SOW Niveau Rouge Module 4</p> <p>To learn about the time difference between Paris and Tokyo.</p> <p>To Revise the use of negative adverb pas...de pas...d' with the new feminine nouns and so create sentences consisting of main and subordinate clause using a speaking frame.</p> <p>Revise the concept of elision, with a focus on pas de/pas d'</p> <p>Speaking Practise speaking sentence: Quand il est a Paris il est ... a Tokyo Practise speaking sentences using the negative adverb and new feminine nouns</p>	<p>Catherine Cheater SOW Niveau Rouge Module 4</p> <p>To Revise the use of negative adverb pas...de pas...d' with the new feminine nouns and so create sentences consisting of main and subordinate clause.</p> <p>Revise the concept of elision, with a focus on pas de/pas d'</p> <p>Writing With the support of a writing frame create complex sentences using the new feminine nouns, the adjectives petite and grande and the negative adverb pas de pas d' (with words that begin with vowels)</p> <p>Assessment Indicators: To be able to write complex</p>

	<p>phrase e.g. Ask and answer a wider</p> <p>French text Loup y es-tu? https://youtu.be/TTDVbaDnH04</p>	https://youtu.be/TTDVbaDnH04		<p>Focus on the concept of elision.</p> <p>Intercultural Ask and answer questions to extend knowledge about the arrondissements in Paris.</p> <p>Spring song: Promenons-nous dans les bois (Let's stroll in the woods) https://www.youtube.com/watch?v=e4fhqWofgDk</p> <p>French text Loup y es-tu? https://youtu.be/TTDVbaDnH04</p>	<p>sentences including a negative adverb. To use correct agreement between noun and adjective.</p> <p>French text Loup y es-tu? https://youtu.be/TTDVbaDnH04</p>
<p>Design and Technology -Design -Make -Evaluate -Food Technology</p> <p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>DT-Food Technology</p> <p>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.</p>	<p>DT-Food Technology</p> <p>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.</p>	DT linked to National Science Week.	<p>DT-Food Technology</p> <p>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.</p>	<p>DT-Food Technology</p> <p>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. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Demonstrate how to measure out, cut, shape and combine and mix ingredients. Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</p> <p>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</p>

					the source of different food products. Know and use relevant technical and sensory vocabulary.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p>To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats.</p> <p>To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p>To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats.</p> <p>To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p>To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats.</p> <p>To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p>To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats.</p> <p>To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p>To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats.</p> <p>To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Talk about what the song or piece of music might mean.</p> <p>Assessment Indicators: <i>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.</i></p>
Outdoor Learning	Minor: (Science) Size and distance of planets with chalk	Minor: (Geography) Migration simulation	Major: (Maths/Geography) Maths mat population graph	-	Major: (Geography) Population Fieldwork in Cheadle 26.03.26

Enhancements Visits and Visitors				Wonderdome Mobile Planetarium Visit 19.03.26	Population Fieldwork in Cheadle 26.03.26
Parental Engagement				Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	Sharing engineering a product linked to our big question. 25.03.26 9.15am
Whole School and National Events		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.