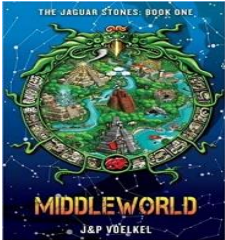
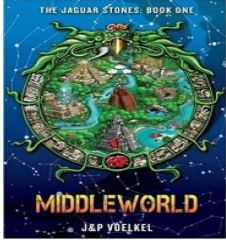
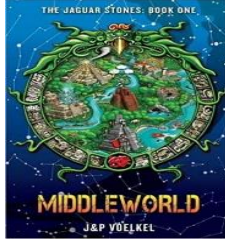
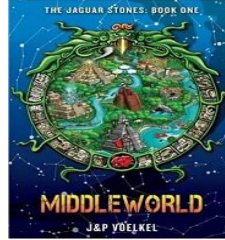
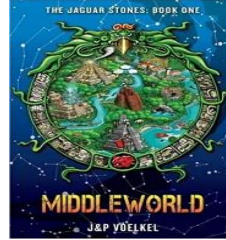
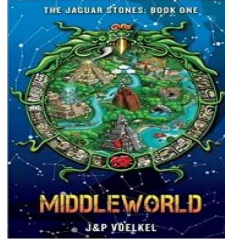




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 1 2026**  
**Phase Upper Key Stage 2 Year Group 5**



	Week 1 Wk Beg 13.04	Week 2 Wk Beg 20.04	Week 3 Wk Beg 27.04	Week 4 Wk Beg 04.05	Week 5 Wk Beg 11.05	Week 6 Wk Beg 18.05
<b>Big question</b>	<b>Savages of Central America: How did the Maya get their blood-thirsty reputation?</b>					
<b>Connected Concepts</b>	<b>Cause and Effect Power Influence</b>	<b>Cause and Effect Power Influence</b>	<b>Cause and Effect Power Influence</b>	<b>Cause and Effect Power Influence</b>	<b>Cause and Effect Power Influence</b>	<b>Cause and Effect Power Influence</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>	Where did they Maya live and what were they like? What evidence still exists of Mayan life today? Were the Maya bloodthirsty savages? Did they complete human sacrifice? What were they like in battle? What did the Maya wear? Were they an advanced civilisation or not? Did they conquer any cities? Did they live in kingdoms or did they have one ruler? Where can we find out more about the Maya? Does everyone think that the Maya were savages or are there different opinions?					
<b>English</b>	<b>Whole Class Book Focus – Middleworld</b>					
<b>Reading</b> -Word reading -Comprehension	Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb. To develop skim and scanning skills for quick retrieval	Read with fluency and accuracy. Generate/answer VIPERS questions about the text. Use evidence to support inferences.	Read with fluency and accuracy. Explain the meaning of authors word choices Write a small letter from Max to Uncle Ted, explaining how he feels	Read with fluency and accuracy. Make inferences and use evidence from the text to support this Explain the meaning of authors word choices	Read with fluency and accuracy. Use evidence to summarise themes and make comparisons across a text. Make comparisons within and across literature - characters, settings, behaviours	Read with fluency and accuracy. Summarise the main themes and messages portrayed.
<b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary entry: writing as an archaeologist  <b>Phase 1: Understanding as a Reader</b> Use an emotions graph to demonstrate	Diary entry: writing as an archaeologist  <b>Phase 2: Understanding as a Writer</b> Define tier II vocabulary and use within sentences using subordinate and relative clauses.	<b>Speeches/debates: Do the Maya deserve their blood-thirsty reputation?</b>  <b>Phase 1: Understanding as a Reader</b> Summarise the key opposing arguments within the debate.	<b>Speeches/debates: Do the Maya deserve their blood-thirsty reputation?</b>  <b>Phase 2: Understanding as a Writer</b> Introduce sentences in different ways including	<b>Letters of Persuasion: Persuade Manchester Museum to invest in a Maya</b>  <b>Phase 1 – Understanding as a Reader</b>	<b>Letters of Persuasion: Persuade Manchester Museum to invest in a Maya</b>  <b>Phase 3 – Composition and Editing</b> Use persuasive devices to write an effective letter to convince Manchester

	<p>understanding of the diary entry as a reader.</p> <p><b>Phase 2: Understanding as a Writer</b> Identify the features of a diary entry.</p> <p>Identify and use subordinate and relative clauses within sentences.</p> <p>Revise and redraft passages using cohesion strategies.</p>	<p>Use emotion bridging to demonstrate cohesion within and across paragraphs.</p> <p><b>Phase 3: Planning, Composition and Editing</b> Write, revise and redraft a diary entry from the point of view of an archaeologist partaking in an archaeological dig, using cohesion strategies effectively.</p>	<p><b>Phase 2: Understanding as a Writer</b> Identify features of a debate text.</p> <p>Define and use ambitious vocabulary.</p> <p>Write their 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>verb, adverbial and emotion openers Edit and improve with purple pen.</p> <p><b>Phase 3: Planning, Composition and Editing</b> Write, revise and redraft debate arguments using cohesion strategies effectively.</p> <p>Deliver the debate and provide feedback to our peers using TAG.</p>	<p>Explore the feelings and emotions of the person attempting to persuade throughout the letter.</p> <p><b>Phase 2 - Understanding as a Writer</b> Identify features of a persuasive letter.</p> <p>Define and use tier II vocabulary.</p> <p>Use cohesive devices effectively within a persuasive letter.</p>	<p>Museum to invest in a Maya exhibition.</p> <p>Redraft using tier II vocabulary and persuasive devices.</p> <p>Publish work in a letter format.</p>
<b>Tier II Vocabulary</b>	<p>Excavation Exhilarating Expedition Exposed Monumental Nonchalantly Rapturous Tentatively Unveil</p>		<p>Propose Heritage Legacy Society Sophisticate Remarkable Compelling Exhibit Curate</p>		<p>Admittedly Barbaric Savage Empathy Jeopardise Acknowledge Appreciation Extraordinary Implore</p>	
<p><b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p><b>Measurement</b> -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Find fractions and percentages of amounts. Link to money and measure.</p> <p>Toolkit activities to explore this.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and fractions with a denominator of a multiple of 10 or 25.</p> <p><b>Assessment Indicators:</b> Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and</p>	<p>Identify patterns when solving problems. Exploring patterns in triangular and square number.</p> <p><b>Geometry</b></p> <p>Identify regular and irregular polygons using sides and angles.</p> <p>Outdoor exploring shapes based on number of sides, types of angles, parallel lines and whether they are regular and irregular.</p> <p><b>Assessment Indicators:</b> Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>To find missing angles using properties of rectangles</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><b>Assessment Indicators:</b> Identify angles at a point and one whole turn (total <math>360^\circ</math>) Angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^\circ</math>)</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>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 in two quadrants and in four quadrants as a challenge.</p> <p>Draw and label a pair of axes in all two quadrants with equal scaling. This extends their knowledge of one quadrant to all two quadrants, including the use of negative numbers.</p>	<p>Explain our reasoning when solving logical problems. Reach 100 Route problem</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. 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</p>

	<p>write percentages as a fraction with denominator 100, and as a decimal To solve a variety of problems involving fractions, decimals and percentages.</p>	<p>Know angles are measured in degrees: Practise estimating and comparing acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°)</p>		<p>Use nets and 2D representations to identify 3d models and use appropriate vocabulary to describe their properties.</p> <p><b>Assessment Indicator:</b> To identify the differences between regular and irregular polygons using reasoning about equal sides and angles.</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>parts of the building and school grounds.</p> <p><b>Solve numberless problems based on area and perimeter.</b></p> <p><b>Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</b> Using practical apparatus and drawings work out the volume of cuboids.</p> <p><b>Assessment Indicators:</b> 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 To estimate and calculate volume and capacity</p>
<p><b>Retrieval through Maths Rehearsal sequence</b></p>	<p><b>X and / Multiples of 100 and 1000 (scaling up/down)</b> Biggest total, box of 9, grid squares, Once a week: 4 a day calculation practise Mental Strategies practise</p>	<p><b>X and / Multiples of 100 and 1000 (scaling up/down)</b> <b>Fluency fun games</b> Once a week: 4 a day calculation practise Mental Strategies practise</p>	<p><b>X and / Multiples of 100 and 1000 (scaling up/down)</b> <b>Apply</b> Link to conversion of units of measure. Missing numbers Match me up Pick a pair Once a week: 4 a day calculation practise Mental Strategies practise</p>	<p><b>Grouping numbers Prime, square, cube, composite, factor, multiple</b> Number sorts Spot the pattern. Once a week: 4 a day calculation practise Mental Strategies practise</p>	<p><b>+ - Pairs of 1dp numbers to make 10</b> Fluency - Missing numbers, pairs, match me up, pick a pair. Once a week: 4 a day calculation practise</p>	<p><b>+ - Pairs of 1dp numbers to make 10</b> Fluency - Pick a pair, biggest total, box of 9, grid squares. Once a week: 4 a day calculation practise</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>Animals including humans</b>  Changes in humans before and after birth.  Development of the human in the womb and then discuss in detail the development of the babies first year.  Produce a timeline of first year's development.    <u><b>Assessment Indicator:</b></u>  <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>  Changes in childhood.  Describe changes in humans as they develop through childhood.    Collect data on children's height from reception to year 6 and plot on a graph.    <u><b>TAPs focussed assessment:</b></u>  Growth survey.  Pattern seeking.</p>	<p><b>Animals including humans</b>  Changes in puberty.  Describe the changes females and males go through during puberty.    <u><b>Assessment Indicator</b></u>  <i>Explain the changes that takes place in boys and girls during puberty.</i></p>	<p><b>Animals including humans</b>  <u><b>Sticky Knowledge</b></u>  Acquire and Apply:  <i>Describe the key changes from conception into puberty.</i>  <i>Can recognise a difference in male and female puberty.</i>  <i>Explain the changes that takes place in boys and girls during puberty.</i></p>	<p><b>Animals including humans</b>  Changes in old age.  Describe changes in humans as they develop into old age.    Annotate a picture of themselves older with possible changes.</p>	<p><b>Animals including humans</b>  Comparing human gestation with animal gestation.    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>
<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>    <b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Identify some factors that affect emotional health and wellbeing.</b>  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.  (BV - Mutual Respect)</p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Know strategies for keeping physical and emotionally safe - including online safety.</b>  Understand that belonging to an online community can have positive and negative consequences.    Recognise when an online community feels unsafe or uncomfortable.    Use discussion cards and decide upon actions to take in scenarios when faced with challenges online.  (BV-Individual Liberty)</p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Know strategies for keeping physical and emotionally safe - including online safety.</b>  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.  (BV - Democracy)</p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Identify some factors that affect emotional health and wellbeing.</b>    <b>Know strategies for keeping physical and emotionally safe - including online safety.</b>  Know there are rights and responsibilities when playing a game online.  Recognise when an online game is becoming unhelpful or unsafe.    Scenario cards regarding gaming online and make well-informed decisions and judgements based upon their new knowledge.  (BV - Responsibility)</p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Identify some factors that affect emotional health and wellbeing.</b>  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.    Screen time problems in which they must identify appropriate solutions in order to complete the balancing activity.  (BV - Responsibility)</p>	<p><b>PSHE Jigsaw SOW Relationships</b>    <b>Recognise that their actions affect themselves and others.</b>    <b>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.</b>  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 cause harm to myself or others.    Use digital programming to create SMART posters in order to demonstrate</p>

						<p>understanding of online safety. (BV - Rule of Law)</p> <p><b><u>Assessment Indicator:</u></b> <i>Explain how to stay safe when using technology to communicate with my friends.</i></p>
<p><b>Physical Education</b></p> <p><b>-Gymnastics</b></p> <p><b>-Dance</b></p> <p><b>-Games</b></p> <p><b>-Athletics</b></p> <p><b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE - OAA</p> <p>To develop communication and negotiation skills.</p> <p>To develop strong communication and negotiation skills to solve challenges.</p> <p>Reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>To develop communication and negotiation skills when working in a team to solve a problem.</p> <p>Infinity team tag.</p> <p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p> <p>To develop throwing and catching and adapt them appropriately.</p> <p>Learn about the ready position in time to catch a ball.</p> <p>Keep eyes on ball, cradle the hands.</p> <p>Rolling and retrieving the ball.</p> <p>Practise underarm throwing and catching the ball both low and high.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE - OAA</p> <p>To develop communication and negotiation skills.</p> <p>To develop strong communication and negotiation skills to solve challenges.</p> <p>Reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>To develop strong communication and negotiation skills to solve challenge and ensure everyone in the team has a task.</p> <p>Infinity team tag</p> <p>Build it</p> <p>Human machine</p> <p><b><u>Assessment Indicators:</u></b></p> <p>Inclusive of others and can share job roles.</p> <p>Reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p> <p>To develop bowling technique and perform</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p> <p>To develop batting skills: identify when I am successful and what I need to do to improve.</p> <p>Practise batting skills such as:</p> <p>Stand sideways to the bowler.</p> <p>Transfer weight from back to front foot and follow through in the target direction.</p> <p>Identify what I need to improve for my batting to be successful.</p> <p><b><u>Assessment Indicator:</u></b></p> <p><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></p> <p>Indoor PE - OAA</p> <p>To develop planning and problem solving skills.</p> <p>To share ideas and work as a team to solve problems.</p> <p>Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p>To develop planning and problem solving skills and use communication effectively to support the team.</p> <p>Busy Boxes</p> <p>Think tank</p> <p>Keep it moving</p> <p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>Practise skills such as be in a ready position.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE - OAA</p> <p>To develop planning and problem solving skills.</p> <p>To share ideas and work as a team to solve problems.</p> <p>Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p>To share ideas and work as a team to solve problems.</p> <p>Busy Boxes</p> <p>Listen</p> <p>Rope roll</p> <p><b><u>Assessment Indicators:</u></b></p> <p><i>Use critical thinking to approach a task.</i></p> <p><i>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</i></p> <p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p> <p>To understand the need for tactics and when to use them.</p> <p>Learn when to run into a free space.</p> <p>Decide when it is best to stump a batter out. .</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE - OAA</p> <p>To develop navigation skills and map reading.</p> <p>To create and follow a key and route on a map. Know how to use a key to identify objects and locations.</p> <p>Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>To develop navigation skills and map reading.</p> <p>To discuss and decide on roles for each of my team members.</p> <p>To be aware of other people's feelings.</p> <p>To select and apply different strategies to solve a problem.</p> <p>NESW</p> <p>Which Way?</p> <p>Map 4</p> <p><b><u>Assessment Indicators:</u></b></p> <p><i>Navigate around a course using a map.</i></p> <p><i>Orientate a map confidently.</i></p> <p><b>Get Set 4 PE SOW</b></p> <p>Outdoor PE Rounders</p>

		<p><b>the technique within the rules of the game.</b></p> <p>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><u>Assessment Indicator:</u></b> Understand where to throw the ball in relation to where a batter is.</p>		<p>Focus on speed of the ball to decide which technique to use.</p> <p>Throw quickly towards a target.</p> <p>To work collaboratively within a team.</p> <p><b><u>Assessment Indicator:</u></b> Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p>	<p>Show good sportsmanship regardless of the result.</p> <p><b><u>Assessment Indicator:</u></b> To apply the rules and skills you have learnt to play showing good sportsmanship and decision making.</p>	<p><b>To understand the need for tactics and when to use them.</b></p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p><b><u>Assessment Indicator:</u></b> Show accuracy and power when throwing for distance.</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. Plan our own green screen videos.</p> <p><b><u>Assessment Indicators:</u></b> Compare features in different videos. Experiment with camera angles when capturing video.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Capture video using a range of techniques.</b> Explore a variety of filming techniques, some of which they will use in their own video project later in the unit.</p> <p>Evaluate the effectiveness of these techniques before offering feedback on others' work.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Capture video using a range of techniques.</b> Explore the capabilities of a digital device that can be used to record video.</p> <p>Experiment with different camera angles, considering how different camera angles can be used for different purposes.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Create a storyboard.</b> Plan a video by creating a storyboard.</p> <p>Describe each scene, and will include a script, camera angles, and filming techniques.</p> <p>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><u>Assessment Indicators:</u></b> Suggest filming techniques for a given purpose. Decide on filming techniques to be used when planning video content.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Capture video using a range of techniques.</b> Use storyboards to film their videos and then import their content to video editing software.</p> <p>Explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.</p> <p><b><u>Assessment Indicators:</u></b> Decide on filming techniques to be used and create and save video content.</p>	<p><b>Creating Media Videos.</b></p> <p><b>Identify where a video can be improved through reshooting and editing.</b></p> <p><b>Consider the impact of the choices made when making and sharing a video.</b> Remove unwanted content and reorder clips.</p> <p>Evaluate the effectiveness of their edits and consider how they could share their video with others.</p> <p><b><u>Assessment Indicators:</u></b> 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.</p>
<p><b>Geography</b> <b>-Locational and Place Knowledge</b> <b>-Field Work</b></p>	<p><b>Minor:</b> Name and locate the world's countries, focusing on Central America concentrating on their environmental</p>				<p><b>Minor:</b> Identify key physical and human characteristics of the world's countries with a focus on the</p>	

<p><b>-Using Globes, Maps and Plans</b></p>	<p><b>regions, key physical and human characteristics, countries and major cities.</b> Locate central America and the countries it comprises of.</p> <p>Locate Mexico, Guatemala, Belize, El Salvador, Honduras, Nicaragua and Costa Rica on a map to establish where Mesoamerica is.</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>historical region chosen. (Maya)</b> 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> <b>-Chronology</b> <b>-Concepts</b> <b>-Interpretation</b> <b>-Enquiry</b> <b>-Communication</b></p>	<p><b>Major: Ancient Maya</b> <b>Who were the Maya and how do we know about them?</b></p> <p>Look at primary and secondary sources from Ancient Maya. Explore - what can we find out?</p> <p>Use primary and secondary sources of evidence to learn about life in an Ancient Maya city state.</p>	<p><b>Major Ancient Maya</b> <b>What did the Maya believe?</b></p> <p>Compare Anglo-Saxon Britain with the Maya civilisation through</p> <ul style="list-style-type: none"> <li>-achievements</li> <li>-invasion</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Introduce Maya religious beliefs and to spot similarities and differences between them and the Anglo-Saxons</p> <p><b><u>Assessment Indicator:</u></b> <i>Explain beliefs and attitudes in terms of why people might have had those ideas.</i></p>	<p><b>Major: Ancient Maya</b> <b>What is the Maya legacy?</b></p> <p>Compare Anglo-Saxon Britain with the Maya civilisation through</p> <ul style="list-style-type: none"> <li>-achievements</li> <li>-invasion</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Introduce Maya achievements. They will compare the two and rank them, leading to a debate to justify their thoughts</p>	<p><b>Major: Ancient Maya</b> <b>Why did the Maya Civilisation decline?</b></p> <p>Identify the cause and effect of the demise of the Ancient Maya -</p> <p><b><u>Assessment Indicators:</u></b> <i>Can explain rather than list or just describe causes.</i></p> <p>Identify consequences (match me up)</p> <p>Explain why these consequences occurred.</p> <p>Understand that interpretations will change in light of new evidence.</p> <p>Sticky Knowledge quiz Sort and interpret a pieces of evidence (primary &amp; secondary, Saxon, Viking &amp; Maya)</p>	<p><b>Major: Ancient Maya</b></p> <p>Compare Anglo-Saxon Britain with the Maya civilisation through</p> <ul style="list-style-type: none"> <li>-achievements</li> <li>-invasion</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Make links between different features of a society to make sense of the world lived in by people in the past.</p>	<p><b>Major: Ancient Maya</b> <b>Why do people have different interpretations of the past?</b></p> <p>Use sources to interpret bias - e.g. 'bloodthirsty' Ancient Maya</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Study pieces of evidence and ask questions about the makers/authors intentions</p> <p><b><u>Assessment Indicators:</u></b> <i>Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This shows</i></p>

						<i>all the Maya to be bloodthirsty but we know...</i>
<p><b>Religious Education, Beliefs and Values</b></p> <p><b>-Believing</b></p> <p><b>-Expressing</b></p> <p><b>-Living</b></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Understand the most important functions of a place of worship for the community.</p> <p>Explore how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p>	<p>EXPRESSING</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p> <p><b>Baseline Assessment.</b> Research focus Explore the meaning of the word 'worship' through discussing the religious and non-religious reasoning behind practices that could be considered as worship. Compare the way 'worship' is defined through different sources - <u>religious texts</u>, <u>internet sources</u> and gaining <u>teacher voice</u>.</p> <p><b><u>Assessment Indicator:</u></b> <i>Respond to the question What is a place of worship? What is it for?</i></p>	<p>EXPRESSING</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Research worship practices of Muslims, Jews and Christians through <u>Case Studies</u> making comparisons between places of worship and practices.</p> <p>Gather some quantitative data within school about who: Visits a place of worship regularly Prays Has visited a place of worship Identify as someone who worships.</p> <p><b><u>Assessment Indicator:</u></b> <i>Describe the most important functions of a place of worship for the Christian, Jewish and Muslim communities.</i></p>	<p>EXPRESSING</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Explore how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Explore the 'what' and 'how' of worship using <u>written sources</u> of evidence.</p> <p>Form own opinions on how these practices could support theists through difficult times using Talk Tactics - is the Place of Worship necessary to the worship?</p>	Enrichment Workshop.	<p>EXPRESSING</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Understand the most important functions of a place of worship for the community.</p> <p>Identify the key features of place of worship for Christianity and Judaism, making comparisons between different types of place of worship e.g Orthodox vs. Reform Synagogue and Anglican vs. Baptist church.</p> <p>Use classroom museum approach to observe and make comparisons from different sources (<u>images</u>, <u>videos</u>, <u>written</u>).</p> <p><b><u>Assessment Indicators:</u></b> <i>Name key features of an Orthodox and Reform Synagogue and identify differences and similarities between the two.</i> <i>Name key features of an Anglican and Baptist church and identify at least two differences and similarities between the two.</i></p>	<p>EXPRESSING</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Write and perform persuasive speeches with their own beliefs/experiences, explaining why they feel it is important for worshippers to attend a place of worship or not.</p> <p><b><u>Assessment Indicator:</u></b> <i>Respond to the question What is a place of worship? What is it for?</i></p>

<p><b>Modern Foreign Languages-French</b></p> <ul style="list-style-type: none"> <li>-Listening</li> <li>-Speaking</li> <li>-Reading</li> <li>-Writing</li> <li>-Intercultural Understanding</li> </ul>	<p>Niveuu Rouge Module 4</p> <p>To recognise phonic sounds.</p> <p>To use context to identify new vocabulary.</p> <p><b>Reading and Speaking.</b> Practise new phonic sounds and play games. Et au eau</p> <p>Listen to class book and identify words</p> <p>Loup y es-tu? <a href="https://youtu.be/TTDVbaDnH04">https://youtu.be/TTDVbaDnH04</a></p> <p>Listen to class Summer song.</p> <p>French song: La Ville (French music video about the city) <a href="https://www.youtube.com/watch?v=iRfZPI9K_X8">https://www.youtube.com/watch?v=iRfZPI9K_X8</a></p> <p><b>Cultural understanding</b> Recap on our knowledge of the structure of the Paris arrondissements and how postcodes in France differ to those in England.</p>	<p><b>Catherine Cheater SOW</b> Niveuu Rouge Module 4</p> <p>French pen pal postcards.</p> <p>To write a series of short sentence to describe a place.</p> <p><b>Speaking.</b> Practise speaking sentences about our village.</p> <p>Plan our Postcard to our French pen pals about Cheadle - include places we have in Cheadle and places we don't have (using the masculine and feminine nouns we have used this year)</p>	<p><b>Catherine Cheater SOW</b> Niveuu Rouge Module 4</p> <p>French pen pal postcards.</p> <p>To write a series of short sentence to describe a place</p> <p><b>Reading and Writing.</b> Write and design our Postcard about Cheadle - include places we have in Cheadle and places we don't have (using the masculine and feminine nouns we have used this year)</p>	<p><b>Catherine Cheater SOW</b> Niveuu Rouge Module 4</p> <p>French pen pal postcards.</p> <p>To write a series of sentences including compound ones to describe Cheadle.</p> <p><b>Writing.</b> Complete our postcards</p> <p><b>Assessment Indicators:</b> <i>To be able to write complex sentences including a negative adverb To use correct agreement between noun and adjective</i></p>	<p><b>Catherine Cheater SOW</b> Niveuu Rouge Module 4</p> <p>To widen our vocabulary and use context to work at what a book is saying.</p> <p>To recognise French phonis. Games and practise for new phonics Et au eau Phonic matching games</p> <p><b>French book</b> <b>Focus read, interpret book, and identify vocabulary using French dictionaries.</b></p> <p>Loup y es-tu? <a href="https://youtu.be/TTDVbaDnH04">https://youtu.be/TTDVbaDnH04</a></p>	<p><b>Catherine Cheater SOW</b> Niveuu Rouge Module 4</p> <p>To learn how to ask where someone is going. Number 50, and practise using numbers 1-50.</p> <p>Ask where someone is going, and how to say where you are going use the preposition à with the definite article la : à la.</p> <p>Revise the functions of a preposition, pronoun and verb</p> <p>French Song: La Ville (French music video about the city) <a href="https://www.youtube.com/watch?v=iRfZPI9K_X8">https://www.youtube.com/watch?v=iRfZPI9K_X8</a></p>
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>-Structuring and Creating</li> <li>-Art Elements</li> <li>-Evaluate and Appraise</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>-Design</li> <li>-Make</li> <li>-Evaluate</li> <li>-Food Technology</li> </ul>	<p><b>Art</b> <b>Appraise</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><b>Art</b> <b>Evaluating</b></p> <p>Create forms and movement using line and shape drawing and different pencil types. Explore line techniques to produce the outline, contours and texture of a picture.</p> <p>Explore techniques used for movement in pictures, including use of line, tone and colour.</p>	<p><b>Art</b> <b>Evaluating</b></p> <p>Research famous pieces of art that have used one point perspective. Explore pieces and to identify how the illusion of perspective has been created.</p>	<p>-</p>	<p><b>Art</b> <b>Evaluating</b></p> <p><b>Outdoor Learning Day</b> Use shading and perspective to create form and texture. 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</p>	<p><b>Art</b> <b>Creating</b></p> <p>Design their own picture based on a character from the class text.</p> <p><b>Assessment Indicators:</b> <i>Know how to use shading to create mood and feeling. Know how to organise line, tone, shape and colour to represent movement in figures.</i></p>

		Practice techniques to recreate the style of Abanindranath Tagore's piece <i>Ganesh Janani</i> .			drawing of the school grounds.	<i>Know how to use marks and lines to produce texture.</i>
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	<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.</p> <p>Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p><b>To compose short pieces and understand the structure of the composition.</b> 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><b>To appraise music -</b> 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.</p> <p>Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords.</p> <p><b>To compose short pieces and understand the structure of the composition.</b> To explain its musical shape with a clear beginning and ending. 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						<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>
<b>Enhancements Visits and Visitors</b>				Maya Workshop Visit 06.05.26		
<b>Outdoor learning</b>		<b>Minor: (Science)</b> Measuring children in the playground.	<b>Minor: (Geography)</b> Retrieval - draw central America and name as many countries as you can remember.	<b>Major: (Art)</b> Drawing the school grounds using perspective.	<b>Minor: (Science)</b> Planting strawberries outside.	
<b>Whole School and National Events</b>	Autism Awareness Week 13.04.26	Careers Week 20.04.26	Class Photos 29.04.26 INSET Day 01.05.26	Outdoor Learning Day 08.05.26		Key Stage 2 Sports Day 18.05.26 9.15am Back Up Sports Day 21.05.26 9.15am

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.