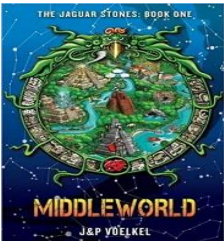
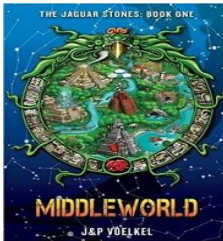
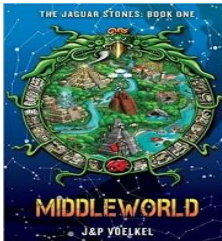
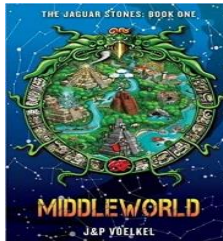
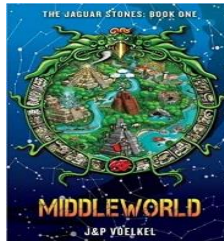
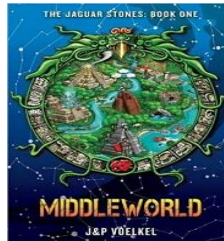




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 1 2024**  
**Phase Upper Key Stage 2 Year Group 5**



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
<b>Big Question</b>	<b>Savages of South America: How did the Maya get their blood-thirsty reputation?</b>					
<b>Connected Concepts</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>
<b>Book Studies</b>	<b>Middleworld by J&amp;P Voelkel</b> 	<b>Middleworld by J&amp;P Voelkel</b> 	<b>Middleworld by J&amp;P Voelkel</b> 	<b>Middleworld by J&amp;P Voelkel</b> 	<b>Middleworld by J&amp;P Voelkel</b> 	<b>Middleworld by J&amp;P Voelkel</b> 
<b>Children steering learning....</b>	Find out about who the Ancient Maya were and what their civilization was like. Write diary entries from the point of view of a child living in a tribe of Ancient Maya. Explore the daily life in Ancient Maya and create a scratch quiz using our knowledge on the historic civilisation. Find out about what the Maya invented that we still have today. Debate whether we agree with the Maya participating in human sacrifices and explore why the civilisation may have been led to do this. Try foods that the Maya ate and design our own versions inspired by their way of life. Compare the lives of the Ancient Maya to the present Maya tribes.					
<b>English</b>	<b>Middleworld</b>	<b>Middleworld</b>	<b>Middleworld</b>	<b>Middleworld</b>	<b>Middleworld</b>	<b>Middleworld</b>
<b>Reading</b> -Word reading -Comprehension	Read with fluency and accuracy, making reasoned predictions from the author's choice of illustrations and blurb. Develop skim and scanning skills for quick retrieval.	Generate/answer VIPERS questions about the text using evidence to support inferences.	Explain the meaning of authors word choices using this to write a letter from Max to Uncle Ted, explaining how he feels.	Make inferences and use evidence from the text to explain the meaning of authors word choices.	Use evidence to summarise themes and make comparisons across a text, making comparisons within and across literature - characters, settings, behaviours.	Summarise the main themes and messages portrayed.
<b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary entry - Life in Ancient Maya.  <u>Phase 1 - Understanding as a reader.</u> Understand the character and setting of the diary entry through a drama hook.	Diary entry - Life in Ancient Maya.  <u>Phase 3 - Composition and editing.</u> Write a diary entry based on an archaeological discovery, following either a success criteria or self-assessing using a checklist.  Respond to marking with purple polish.	<u>Phase 1 - Understanding as a reader.</u> Summarising the arguments and having a class debate  <u>Phase 2 - Understanding as a writer.</u> Identify features of a debate text.	<u>Speeches/debates.</u>  <u>Phase 3 - Composition and editing.</u> Introduce sentences in different ways including verb, adverbial and emotion openers.  Edit and improve with purple pen.	<u>Non-chronological report South America.</u>  <u>Phase 1 - Understanding as a reader.</u> Hook: Create a Maya fact file.  <u>Phase 2 - Understanding as a writer.</u>	<u>Non-chronological report South America</u>  <u>Phase 3 - Composition and editing.</u> Use some organisational and presentational devices to structure text and to guide the reader.

	<p>Understand as a reader through correct or not correct and role on the wall.</p> <p>Define and use ambitious vocab</p> <p><b>Phase 2 - Understand as a writer.</b></p> <p>Use subordinate and relative clauses with correct punctuation.</p> <p>Use ambitious and stylistic sentence types: outside (inside) and three of a kind.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>		<p>Define and use ambitious vocabulary.</p> <p>Write own rhetorical questions, repetition and conditional sentences.</p> <p>Use adverbs (e.g. perhaps, surely) or modal verbs (might, should, will, must) to indicate a degree of possibility.</p>		<p>Identify features of a non-chronological report and explain why they are used.</p> <p>Define and use ambitious vocab.</p> <p>Use compound sentences.</p> <p>Use a semi-colon accurately and effectively.</p>	
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>-Number and Place Value</b></p> <p><b>-Addition and Subtraction</b></p> <p><b>-Multiplication and Division</b></p> <p><b>-Fractions</b></p> <p><b>Measurement</b></p> <p><b>-Geometry</b></p> <p><b>Properties of shapes</b></p> <p><b>-Geometry Position and Direction</b></p>	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°).</p> <p>Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°) other multiples of 90°</p> <p>Learn to use a 90 degree angle checker and a protractor to identify, classify and order angles of turn.</p> <p>Use protractors to measure angles on straight lines and use knowledge of internal angles to solve missing number problems.</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Identify different types of triangles and their properties.</p> <p>Name and describe quadrilaterals using properties.</p> <p>Use sorting diagrams to classify shapes.</p> <p>Identify shapes from property clues.</p> <p>Use nets to identify 3d models and use appropriate vocabulary to describe their properties.</p>	<p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Use coordinates to describe the position of shapes.</p> <p>Reflect and translate regular and irregular shapes across the mirror lines.</p>	<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Explore what area and perimeter are.</p> <p>Calculate area and perimeter of rectangles before moving onto composite shapes.</p> <p>Measure area and calculate perimeter on different scales using parts of the building and school grounds.</p>	<p>Multiply numbers up to 4 digits by a one-digit number (Multiply a two-digit number by a two-digit number) or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Develop fluency and accuracy with formal written methods.</p>	<p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (deciding which operations and methods to use and why).</p> <p>Use a range of toolkit activities and problems to apply skills.</p>

<p><b>Science</b>  <b>-Working Scientifically to observe, connect, respond</b>  <b>-Biology</b>  <b>-Chemistry</b>  <b>-Physics</b></p>	<p><b>Forces and Magnets.</b>          Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.          Use newton metres and scales to measure mass and weight and know the difference between these terms.          Identify patterns in results to make generalisations.  <u><b>Assessment Indicator:</b></u>  <i>Demonstrate the effect of gravity acting on an unsupported object.</i></p>	<p><b>Forces and Magnets.</b>          Identify the effects of air resistance, water resistance and friction that act between moving surfaces.          Plan a fair test involving air resistance and gyrocopters.          Carry out a test and record results with accuracy.</p>	<p><b>Forces and Magnets.</b>          Identify the effects of air resistance, water resistance and friction that act between moving surfaces.          Present results and present findings by drawing conclusions and explaining observations.</p>	<p><b>Forces and Magnets.</b>          Use test results to make predictions to set up further comparative and fair tests.          Generate a new way to test air resistance.          Ensure a fair test and carry out the investigation.          Explain the results.</p>	<p><b>Forces and Magnets.</b>          Identify the effects of air resistance, water resistance and friction that act between moving surfaces.          Carry out a test and record results and observations.          Draw conclusions.  <u><b>Assessment Indicator:</b></u>  <i>Give examples of friction, water resistance and air resistance.          Give examples of when it is beneficial to have high or low friction, water resistance, and air resistance.          TAPs focussed assessment. Spinners.</i></p>	<p><b>Forces and Magnets.</b>          Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.          Make our own catapults using knowledge of levers.  <u><b>Assessment Indicator:</b></u>  <i>Demonstrate how pulleys, levers and gears work.</i></p>
<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b>  <b>-Health and Well-Being</b>  <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Identify some factors that affect emotional health and wellbeing.          Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.          Know how to keep building my own self-esteem.          Explore what makes them unique by considering their own personal qualities and techniques to support boosting self-esteem. (Mutual respect)</p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Know strategies for keeping physical and emotionally safe - including online safety.          Understand that belonging to an online community can have positive and negative consequences.          Recognise when an online community feels unsafe or uncomfortable.          To use discussion cards and decide upon actions to take in scenarios when faced with challenges online. (Individual liberty)</p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Know strategies for keeping physical and emotionally safe - including online safety.          Understand there are rights and responsibilities in an online community or social network.          Recognise when an online community is helpful or unhelpful to me.          Refer to rights and responsibilities in order to make educated decisions about using the internet. (Democracy)</p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Identify some factors that affect emotional health and wellbeing.          Know strategies for keeping physical and emotionally safe - including online safety.          Know there are rights and responsibilities when playing a game online.          Recognise when an online game is becoming unhelpful or unsafe.          To be given scenario cards regarding gaming online and make well-informed decisions and judgements based upon their new knowledge. (Responsibility)</p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Identify some factors that affect emotional health and wellbeing.          Recognise when I am spending too much time using devices (screen time).          Identify things I can do to reduce screen time, so my health isn't affected.          To be given screen time problems in which they must identify appropriate solutions in order to complete the balancing activity. (Responsibility)</p>	<p><b>PSHEE Jigsaw SOW: Relationships</b>          Recognise that their actions affect themselves and others.          To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.          Explain how to stay safe when using technology to communicate with my friends.          Recognise and resist pressures to use technology in ways that may be risky or may</p>

						<p>cause harm to myself or others. To use digital programming to create SMART posters in order to demonstrate understanding of online safety. (Rule of law)</p> <p><b>Assessment Indicator:</b> Explain how to stay safe when using technology to communicate with my friends.</p>
<p><b>Physical Education</b> -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.  THEME: Rock 'n' Roll.  To copy and repeat movements in the style of rock 'n' roll.  Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll.  Outdoor PE Rounders.  Understand and apply the rules.  To understand the bowling action and understand the role of the bowler To develop passing and moving.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.  THEME: Rock 'n' Roll  To work with a partner to copy and repeat actions in time with the music.  Use bouncy, lively and quick dynamics in your performance.  Use counts of 8 to keep in time and help to remember the order of actions.  Outdoor PE Rounders.  To develop batting technique.  <b>Assessment Indicator:</b> Understand that stance is important to allow me to be balanced as I hit.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.  THEME: Rock 'n' Roll  To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.  Use different levels and formations in your dance to make it look interesting.  <b>Assessment Indicator:</b> Suggest ways to improve own and other peoples work using key terminology.  Outdoor PE Rounders.  To make decisions about where and when to send the ball to stump a batter out.  <b>Assessment Indicator:</b> Understand where to throw the ball in relation to where a batter is.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.  THEME: Ancient Maya  To develop set choreography inspired by a Mayan god.  Use counts to help you to stay in time with each other  <b>Assessment Indicator:</b> Use counts when choreographing to stay in time with others and the music.  Outdoor PE Rounders.  To develop a variety of fielding techniques and when to use them in a game.  <b>Assessment Indicator:</b> Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.  THEME: Ancient Maya  To choose actions to create a motif in a given character with consideration of dynamics, space and relationships  Consider the quality of performance of each action.  Use counts to help you stay in time with your group.  <b>Assessment Indicator:</b> Choreograph phrases individually and with others considering actions and dynamics. Refine the use of actions, dynamics, relationships and space in dance in response to a stimulus.  Outdoor PE Rounders.  To develop long and short barriers in fielding and understand when to use them.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Dance  THEME: Ancient Maya  To use structure to choreograph a dance performance.  Consider how each action is performed when changing the dynamic.  Consider the quality of performance of each action.  <b>Assessment Indicator:</b> Accurately copy and repeat set choreography. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Use feedback provided to improve own work.  Outdoor PE Rounders.  <b>Assessment Indicator:</b> To apply the rules and skills you have learnt to play in a rounder's tournament</p>

<p><b>Computing</b></p>	<p><b>Creating Media Videos.</b></p> <p><b>Identify what makes an effective video.</b> Analyse videos have been created using green screen technology.</p> <p>Discuss how they would have been made.</p> <p>Tinker time: Explore using Doink green screen app.</p> <p>Plan our own green screen videos.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Create a storyboard.</b> Map out the different stages of our videos.</p> <p>Identify the images that will be needed and generate a script for each section.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Capture video using a range of techniques.</b> Use the ipads to record themselves delivering each section of their scripts.</p> <p>Use Doink green screen effects to generate sections of video.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Capture video using a range of techniques.</b> Use the ipads to record themselves delivering each section of their scripts.</p> <p>Use Doink green screen effects to generate sections of video.</p> <p><b><u>Assessment Indicator:</u></b> <i>Decide on filming techniques to be used and create and save video content.</i></p>	<p><b>Creating Media Videos.</b></p> <p><b>Identify where a video can be improved through reshooting and editing.</b> Check the footage and evaluate how successful each part is.</p> <p>Use I-movie to combine video elements and refine them with titles, voice overs or soundtracks.</p> <p><b><u>Assessment Indicator:</u></b> <i>Review how effective my video is and decide where editing is necessary.</i></p>	<p><b>Creating Media Videos.</b></p> <p><b>Consider the impact of the choices made when making and sharing a video.</b> Evaluate videos created against original plans.</p> <p>Self-evaluation and peer evaluation.</p> <p><b><u>Assessment Indicator:</u></b> <i>Recognise that choices made when making a video will impact the quality of the final outcome.</i></p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Locational and Place Knowledge</li> <li>-Field Work</li> <li>-Using Globes, Maps and Plans</li> </ul>		<p><b>Minor:</b></p> <p><b>Name and locate the world's countries, focusing on Central America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b></p> <p>Locate central America and the countries it comprises of.</p> <p>Identify capital cities of each country.</p> <p>Identify where major Maya civilisations were located in relation to modern day cities.</p> <p><b><u>Assessment Indicator:</u></b> <i>Name and locate some of the world's countries, focusing on North America. (USA and Canada) and Central America.</i></p>		<p><b>Minor:</b></p> <p><b>Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen. (Maya)</b></p> <p>Use a variety of maps to locate natural resources across central America - show these on maps using keys.</p> <p><b><u>Assessment Indicator:</u></b> <i>Describe the distribution of natural resources including energy, food, minerals and water in the continents &amp; countries studied.</i></p>		

<p><b>History</b></p> <ul style="list-style-type: none"> <li>-Chronology</li> <li>-Concepts</li> <li>-Interpretation</li> <li>-Enquiry</li> <li>-Communication</li> </ul>	<p><b>Major:</b> Use primary and secondary sources of evidence to learn about life in an Ancient Maya city state. Look at primary and secondary sources from Ancient Maya. Explore - what can we find out?</p>	<p><b>Major:</b> <i>Compare Anglo-Saxon Britain with the Maya civilisation through</i> -achievements -invasion -<b>beliefs</b> -<b>society</b> -<b>legacy</b> <b>(and housing, food, entertainment)</b> Retrieve knowledge from Viking and Saxon pagan beliefs.  Introduce Maya religious beliefs and spot similarities and differences between the two.</p>	<p><b>Major:</b> <i>Compare Anglo-Saxon Britain with the Maya civilisation through</i> -<b>achievements</b> -invasion -<b>beliefs</b> -<b>society</b> -<b>legacy</b> <b>(and housing, food, entertainment)</b> Retrieve knowledge from Viking and Saxon achievements.  Be introduced to Maya achievements comparing the two and rank them, leading to a debate to justify their thoughts,  Ensure ideas are backed up from knowledge and understanding they have gained.</p>	<p><b>Major:</b> <b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>  <u>Assessment Indicator:</u> <i>Make links between different features of a society to make sense of the world lived in by people in the past.</i>  Sort and interpret a pieces of evidence (Primary &amp; secondary, Saxon, Viking &amp; Maya).</p>	<p><b>Major:</b> <b>Identify consequences, recognising and explaining how and why these consequences occurred and the immediate and long term impacts.</b> Identify the cause and effect of Spanish explorers on Ancient Maya - a positive and/or negative impact?  <u>Assessment Indicator:</u> <i>Can explain rather than list or just describe causes.</i></p>	<p><b>Major:</b> <b>Use sources to interpret bias - e.g. 'bloodthirsty' Ancient Maya</b>  <b>Identify why viewpoints differ and why bias might skew these viewpoints.</b> Study pieces of evidence and ask questions about the makers/authors intentions.  <u>Assessment Indicator:</u> <i>Explain beliefs and attitudes in terms of why people might have had those ideas. Understand that some interpretations might be more accurate &amp; reliable than others, by use of their own background knowledge e.g. This shows all the Maya to be bloodthirsty but we know...</i></p>
<p><b>Religious Education, Beliefs and Values</b></p> <ul style="list-style-type: none"> <li>-Believing</li> <li>-Expressing</li> <li>-Living</li> </ul>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  Answer assessment questions and create glossary of terms.  Define theist, atheist and agnostic.  Sort descriptions and give 3 reasons Fact, belief or opinion What do Christians believe?</p>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  Good news/ Bad news. Sort articles that depict a good world and those which depict a bad world: Who is responsible?  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"?  Introduce difference between natural and</p>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  Find natural objects outside and discuss if they are accidents, random, or designed?  Do all Christians think the same about creation? How does this effect their lives?  Write questions/responses to statements for and against design around the room  <u>Assessment Indicator:</u> <i>Express thoughtful ideas</i></p>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  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."  Think about who might agree and disagree and why.  In groups write and deliver a speech either for or against the statement</p>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  <b>P4C: Stimulus - Can you be a scientist and a Christian?</b>  <u>Assessment Indicator:</u> Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p>	<p><b>BELIEVING</b> <b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.  Write a debate text using the sentence stems to build both sides of the debate.  Answer the guided question in closing paragraph.  <u>Assessment Indicator:</u> <i>Outline clearly a Christian understanding of what God is like, using examples and evidence. Present different views on why people believe in God</i></p>

		<p>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><i>about the impact of believing or not believing in God on someone's life.</i></p>			<p>or not, including their own ideas.</p>
<p><b>Modern Foreign Languages-French</b></p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p><b>Catherine Cheater SOW</b></p> <p>Know and identify known adjectives in feminine and masculine form. Revise feminine nouns and the agreement between nouns and adjectives.</p> <p>Write several short sentences uses new feminine nouns.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Understand the main points and some of the detail from short written texts.</p> <p>Know, understand and respond to a range of familiar spoken words and short phrases. Re-build jumbled sentences involving adverbs of place and masculine/feminine nouns they are familiar with.</p> <p>Listen to dictations and translate to English.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Know how to use indefinite and definite articles with singular nouns. Explore new adverbs of place.</p> <p>Explore indefinite and definite rules meanings and uses in sentences.</p> <p><b>Assessment Indicator:</b> <i>Understand and respond to a growing range of familiar spoken words and phrases.</i></p>	<p><b>Catherine Cheater SOW</b></p> <p>Show understanding of known verbs and adverbs. Developing accurate pronunciation and intonation. Create spoken sentences using indefinite and definite verbs and adverbs of place learned.</p> <p>Compose sentences using the same vocabulary.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Understands adjectival agreement for masculine and feminine nouns. Know the basic language structures to be able to speak in sentences. Explore asking and telling the time.</p> <p>Listen to dictations and translate to English.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Write a few short sentences with support using expressions which they have clearly learnt. Ask and answer questions using verbs rehearsed.</p> <p>Express opinions using appropriate intonation and facial expressions.</p> <p>Build longer spoken and written sentences.</p> <p><b>Assessment Indicator:</b> <i>Ask and answer questions about telling the time. Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase.</i></p>
<p><b>Art and Design</b></p> <p>-Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p><b>Appraise.</b></p> <p>Research the work of an artist. Explore examples of work by Dan Fenelon and create a mood board. and appraise the work of Dan Fenelon.</p>	<p><b>Evaluate.</b></p> <p>Research the work of an artist and use this knowledge to replicate a style. Evaluate pieces of artwork by Dan Fenelon to explore his use of colour and messages within his art.</p> <p>Recognise the use of complimentary and harmonious colours.</p>	<p><b>Evaluate.</b></p> <p>Create forms and movement using own choice of pencil, focusing on line, tone and shape. Practice techniques to recreate the style of Dan Fenelon's art works.</p>	<p><b>Creating.</b></p> <p>Make complimentary colour choices based on the colour wheel. Design our own artwork inspired by Dan Fenelon on Ancient Maya. Designing Ancient Mayan head dresses.</p>	<p><b>Creating.</b></p> <p>Recognise and use complimentary colours. Use plans to create our own Maya head dresses.</p>	<p><b>Evaluate.</b></p> <p>Recognise and use complimentary colours. Use plans to create our own Maya head dresses. Evaluate our artwork.</p> <p><b>Assessment Indicator:</b> Create and Evaluate Artwork inspired by Dan Fenelon.</p>

<p><b>Music</b>  <b>-Listen and Appraise</b>  <b>-Singing</b>  <b>-Instruments</b>  <b>-Improvisation</b>  <b>-Composition</b></p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Listen and Respond/Singing.  Look Into The Night by Joanna Mangona and Chris Taylor.</p> <p>Playing instrumental Parts.</p> <p><b><u>Assessment Indicator:</u></b>  Use appropriate musical language to describe and discuss the music.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Listen and Respond.  The Lark Ascending by Ralph Vaughan Williams</p> <p>Singing  Look Into The Night by Joanna Mangona and Chris Taylor</p> <p>Improvising and Composing with the song</p> <p><b><u>Assessment Indicator:</u></b>  Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.  Improvising over a simple groove, responding to the beat and creating a satisfying melodic shape.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Listen and Respond/Singing  Breathe by Joanna Mangona and Pete Readman</p> <p>Playing - Play instrumental parts.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Listen and Respond  Stay Connected by Supaman.</p> <p>Singing  Breathe by Joanna Mangona and Pete Readman</p> <p>Improvising and Composing with the song.</p> <p><b><u>Assessment Indicator:</u></b>  Describe how their melodies were created.  Successfully create a melody in keeping with the style of the backing track.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Listen and Respond/Singing  Keeping Time by Joanna Mangona and Pete Readman</p> <p>Performing.</p> <p><b><u>Assessment Indicator:</u></b>  Sing as part of a choir and in unison with confidence.  Demonstrate excellent singing posture.  Connect with and trying to understand the meaning, emotion and intent of the song.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Musicianship  Understanding music and improvising together.</p> <p>Singing - a song of their choice.</p> <p>Playing with the song.  Performing.</p> <p><b><u>Assessment Indicator:</u></b>  Rehearse and performing their parts within the context of the unit song with confidence.  Play together with everybody while keeping the beat.</p>
<p><b>Enhancements</b>  <b>Visits and Visitors</b></p>			<p>Maya past productions workshop 30.04.24</p>	<p>Into the forest day 09.05..24</p>		
<p><b>Parental Engagement</b></p>						<p>Sports Day KS2 23.05.24 9.15 am</p>
<p><b>Whole School and National Events</b></p>	<p>Class Photographs 17.04.24</p>	<p>Earth Day 22.04.24  Saint Georges Day 23.04.24</p>				

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.