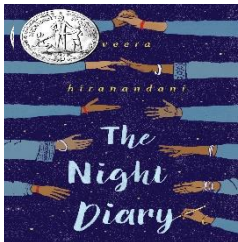
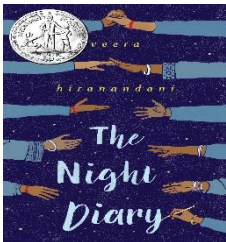
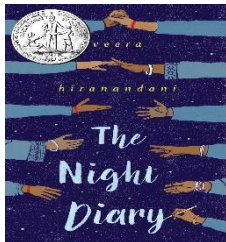
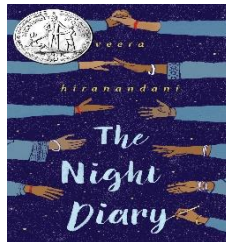
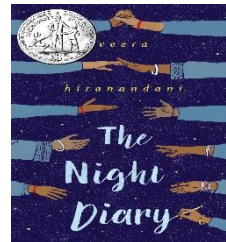




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025**  
**Phase Upper Key Stage 2 Year Group 5**



	<b>Week 1</b> <b>Wk Beg 28.04</b>	<b>Week 2</b> <b>Wk Beg 05.05</b>	<b>Week 3</b> <b>Wk Beg 12.05</b>	<b>Week 4</b> <b>Wk Beg 19.05</b>	<b>Week 5</b> <b>Wk Beg 09.06</b>
<b>Big Question</b>	<b>Why does Population Change?</b>				
<b>Connected Concepts</b>	<b>Appreciation Significance Influence</b>	<b>Appreciation Significance Influence</b>	<b>Appreciation Significance Influence</b>	<b>Appreciation Significance Influence</b>	<b>Appreciation Significance Influence</b>
<b>Key Concepts</b>	<b>Push factors Pull factors Immigration</b>	<b>Push factors Pull factors Immigration</b>	<b>Push factors Pull factors Immigration</b>	<b>Push factors Pull factors Immigration</b>	<b>Push factors Pull factors Immigration</b>
<b>Book Studies</b>	<b>The Night Diary By Veera Haranandani</b> 	<b>The Night Diary By Veera Haranandani</b> 	<b>The Night Diary By Veera Haranandani</b> 	<b>The Night Diary By Veera Haranandani</b> 	<b>The Night Diary By Veera Haranandani</b> 
<b>Children steering learning....</b>	Where in the world has the highest and lowest population? Which places have been most affected by population change in the last 10 years? What are the reasons that people would choose to move to or leave a city? Do cities want to raise or decrease their population? How do we know about the population of different places? Which continents have the highest population? Are the places with the highest population often the biggest cities? Does having higher population make a city have more money?				
<b>English</b>	<b>Whole class text - The Night Diary</b>	<b>Whole class text - The Night Diary</b>	<b>Whole class text - The Night Diary</b>	<b>Whole class text - The Night Diary</b>	<b>Whole class text - The Night Diary</b>
<b>Reading</b> <b>-Word reading</b> <b>-Comprehension</b>	<b>Reading</b> - Make detailed and justified predictions using the front cover, blurb and title of a text.	<b>Reading</b> - Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary.	<b>Reading</b> - Respond to diary entries of the book using VIPERS skills, using knowledge of PEE to make detailed inferences based upon a text.	<b>Reading</b> - Explore key themes within the text and draw upon multiple key pieces of evidence to support their findings.	<b>Reading</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.
<b>Writing</b> <b>-Transcription</b> <b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b>	Draw upon prior knowledge of prediction in order to refine key skills.  Develop fluency when reading aloud and retrieve information at speed.  <b>Non-Chronological Report</b>	Develop fluency when reading aloud and retrieve information at speed.  <b>Non-Chronological Report</b> <b>Phase 2 - Understanding as a Writer</b> Introduce semi-colon expanded list. Write sentences using semi-	Develop fluency when reading aloud and retrieve information at speed.  <b>Non-Chronological Report</b> <b>Phase 3 - Planning, Editing and Composition</b>	Develop fluency when reading aloud and retrieve information at speed.  <b>Cinquain Poetry</b> <b>Phase 1 - Understanding as a Reader</b> Read the different poems about population push and pull factors	Develop fluency when reading aloud and retrieve information at speed.  <b>Cinquain Poetry</b>

	<p><b>Phase 1 – Understanding as a reader</b> Text detectives about the Non-chronological report based on population changes – recorded using Seesaw.</p> <p><b>Phase 2 – Understanding as writer</b> Identify the structural, language and sentence features of a non-chronological report, identifying the purpose and the type of feature.</p> <p><b>Phase 3 – Understanding as a writer</b> 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. 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>and change. Children match up the poem to the title and justify their thinking (summarise) then write alternative titles and justify their thinking.</p> <p><b>Phase 2 – Understanding as writer</b> 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><b>Phase 3 – Understanding as a writer</b> Find the meaning of different examples of tier II vocabulary to use effectively within cinquain poetry.</p> <p>Write poetic phrases using imagery, figurative language and tier II vocabulary.</p>	<p><b>Phase 2 – Understanding as a writer</b> Generate phrases to capture the rise and fall of population in different places, and the reasons for changing population.</p> <p>Write their own cinquain poems about changing population, following the structure, rhythm and syllable patterns within cinquain poetry.</p> <p>Children edit, redraft and revise Cinquain poems.</p> <p>Children perform Cinquain poems and use TAG to provide feedback to peers about Cinquain poems.</p>
<b>Tier II Vocabulary</b>	Metropolitan Diverse Densely populated Amenities Teeming Advances Deprived Significant International			Expansion Rapid Evolve Humanity Unique Influence Increase Stifling Enriching	
<b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions  <b>Measurement</b>	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.  Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identify different types of triangles and their properties.  Name and describe quadrilaterals using properties.  Use sorting diagrams to classify shapes.	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. Use coordinates to describe the position of shapes in two quadrants and in four quadrants as a challenge.  Draw and label a pair of axes in all two quadrants with equal scaling. This extends their	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.  Estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] Explore what area and perimeter are.  Calculate area and perimeter of rectangles before moving onto composite shapes.	National Numeracy Week Focus: Money linked to multiplication and division  Multiply and divide numbers up to 4 digits by a one-digit number using a formal written method, including short multiplication and short division.  Interpret remainders appropriately for the context  Solve problems involving multiplication and division	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.  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.

<b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position</b> <b>and Direction</b>	<p>Identify shapes from property clues.</p> <p>Use nets and 2D representations to identify 3d models and use appropriate vocabulary to describe their properties.</p> <p><b><u>Assessment Indicator:</u></b>  <i>To identify the differences between regular and irregular polygons using reasoning about equal sides and angles.</i></p>	<p>Knowledge of one quadrant to all two quadrants, including the use of negative numbers.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot points and draw sides to complete given polygon.</p> <p>Reflect and translate regular and irregular shapes across the mirror lines.</p> <p>Draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the two quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3); (a, b) and (a+d, b+d) being opposite vertices of a square.</p>	<p>Measure area and calculate perimeter on different scales using parts of the building and school grounds.</p> <p>Using practical apparatus and drawings work out the volume of cuboids.</p> <p><b><u>Assessment Indicators:</u></b>  <i>To be able to calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</i>  <i>To estimate and calculate volume and capacity.</i></p>	<p>including using their knowledge of factors and multiples, squares and cube.</p> <p>Revisit methods for short multiplication and division.</p> <p>Apply this to solving problems based around money.</p>	<p>Use a chunking method to divide numbers up to 4 digits by a 2 digit number.</p> <p>Develop fluency and accuracy with formal written methods using toolkit activities</p> <p><b><u>Assessment Indicator:</u></b>  <i>To be able to use short multiplication and division for whole numbers and decimals</i></p>
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<p><b>Animals including humans</b></p> <p><b>Changes in humans before and after birth.</b></p> <p>Touch upon the development of the human in the womb and then discuss in detail the development of the babies first year.</p> <p>Produce a timeline of first year's development.</p> <p><b><u>Assessment Indicator:</u></b>  <i>Explain how a baby changes physically as it grows and also what it is able to do.</i></p>	<p><b>Animals including humans</b></p> <p><b>Changes in childhood.</b></p> <p>Describe changes in humans as they develop through childhood.</p> <p>Collect data on children's height from reception to year 6 and plot on a graph.</p> <p><b><u>TAPs focussed assessment:</u></b>  Growth survey. Pattern seeking.</p>	<p><b>Animals including humans</b></p> <p><b>Changes in puberty.</b></p> <p>Describe the changes females and males go through during puberty.</p> <p><b><u>Assessment Indicator:</u></b>  <i>Explain the changes that takes place in boys and girls during puberty.</i></p>	<p><b>Animals including humans</b></p> <p><b>Changes in old age.</b></p> <p>Describe changes in humans as they develop into old age.</p> <p>Annotate a picture of themselves older with possible changes.</p>	<p><b>Animals including humans</b></p> <p><b>Comparing human gestation with animal gestation.</b></p> <p>Gather data on gestation period, litter size, life expectancy and size of mammal and plot the information into graphs to be able to hypothesis patterns.</p>
<b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b>	<p><b>PSHEE Jigsaw SOW</b>  <b>Healthy Me</b></p> <p>Understand how the media, social media and celebrity culture promotes certain body types.</p>	-	<p><b>PSHEE Jigsaw SOW:</b>  <b>Relationships</b></p> <p>Know strategies for keeping physical and emotionally safe - including online safety.</p>	<p><b>PSHEE Jigsaw SOW:</b>  <b>Dreams and Goals</b></p> <p>Know about a range of jobs and explore how much money people make from certain jobs.</p>	<p><b>PSHEE Jigsaw SOW:</b>  <b>Dreams and Goals</b></p> <p>Understand that communicating with someone in a different culture means we can learn from each other.</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>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.</p> <p>Explore children's thoughts/relationship with food. Discuss some people having negative relationships with food. (All nine protected characteristics)</p>		<p><b>Recognise when an online community feels unsafe or uncomfortable.</b></p> <p>Understand there are rights and responsibilities in an online community or social network. (BV-Individual Liberty/Respect/Tolerance) (PC-Gender/Sex/Age)</p>	<p>Rank jobs from what they deem most important to least important before exploring the salaries of different job roles.</p> <p>Identify their ideal job before moving onto identify what they would need in order to be successful in this career. (BV-Individual Liberty) (All nine protected characteristics)</p>	<p>Discuss children from other cultures and make comparisons between what their dreams and goals might be and our own. Discuss what we may be able to offer other countries. (BV-Individual Liberty, Tolerance/Respect/Race and Religion)</p> <p><b>Assessment Indicators:</b> <i>Explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. Evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</i></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><b>Symmetrical and Asymmetrical balances with rolls</b></p> <p><b>To explore different methods of travelling,</b> Develop sequences to include linking actions in both canon and synchronisation, rolls and symmetrical and asymmetrical balances.</p> <p><b>Assessment Indicator:</b> <i>Create and perform sequences using apparatus, individually and with a partner.</i></p> <p>Outdoor PE Rounders</p> <p><b>To develop throwing and catching and adapt them appropriately.</b> Learn about the ready position in time to catch a ball. Keep eyes on ball, cradle the hands. Rolling and retrieving the ball.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Symmetrical and Asymmetrical balances with rolls</b></p> <p>Outdoor PE Rounders.</p> <p><b>To develop bowling technique and perform the technique within the rules of the game.</b> Practising bowling using techniques such as pointing hand at target before releasing the ball, step forward with opposite foot to throwing arm.</p> <p><b>Assessment Indicator:</b> <i>Understand that stance is important to allow me to be balanced as I hit.</i></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Symmetrical and Asymmetrical balances with rolls</b></p> <p><b>To develop a sequence with a partner on apparatus</b> Develop sequences to include linking actions in both canon and synchronisation, rolls and symmetrical and asymmetrical balances. Assess performance and suggest improvements.</p> <p><b>Assessment Indicator:</b> <i>Create and perform sequences using apparatus, individually and with a partner.</i></p> <p>Outdoor PE Rounders</p> <p><b>To develop batting skills: identify when I am successful and what I need to do to improve.</b> Practise batting skills such as: stand sideways to the bowler,</p>	<p><b>Sports Day</b> Outdoor PE Rounders.</p> <p><b>To develop a variety of fielding techniques and when to use them in a game.</b> Practise skills such as be in a ready position. Focus on speed of the ball to decide which technique to use. Throw quickly towards a target. To work collaboratively within a team.</p> <p><b>Assessment Indicator:</b> <i>Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</i></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p>THEME: Mayan Dance</p> <p><b>To work collaboratively with a group to choreograph a dance inspired by a Mayan God</b> Use counts to help you stay in time.</p> <p>Use different levels and formations in your dance to make it look interesting.</p> <p><b>Assessment Indicator:</b> <i>Suggest ways to improve own and other peoples work using key terminology.</i></p> <p>Outdoor PE Rounders</p> <p><b>To understand the need for tactics and when to use them.</b> Learn when to run into a free space. Decide when it is best to stump a batter out.</p>

	Practise underarm throwing and catching the ball both low and high.		transfer weight from back to front foot and follow through in the target direction. Identify what I need to improve for my batting to be successful.  <u><b>Assessment Indicator:</b></u> Understand where to throw the ball in relation to the batter.		Show good sportsmanship regardless of the result.  <u><b>Assessment Indicator:</b></u> To apply the rules until you have learnt to play in a rounder's tournament.
<b>Computing</b> -Code -Connect -Communicate -Collect	<b>Creating Media Videos.</b>  Identify what makes an effective video.  Capture video using a range of techniques. Explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles, considering how different camera angles can be used for different purposes.  <u><b>Assessment Indicators:</b></u> Compare features in different videos. Experiment with camera angles when capturing video.	-	<b>Creating Media Videos.</b>  Create a storyboard. Use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work.  <u><b>Assessment Indicators:</b></u> Suggest filming techniques for a given purpose. Decide on filming techniques to be used when planning video content.	<b>Creating Media Videos.</b>  Capture video using a range of techniques. Plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. Use their storyboards to film their videos and then import their content to video editing software. They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.  <u><b>Assessment Indicator:</b></u> Decide on filming techniques to be used and create and save video content.	<b>Creating Media Videos.</b>  Identify where a video can be improved through reshooting and editing.  Consider the impact of the choices made when making and sharing a video. Complete their video by removing unwanted content and reordering their clips. They will then export their finished video and evaluate the effectiveness of their edits. Finally, they will consider how they could share their video with others.  <u><b>Assessment Indicators:</b></u> Recognise that choices made when making a video will impact the quality of the final outcome. Review how effective my video is and decide where editing is necessary.
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	<b>Major:</b> How do human and physical features of geography act as push and pull factors for migration?  Understand what population is and what human and physical factors contribute to changes in population.  Explore key aspects of physical and human geography, including: types of settlement	<b>Major:</b> How can we use maps to understand population and land use?  Understand how to read population maps and maps relating to human factors.  Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.	<b>Major:</b> How can we compare the location of highly populated areas of the UK over time?  Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.  Explore counties and regions of the UK, understanding how	<b>Major:</b> Where in the world are the most densely populated cities?  Understand the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)  Use GIS such as digimaps and google maps. Use DigiMaps Population Density map to identify the most densely	<b>Major:</b> How are different UK cities effected by push and pull factors?  Understand that 6 figure Grid References can help find a place more accurately than 4-figure coordinates.  Understand what population is and what human and physical factors contribute to changes in population.

	<p><b>and land use, economic activity including trade links.</b></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)</p> <p><b><u>Assessment Indicator:</u></b> Describe and explain changes in population including what factors influence the demographics of places.</p>	<p>Explore maps of different types (land use, population, economic activity) and match them based on the information they provide.</p> <p><b><u>Assessment indicator:</u></b> Read thematic maps for specific purposes, such as explaining what it tells us about population data.</p>	<p><b>they have changed since Anglo-Saxon times.</b></p> <p>Make comparisons between a map indicating high population during Anglo Saxon Britain and now and consider the changes that have taken place over time.</p> <p><b><u>Assessment Indicator:</u></b> Name and locate some cities and counties of the UK that have significance with the Historical period of time covered. (Anglo-Saxons/Vikings)</p> <p><b>Investigate population and demographic trends in Cheadle.</b></p> <p>Walk into Cheadle to investigate population and demographic trends.</p> <p><b><u>Assessment Indicator:</u></b> Design and use questionnaires and surveys to collect qualitative data, presenting gathered data using tables or graphs.</p>	<p>populated parts of the world, their time zone and the area of the land.</p> <p><b><u>Assessment Indicators:</u></b> Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night) Use Digimap and Google Maps to combine area and point markers to illustrate a theme.</p>	<p>Conduct treasure hunt to use 6 figure grid references to locate the cities on own map that have been most affected by push and pull factors.</p> <p><b><u>Assessment Indicator:</u></b> Use 4 and 6-figure coordinates to locate features.</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>Minor:</b></p> <p><b>Source Enquiry</b> 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>	
<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>BELIEVING</p> <p><b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.</p> <p><b>Explore the Christian understanding of What God is like, using examples and evidence</b> Answer assessment questions and create glossary of terms.</p>	<p>BELIEVING</p> <p><b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.</p> <p><b>Explore the impact of believing or not believing in God on someone's life.</b> Good news/ Bad news. Sort articles that depict a good world and those which depict a bad world: Who is responsible?</p>	<p>BELIEVING</p> <p><b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.</p> <p><b>Investigate ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</b> Find natural objects outside and discuss if they are accidents, random, or designed?</p>	<p>BELIEVING</p> <p><b>Why do some people think God exists?</b> Part 2 Explore ways of knowing.</p> <p><b>Consider different views on why people believe in God or not, including their own ideas.</b> Introduce simple "big bang" theory. Add responses/reflections/ questions onto a final poster responding to</p>

		<p>Define theist, atheist and agnostic.</p> <p>Sort descriptions and give 3 reasons.</p> <p>Fact, belief or opinion.</p> <p>What do Christians believe?</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>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><b>Assessment Indicator:</b> Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p>	<p>this saying: "God caused the big bang that created the universe."</p> <p>Think about who might agree and disagree and why.</p> <p><b>P4C: Can you be a scientist and a Christian?</b></p> <p><b>Assessment Indicators:</b> 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><b>Modern Foreign Languages-French</b></p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Niveau Rouge SOW Module 3 lesson 15</p> <p>To create some written compound sentences.</p> <p>To show accurate agreement between noun and adjective. Learn about ordinal numbers 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. <b><u>Mais il n'ya pas de</u></b></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</p>	<p>Niveau Rouge SOW Module 4 lesson 16</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. Using slide with information about places - practise with a partner describing a place.</p> <p>Practise counting to 40</p> <p>Learn 5 new feminine nouns and put in simple sentences qu'est-ce que c'est ?</p>	<p>Niveau Rouge SOW Module 4 lesson 17</p> <p>To learn about the time difference between Paris and Tokyo.</p> <p>To Revise the use of negative adverb <i>pas...de pas...d'</i> 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 <i>pas de/pas d'</i> Practise speaking sentence: Quand il est a Paris il est ... a Tokyo</p> <p>Practise speaking sentences using the negative adverb and new feminine nouns Focus on the concept of elision.</p> <p>Ask and answer questions to extend knowledge about the arrondissements in Paris.</p>	<p>Niveau Rouge SOW Module 4 lesson 17</p> <p>To revise the use of negative adverb <i>pas...de pas...d'</i> 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 <i>pas de/pas d'</i> With the support of a writing frame create complex sentences using the new feminine nouns, the adjectives petite and grande and the negative adverb <i>pas de pas d'</i> (with words that begin with vowels)</p> <p><b>Assessment Indicators:</b> To be able to write complex sentences including a negative adverb. To use correct agreement between noun and adjective.</p>	<p>Niveau Rouge SOW Module 4 lesson 18</p> <p>To tell the time to nearest 5 minutes.</p> <p>To recognise cardinal and ordinal numbers. Practise telling the time and asking what time it is.</p> <p>Read and speak ordinal numbers.</p>
<p><b>Art and Design</b></p> <p>-Structuring and Creating</p>	<p>Art - Drawing Appraise</p>	<p>Art - Drawing Evaluating</p>	<p>Art - Drawing Evaluating</p>	<p>Art - Drawing Evaluating</p>	<p>Art - Drawing Creating</p>



<p><b>-Art Elements</b> <b>-Evaluate and Appraise</b> <b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b></p>	<p>Research the work of an artist and use this knowledge to replicate a style. Explore examples of work by Abanindranath Tagore.</p> <p>Create a mood board, and appraise the work of Abanindranath Tagore. Replicate one of his pieces.</p>	<p>Create forms using line and shape drawing and different pencil types.</p> <p>Explore line techniques to produce the outline, contours and texture of a picture.</p> <p>Practice techniques to recreate the style of Abanindranath Tagore's piece Ganesh Janani.</p>	<p>Create forms and movement using own choice of pencil, focusing on line, tone and shape.</p> <p>Explore techniques used for movement in pictures, including use of line, tone and colour.</p> <p>Practice techniques to recreate the style of Abanindranath Tagore's piece Ganesh Janani.</p>	<p>Use shading and perspective to create form and texture.</p> <p>Explore techniques used to create perspective and shading and how these can affect the mood and feeling of the picture.</p> <p>Practice techniques to create an observational drawing of the school grounds.</p>	<p>Draw their own picture based on a character from the class text.</p> <p><b><u>Assessment Indicators:</u></b> Know how to use shading to create mood and feeling. Know how to organise line, tone, shape and colour to represent movement in figures. Know how to use marks and lines to produce texture.</p>
<p><b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b></p>	<p>Charanga Model Music Curriculum B</p> <p>Musicianship Understanding music and improvising together.</p> <p>Sing 'on pitch' and 'in time'.</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>Charanga Model Music Curriculum B</p> <p>Musicianship Understanding music and improvising together.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Sing in unison and parts, and as part of a smaller group.</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 Indicators:</u></b> Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p>	<p>Charanga Model Music Curriculum B</p> <p>Musicianship Understanding music and improvising together.</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.</p> <p>Listen and Respond/Singing Breathe by Joanna Mangona and Pete Readman</p> <p>Playing - Play instrumental parts.</p>	<p>Charanga Model Music Curriculum B</p> <p>Musicianship Understanding music and improvising together.</p> <p>Understand how to rehearse a piece of music in order to improve.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</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 Indicators:</u></b> Describe how their melodies were created. Successfully create a melody in keeping with the style of the backing track.</p>	<p>Charanga Model Music Curriculum B</p> <p>Musicianship Understanding music and improvising together.</p> <p>Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Listen and Respond/Singing Keeping Time by Joanna Mangona and Pete Readman</p> <p>Performing.</p> <p><b><u>Assessment Indicators:</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>Play together with everybody while keeping the beat.</p> <p>Rehearse and performing their parts within the context of the unit song with confidence.</p>
<p><b>Outdoor Learning</b></p>		<p><b>Minor: (Science)</b> Children will be measuring other children during their break</p>	<p><b>Major: (Geography)</b> Fieldwork</p>	<p><b>Minor: (Art)</b></p>	



		times to find an average height for each year group <b>Major: (Geography)</b> Fieldwork		Observational drawings of school grounds focusing of perspective and shading.	
<b>Enhancements Visits and Visitors</b>			Field Work Population Walk into Cheadle 16.05.25		
<b>Parental Engagement</b>				Key Stage 2 Sports day 20.05.25 Key Stage 2 Back up Sports day 22.05.25	
<b>Whole School and National Events</b>	Class Photos 30.04.25	VE Day 80 Years Celebration 08.05.25		National Numeracy Day 21.5.25	

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.