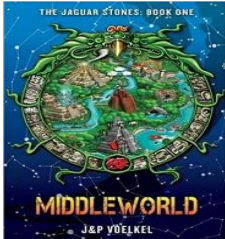
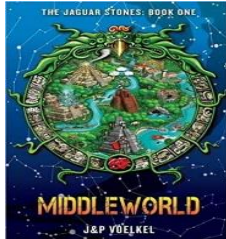
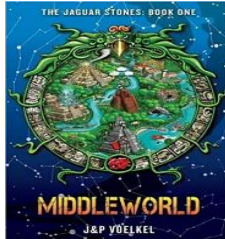
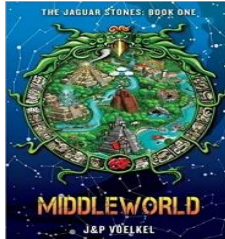
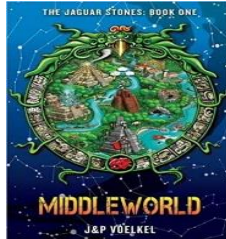
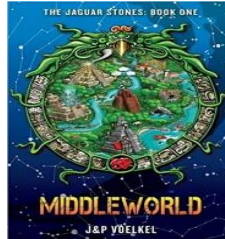




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2025
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 16.06	Week 2 Wk Beg 23.06	Week 3 Wk Beg 30.06	Week 4 Wk Beg 06.05	Week 5 Wk Beg 14.07	Week 6 Wk Beg 21.07
Big Question	Savages of South America: How did the Maya get their blood-thirsty reputation?					
Connected concepts	Cause & Effect Power Influence	Cause & Effect Power Influence	Cause & Effect Power Influence	Cause & Effect Power Influence	Cause & Effect Power Influence	Cause & Effect Power Influence
Book Studies	Middleworld J&P Voelkel 	Middleworld J&P Voelkel 	Middleworld J&P Voelkel 	Middleworld J&P Voelkel 	Middleworld J&P Voelkel 	Middleworld J&P Voelkel 
Children steering learning....	<p>What did they believe in? How large and significant was this civilisation? How long did this period of history last? Why are they known as blood-thirsty? What were their gods called and how many did they have? Did they complete any special ceremonies? Did they conquer any other civilisations? Who were their leaders? Who began their civilisation? Which of today's countries did they live in? Were they wealthy? What were their structures like and what was their lifestyle like? Did they have any currency? Did they have a different language and what was it called? Did they leave a lasting legacy? Will people still remember them today? Did they have any particular invasion techniques?</p>					
English	Whole Class Book Focus – Middleworld	Whole Class Book Focus – Middleworld	Whole Class Book Focus – Middleworld	Whole Class Book Focus – Middleworld	Whole Class Book Focus – Middleworld	Whole Class Book Focus – Middleworld
Reading -Word reading -Comprehension	Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb.	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.
Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Develop skim and scanning skills for quick retrieval Diary entry: writing as an archaeologist	Diary entry: writing as an archaeologist <u>Phase 2: Understanding as a Writer</u> Define tier II vocabulary and use within sentences	<u>Speeches/debates: Do the Maya deserve their blood-thirsty reputation?</u>	<u>Speeches/debates: Do the Maya deserve their blood-thirsty reputation?</u>	<u>Letters of Persuasion: Persuade Manchester Museum to invest in a Maya</u> <u>Phase 3 – Composition and editing</u>	

	<p>Phase 1: Understanding as a Reader Use an emotions graph to demonstrate understanding of the diary entry as a reader.</p> <p>Phase 2: Understanding as a Writer 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>using subordinate and relative clauses.</p> <p>Phase 3: Planning, composition and editing 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>Phase 1: Understanding as a Reader Summarise the key opposing arguments within the debate.</p> <p>Phase 2: Understanding as a Writer Identify features of a debate text Define and use ambitious vocabulary Children 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>Phase 2: Understanding as a Writer Introduce sentences in different ways including verb, adverbial and emotion openers Edit and improve with purple pen</p> <p>Phase 3: Planning, Composition and Editing 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>Museum to invest in a Maya</p> <p>Phase 1: Understanding as a Reader Explore the feelings and emotions of the person attempting to persuade throughout the letter.</p> <p>Phase 2: Understanding as a Writer Identify features of a persuasive letter. Define and use tier II vocabulary. Use cohesive devices effectively within a persuasive letter.</p>	<p>Use persuasive devices to write an effective letter to convince Manchester 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>
Tier II Vocabulary	<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>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p>	<p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. 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>Convert between different units of metric measure (km-m, cm-m, cm-mm, g-kg, L-mm).</p> <p>Understand and use approximate equivalences between metric and imperial units. Revisit multiplying and dividing between units. Use toolkits to develop fluency between units. Use all 4 operations to solve problems involving measure.</p>	<p>Solve problems involving converting between units of time. Complete, read and interpret information in tables, including timetables.</p> <p>Practise reading Roman numerals.</p>	<p>Solve problems involving converting between units of time. Complete, read and interpret information in tables, including timetables.</p> <p>Assessment Indicator: <i>To solve problems involving timetables and duration of time where conversion between time is needed.</i></p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Recap our written methods for addition and subtraction and our mental strategies. Then apply this to solve a variety of problems in context showing good decision making.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph Answer questions to interpret graphs using continuous and discrete data.</p> <p>Assessment Indicator: <i>Solve comparison, sum and difference problems using information presented in a line graph</i></p>

-Geometry Position and Direction		<u>Assessment Indicator</u> <i>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</i>		<u>Arithmetic Assessment</u>	<u>Assessment Indicator</u> <i>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</i> <u>Reasoning Assessment</u>	
Retrieval through Maths Rehearsal sequence	+- Pairs of 1dp numbers to make 10 Apply - target calculation, End points, Once a week: 4 a day calculation practise	X and / Multiples of 100 and 1000 (scaling up/down) Fluency - missing numbers, pairs, match me up, pick a pair Once a week: 4 a day calculation practise Mental Strategies practise	X and / Multiples of 100 and 1000 (scaling up/down) Biggest total, box of 9, grid squares, Once a week: 4 a day calculation practise Mental Strategies practise	X and / Multiples of 100 and 1000 (scaling up/down) Fluency fun games Once a week: 4 a day calculation practise Mental Strategies practise	X and / Multiples of 100 and 1000 (scaling up/down) Apply 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.	Grouping numbers Prime, square, cube, composite, factor, multiple Number sorts Spot the pattern. Once a week: 4 a day calculation practise Mental Strategies practise
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Living Things Describe the life process of reproduction in some plants and animals. Learn about the different ways asexual plants can reproduce: runners, bulbs and tubers. Plant some outside to observe over time <u>Assessment Indicator:</u> <i>Explain how some plants and animals reproduce, including how a range of plants reproduce asexually, drawing from observations.</i>	Living Things Describe the life process of reproduction in some plants and animals. Learn about the cloning of plants from cuttings. Produce their own cuttings from rosemary, mint or lavender.	Living Things Describe the life process of reproduction in some plants and animals. Reproductive parts of a flower: Dissect and label the reproductive parts of a flower.	Living Things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Draw diagrams for mammal, amphibian and bird lifecycles in their books. Explore the school grounds for signs of insect life cycles and upload their findings, with annotations, to seesaw. <u>Assessment Indicator:</u> <i>Using diagrams, describe the lifecycles of mammals, amphibians and insects.</i>	Living Things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Research using secondary sources. Compare flowering plants and non-flowering plants. Compare insects with complete and incomplete metamorphosis. Compare bird, amphibians and mammals.	Living Things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To present their research as a group of tv presenters on BBC's Springwatch. Each team will have an expert from each research group. <u>Assessment Indicator:</u> <i>Compare two or more animal life cycles.</i>

<p>Personal, Social, Health and Economic Education</p> <ul style="list-style-type: none"> -Relationships -Health and Well-Being -Living in the Wider world <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHE Jigsaw SOW Changing Me</p> <p>To be aware of my own self-image and how my body image fits into that.</p> <p>To know how to develop my own self esteem. Explore positive and negative things they believe about their own self-image through identifying balance and how to tackle negative thoughts. (BV-Individual Liberty) (PC - Gender)</p>	<p>PSHE Jigsaw SOW Changing Me</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To understand that puberty is a natural process that happens to everybody and that it will be OK for me gain an understanding of puberty, the process of becoming pregnant and having a child, the use of sanitary products and menstruation. (BV - Mutual Respect) (PC - Gender)</p>	-	<p>PSHE Jigsaw SOW Changing Me</p> <p>To describe how boys' and girls' bodies change during puberty.</p> <p>To express how I feel about the changes that will happen during puberty. Create an information leaflet about puberty for boys and girls, focusing on changes within the body and how this is a natural process that happens to us all. (BV-Tolerance) (PC - Gender)</p> <p><u>Assessment Indicator:</u> <i>Talk confidently about changes that boys and girls go through during puberty.</i></p>	<p>PSHE Jigsaw SOW Changing Me</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>To be confident that I can cope with the changes that growing up will bring. Create birthday cards for teenage versions of themselves with advice included about becoming a teenager. (BV-Rule of Law)</p>	<p>PSHE Jigsaw SOW Changing Me</p> <p>To identify what I am looking forward to when I move to my next class.</p> <p>To think about changes I will make next year and know how to go about this.</p> <p>Complete spinning tops with fears and worries about moving onto Year 6.</p> <p>Identify ways to best manage these worries and fears, offering advice for one another.</p> <p>Complete letter to their Year 6 self. include everything they wish to achieve in the next academic year and date it one year from writing it (BV-Responsibility)</p> <p><u>Assessment Indicator:</u> <i>Reflect upon worries and fears and support others with theirs.</i></p>
<p>Physical Education</p> <ul style="list-style-type: none"> -Gymnastics -Dance -Games -Athletics -Swimming 	<p>Get Set 4 PE SOW Indoor PE - Dance</p> <p>THEME: Ancient Maya To choose actions to create a motif in a given character with consideration of dynamics, space and relationships</p> <p>Consider the quality of performance of each action.</p> <p>Use counts to help you stay in time with your group.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance</p> <p>THEME: Ancient Maya To use structure to choreograph a dance performance. Consider how each action is performed when changing the dynamic.</p> <p>Consider the quality of performance of each action.</p> <p>Assessment Indicator: Accurately copy and repeat set choreography.</p>	<p>Get Set 4 PE SOW Indoor PE - OAA</p> <p>Explore a variety of communication methods with increasing success.</p> <p>To develop communication and negotiation skills when working in a team to solve a problem.</p> <p>Infinity team tag</p> <p>Outdoor PE - Athletics</p>	<p>Get Set 4 PE SOW Indoor PE - OAA</p> <p>Explore tactical planning within a team to overcome increasingly challenging tasks.</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 Build it Human machine</p>	<p>Get Set 4 PE SOW Indoor PE - OAA</p> <p>Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>To develop planning and problem solving skills and use communication effectively to support the team.</p> <p>Busy Boxes Think tank Keep it moving</p>	<p>Get Set 4 PE SOW Indoor PE - OAA</p> <p>Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>To share ideas and work as a team to solve problems.</p> <p>Busy Boxes Listen Rope roll</p> <p><u>Assessment Indicator:</u> <i>Work effectively with a partner and a small group,</i></p>

	<p>Assessment Indicator: 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.</p> <p>Outdoor PE - Athletics</p> <p>Effectively apply speeds appropriate for the event. To be able to apply different speeds over varying distances.</p>	<p>Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Use feedback provided to improve own work.</p> <p>Outdoor PE - Athletics</p> <p>Effectively apply speeds appropriate for the event. To develop fluency and co-ordination when running for speed.</p> <p>Assessment Indicator: Choose the best pace for a running event.</p>	<p>Apply fluency and co-ordination when running for speed in relay changeovers. To develop technique in relay changeovers.</p>	<p>Outdoor PE - Athletics</p> <p>Explore technique and rhythm in the triple jump. To build momentum and power in the triple jump.</p>	<p>Assessment Indicator: To communicate effectively as part of a team.</p> <p>Outdoor PE - Athletics</p> <p>Develop technique and power in javelin and shot put. To develop throwing with greater control and technique.</p> <p>Assessment Indicator: Show accuracy and power when throwing for distance.</p>	<p>sharing ideas and agreeing on a team strategy.</p> <p>Outdoor PE - Athletics</p> <p>Develop technique and power in javelin and shot put. To develop throwing with greater control and technique.</p> <p>Assessment Indicator: Show accuracy and power when throwing for distance.</p>
Computing	<p>Programming B Selection in quizzes</p> <p>Explain how selection is used in computer programs Revisit learning on 'selection' and explore modifying code in Scratch to alter conditions and outcomes.</p>	<p>Programming B Selection in quizzes</p> <p>To relate that a conditional statement connects a condition to an outcome Learn about if..then..else in selection. Create programs using selection and 2 possible outcomes.</p> <p>Assessment Indicator: Use selection to produce an intended outcome</p>	<p>Programming B Selection in quizzes</p> <p>To explain how selection directs the flow of a program Explore how answers to questions can be used in conditions to control the flow of the program.</p> <p>Assessment Indicator: Identify a condition and action in a project. Explain how they link.</p>	<p>Programming B Selection in quizzes</p> <p>To design a program that uses selection Design format to outline their project and identify the outcome of user input in an algorithm</p> <p>Assessment Indicator: Design a project using selection and explain what my project will do.</p>	<p>Programming B Selection in quizzes</p> <p>To create a program that uses selection Use their plans to create their quiz. Test it works and debug where necessary. Share their quiz with others for feedback.</p>	<p>Programming B Selection in quizzes</p> <p>To evaluate the program. Identify ways the program could be improved and identify the setup code they need for their program</p> <p>Opportunities to extend their programme further</p> <p>Assessment Indicator: Identify and modify a condition in a program. Explain how it works.</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>		<p>Minor: 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.</p>		<p>Minor: Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen. (Maya) Use a variety of maps to locate natural resources across central America -</p>		

		<p>Locate central America and the countries it comprises of. Locate Mexico, Guatemala, Belize, El Salvador, Honduras, Nicaragua and Costa Rica on a map to establish where Mesoamerica is.</p> <p>Assessment indicator: Name and locate some of the world's countries, focusing on North America (USA and Canada) and Central America.</p>		<p>show these on maps using keys.</p> <p>Assessment Indicator: Describe the distribution of natural resources including energy, food, minerals and water in the continents & countries studied.</p>		
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major: Ancient Maya</p> <p>Who were the Maya and how do we know about them? 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>Major: Ancient Maya</p> <p>What did the Maya believe? Introduce Maya religious beliefs and spot similarities and differences between the two.</p> <p>Assessment Indicator: Can explain beliefs and attitudes in terms of why people might have had those ideas.</p>	<p>Major: Ancient Maya</p> <p>What is the Maya legacy? Introduce Maya achievements. They will compare the two and rank them, leading to a debate to justify their thoughts</p>	<p>Major: Ancient Maya</p> <p>Sticky Knowledge Compare Anglo-Saxon Britain with the Maya civilisation through</p> <p>-achievements -invasion -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Retrieve knowledge from Viking and Saxon achievements.</p> <p>Retrieve knowledge from Viking and Saxon pagan beliefs</p> <p>Assessment Indicator: Make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Sticky Knowledge quiz</p>	<p>Major: Ancient Maya</p> <p>Why did the Maya Civilisation decline? Identify the cause and effect of the demise of the Ancient Maya -</p> <p>Assessment Indicator: Can explain rather than list or just describe causes</p> <p>To identify consequences (match me up)</p> <p>Explain why these consequences occurred.</p> <p>To understand that interpretations will change in light of new evidence</p>	<p>Major: Ancient Maya</p> <p>Why do people have different interpretations of the past? 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>Assessment Indicator: Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge e.g. This shows all the Maya to be bloodthirsty but we know...</p>

				Sort and interpret a pieces of evidence (primary & secondary, Saxon, Viking & Maya)		
Religious Education, Beliefs and Values - Believing - Expressing - Living	Maya workshop.	Living What does it mean to be a Muslim in Britain today? Baseline assessment. Glossary revisited. To recap prior learning from Spring 1 unit about Islam. <u>Assessment Indicator:</u> <i>Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that they are an expression of Ibadah (worship and belief in action).</i>	Living What does it mean to be a Muslim in Britain today? How is charity important to Muslims? How is charity important to you? Describe and reflect on the significance of the Holy Qur'an to Muslims. To focus on the pillar Zakah. Children to retrieve information from a text to identify why Zakah is important to Muslims. (BV - Responsibility)	Living What does it mean to be a Muslim in Britain today? Why do Muslims fast? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. To generate questions about Sawn - fasting during Ramadan. (BV - Mutual Respect)	Living What does it mean to be a Muslim in Britain today? Why do Muslims want to go on pilgrimage? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. To understand Hajj through exploration of clips. <u>Assessment Indicator:</u> <i>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</i>	Living What does it mean to be a Muslim in Britain today? Answer the title key question from different perspectives, including their own. P4C Children to take part in discussion amongst peers to support and share ideas. (BV - Tolerance, Individual Liberty)
Modern Foreign Languages-French - Listening - Speaking - Reading - Writing - Intercultural Understanding	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. Revise the concept of elision, with a focus on <i>pas de/pas d'</i> (Module 4 lesson 17) Writing With the support of a writing frame create complex sentences using the new feminine nouns, the adjectives petite and	French pen pal postcards Module 4 lesson 19 To write a series of short sentence to describe a place Speaking Practise speaking sentences about our village. 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)	French pen pal postcards Module 4 lesson 20 To write a series of short sentence to describe a place Reading and Writing Write and design 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) In line with powerpoint 20 of Niveau Rouge	French pen pal postcards To write a series of sentences including compound ones to describe Cheadle Writing Complete our postcards to pen pals ready to send off. <u>Assessment Indicators:</u> <i>To be able to write complex sentences including a negative adverb</i> <i>To use correct agreement between noun and adjective</i>	To tell the time to nearest 5 minutes. To recognise cardinal and ordinal numbers (Module 4 lesson 18) Reading and speaking Practise telling the time and asking what time it is. Read and speak ordinal numbers. Cultural understanding Recap on our knowledge of the structure of the Paris arrondissements and how postcodes in France differ to those in England.	To tell the time to nearest 5 minutes. To recognise cardinal and ordinal numbers (Module 4 lesson 18) Writing and Cultural understanding Create some compound sentences based on time differences between France and another country <u>Assessment Indicator:</u> <i>To be able to write complex sentences beginning with a conjunction</i>

	<p>grande and the negative adverb pas de pas d' (with words that begin with vowels)</p> <p><u>Assessment Indicator</u> To be able to write complex sentences including a negative adverb To use correct agreement between noun and adjective</p>	In line with powerpoint 19 and 20 of Niveaux Rouge			(Use our French pen pals address as a reference for this)	Quand
Design and Technology -Design -Make -Evaluate -Food Technology	<p>Electrical Systems and Complex Switches and Circuits</p> <p>Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. To discuss and research a range of relevant products in order to gain an understanding of how they are operated and how they work. To generate class design specification.</p>	<p>Electrical Systems and Complex Switches and Circuits</p> <p>Children to generate innovative ideas by drawing upon knowledge and research of circuits. Children to communicate these ideas through pictorial representations</p> <p>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Create their designs for their product ensuring it meets the design specification. Create a detailed and step-by-step plan and list of tools, equipment and materials needed.</p>	<p>Electrical Systems and Complex Switches and Circuits</p> <p>Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. To assemble their circuit and its housing using plan from prior sessions.</p>	<p>Electrical Systems and Complex Switches and Circuits</p> <p>Continually evaluate and modify the working features of the product to match the initial design specification. To continually evaluate and modify their circuit, making adjustments where necessary in order to create the best product possible.</p> <p><u>Assessment Indicator:</u> Make ongoing adjustments and alterations to a design in order to ensure the purpose is met.</p>	<p>Electrical Systems and Complex Switches and Circuits</p> <p>Test the system to demonstrate its effectiveness for the intended user and purpose. Complete a product evaluation assessing the night light against the product specification and success criteria.</p>	
Music -Listen and Appraise -Singing -Instruments -Improvisation	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Recognise musical styles and any important</p>	<p>Charanga Model Music Curriculum B Unit 3</p> <p>- How Does Music Improve Our World?</p>	No music - trip to the beach	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Explore improvisation within a major scale.</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Talk confidently about how connected you feel</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Talk confidently about how connected you feel</p>

-Composition	musical features that distinguish the style. Appraising and Listening You And Me by Joanna Mangona and Chris Taylor	Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Listening and Singing A Bright Sunny Day by Joanna Mangona and Pete Readman		Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Composing and Improvising A Bright Sunny Day by Joanna Mangona and Pete Readman	to the music and how it connects in the world. Respond to a leader or conductor. Appraise, Sing and Perform You Belong With Me by Joanna Mangona and Chris Taylor	to the music and how it connects in the world. Respond to a leader or conductor. Appraise, Sing and Perform Song of their choice from the unit <u>Assessment Indicator:</u> 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.
Outdoor learning	Major: (Science) Growing outdoors - runners, tubers and bulbs	Minor: (Maths) Conversion problems Minor: (Science) Cuttings of plants		Minor: (Maths) Prime Numbers Minor: (Science) Looking for evidence of insect life cycles.		Major: (Maths) Addition and subtraction problems
Enhancements Visits and Visitors	Maya workshop 19.06.25	Girls Rugby PE enrichment with Sale Sharks Spelling Bee at Kingsway	Girls Rugby PE enrichment with Sale Sharks Educational trip to Thurstanton Beach 02.07.25	Girls Rugby PE with Sale sharks		
Parental Engagement				Transition Visit 11.07.25		Transition Visit 21.07.25
Whole School and National Events			Summer Fair 04.07.25		Come to meet your child's registration teacher for September and hear about next year's curriculum. 15.07.25 Friends of Meadowbank Tea Party celebration.	

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.