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

	Week 1 Wk Beg 08.06	Week 2 Wk Beg 15.06	Week 3 Wk Beg 22.06	Week 4 Wk Beg 29.06	Week 5 Wk Beg 06.07	Week 6 Wk Beg 13.07	Week 7 Wk Beg 20.07
Big Question	What comparisons can we make across the ocean? America vs Britain						
Connected Concepts	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation	Cause & Effect Significance Influence Structures Appreciation
Book Studies	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 	Little Bird Lands by Karen McCombie 
Children steering learning….	What countries make up North and South America? How does the size of our country compare with Central America, or parts of America? What is the difference between a state and a county? Are all the Great Lakes similar? Are they used in the same way? Are there any similarities between our Lake District and the Great Lakes? How were the lakes formed? How long have they been there? What are the cultural differences between the UK and areas of the Americas?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	**Text focus - Little Bird Lands** Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb. Develop skim and scanning skills for quick retrieval. **Instructions: How to blend in Britain**	**Text focus - Little Bird Lands** Read with fluency and accuracy. Generate/answer VIPERS questions about the text using evidence to support inferences. **Instructions: How to blend in Britain** **Phase 2 – Understand as a writer**	**Text focus - Little Bird Lands** Read with fluency and accuracy. Explain the meaning of author's word choices. Write an explanation how the author conveys the unlikable character Mr Nathaniel. **Instructions: How to blend in Britain**	**Text focus - Little Bird Lands** Read with fluency and accuracy. Make inferences and use evidence from the text to support this. Explain the meaning of author's word choices. **Newspaper Report – Invasive Species** **Phase 1 – Hook and Understanding as a Reader**	**Text focus - Little Bird Lands** 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. **Newspaper Report – Invasive Species**	**Text focus - Little Bird Lands** Read with fluency and accuracy. Summarise the main themes and messages portrayed. **Newspaper Report – Invasive Species** **Phase 2 – Understand as a writer** Make effective use of speech within a newspaper report.	**Text focus - Little Bird Lands** Read with fluency and accuracy. Generate/answer VIPERS questions about the text. **Newspaper Report – Invasive Species** **Phase 3 – planning editing and composion** Revise, edit and publish an effective newspaper

	Phase 1 – Hook/Understanding as a Reader Complete instructions jigsaw to structure correctly then explore using VIPERS skills. **Phase 2 – Understand as a writer** Draw upon prior knowledge of features within instructional writing and use knowledge of different types of features to demonstrate clear understanding of features. Explore ambitious vocabulary through identifying relevant synonyms to demonstrate understanding.	Understand and use high-level sentence features: Conditional sentences Parenthesis – using brackets and dashes Use a colon to introduce a list. **Phase 3 – Planning, Composition and Editing** Plan instructions using knowledge gained throughout the cycle before composition stage.	**Phase 3 – Planning, Composition and Editing** Write an effective set of instructions, focusing on key components and features in order to make it successful. Edit, redraft and revise writing for cohesion.	Answer questions linked to information that is accurate (fact) and exaggerated (opinion), considering the importance of considering information with caution. **Phase 2 – Understand as a writer** Identify the features of a recount - newspaper report. Explore, define and use tier ii vocabulary with in non-fiction, subject specific sentences. Make effective use of parenthesis is different ways: Subordinate clauses Relative clauses Brackets and dashes	**Phase 2 – Understand as a writer** Make effective use of speech within a newspaper report. Use facts and persuasive devices to write a persuasive letter to a newspaper. Understand the use of the past progressive and the present tense within a newspaper.	Use add and connect to link ideas cohesively across paragraphs. **Phase 3 – planning editing and composion** Plan and draft an effective report about invasive species.	report about invasive species.
Tier ii Vocabulary	quintessential torrent paramount unpredictable seamlessly inevitable repertoire profusely embrace			dominate disrupt overwhelm fragile decline adaptable aggressive invasive endangered			
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions**	**Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]** Using practical apparatus and drawings work out the volume of cuboids.	Educational visit so one less Maths lesson) **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**	**Solve problems involving converting between units of measure including time** **Understand and use approximate equivalences between metric and imperial units.**	**Solve problems involving converting between units of time.** Complete, read and interpret information in tables, including timetables. ***Assessment indicator***	**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.	**Solve comparison, sum and difference problems using information presented in a line graph** Answer questions to interpret graphs using continuous and discrete data.	**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

Measurement -Geometry Properties of shapes -Geometry Position and Direction	**<u>Assessment indicator:</u>** *To estimate and calculate volume and capacity* **Problem solving Planning a school trip by organising data into tables** Problem solving word problems involving short 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.** Develop fluency and accuracy with formal written methods using toolkit activities ***<u>Assessment indicator:</u>*** *To be able to use short multiplication and division for whole numbers and decimals*	**Use a chunking method to divide numbers up to 4 digits by a 2 digit number.** Develop fluency and accuracy with formal written methods using toolkit activities Solve problems involving written methods. ***<u>Assessment indicator:</u>*** *To be able to use short multiplication and division for whole numbers and decimals* **Convert between different units of metric measure (km-m, cm-m, cm-mm, g-kg, L-mm).** Revisit multiplying and dividing between units. Use toolkits to develop fluency between units. Use all 4 operations to solve problems involving measure. ***<u>Assessment indicator</u>*** *Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling*	Solve problems involving measures including recording in tables. Complete, read and interpret information in tables, including timetables. Practise reading Roman numerals.	*To solve problems involving timetables and duration of time where conversion between time is needed* *Arithmetic Assessment*	Then apply this to solve a variety of problems in context showing good decision making. ***<u>Assessment indicator</u>*** *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.* *Reasoning Assessment*	**Word problems based on missing data in tables** ***<u>Assessment indicator</u>*** *Solve comparison, sum and difference problems using information presented in a line graph*	fractions and problems involving simple rates (deciding which operations and methods to use and why).
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:	**X and / Multiples of 100 and 1000 (scaling up/down)** biggest total, box of 9, grid squares, Once a week:	**X and / Multiples of 100 and 1000 (scaling up/down)** **Fluency fun games** Once a week: 4 a day calculation practise	**X and / Multiples of 100 and 1000 (scaling up/down)** **Apply** Link to conversion of units of measure missing numbers	**Grouping numbers Prime, square, cube, composite, factor, multiple** Number sorts Spot the pattern. Once a week:	**Grouping numbers Prime, square, cube, composite, factor, multiple** Number sorts Spot the pattern. Once a week:

		4 a day calculation practise Mental Strategies practise	4 a day calculation practise Mental Strategies practise	Mental Strategies practise	Match me up pick a pair Once a week: 4 a day calculation practise Mental Strategies practise	4 a day calculation practise Mental Strategies practise	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 ***Assessment Indicator:*** *Explain how some plants and animals reproduce, including how a range of plants reproduce asexually, drawing from observations.*	**Living Things** **Describe the life process of reproduction in some plants and animals.** Learn about the cloning of plants from cuttings. Produce our 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: to dissect and label the reproductive parts of a flower. Reproductive parts of a flower hunt outside	**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 books. Explore the school grounds for signs of insect life cycles and upload findings, with annotations, to seesaw. ***Assessment indicator:*** *Using diagrams, describe the lifecycles of mammals, amphibians and insects.*	**Living Things** **Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.** Research using secondary sources. 10 children compare flowering plants and non-flowering plants. 10 children compare insects with complete and incomplete metamorphosis. 10 children compare bird, amphibians and mammals.	**Living Things** **Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.** Present research as a group of tv presenters on BBC's Springwatch. Each team will have an expert from each research group. ***Assessment indicator:*** *Compare two or more animal life cycles.*	**Living Things** **Describe the life process of reproduction in some plants and animals.** Summarise their observations of the strawberries and potatoes over the term. ***Assessment Indicator:*** *Explain how some plants and animals reproduce, including how a range of plants reproduce asexually, drawing from observations.*
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**PSHE Jigsaw SOW** **Changing Me**	Focus on Oracy work this week.	**PSHE Jigsaw SOW** **Changing Me** **To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally** **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	**PSHE Jigsaw SOW** **Changing Me** **To describe how boys' and girls' bodies change during puberty** **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.	**PSHE Jigsaw SOW** **Changing Me** **understand that sexual intercourse can lead to conception and that is how babies are usually made** **I also understand that sometimes people need IVF to help them have a baby.** Diamond 9 activity on what skills you think people need if they are thinking of having a baby.	**PSHE Jigsaw SOW** **Changing Me** **To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)** **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	**PSHE Jigsaw SOW** **Changing Me** **To identify what I am looking forward to when I move to my next class** **To think about changes I will make next year and know how to go about this** Complete spinning tops with fears and worries about moving onto Year 6. Identify ways to best manage these worries and fears,

			of becoming pregnant and having a child, the use of sanitary products and menstruation. (BV – Mutual Respect) (Protected characteristics – gender)	(Tolerance) (Protected characteristics – gender) ***Assessment Indicator:*** *Talk confidently about changes that boys and girls go through during puberty.*	True / False statements on conception and pregnancy	included about becoming a teenager. (Rule of Law)	offering advice for one another. 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 (Responsibility) ***Assessment Indicator:*** *Reflect upon worries and fears and support others with theirs.*
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	Get Set 4 PE Tag Rugby **Effectively communicate with team and move into space to keep possession and score.** .To apply attacking skills to a game situation.	Get Set 4 PE Tag Rugby **Identify when I was successful and what I need to do to improve.** To make decisions and understand when to pass and when to run with the ball.	Get Set 4 PE Tag Rugby **Identify when I was successful and what I need to do to improve.** To apply attacking skills effectively within the rules.	Get Set 4 PE Tag Rugby **Know what position I am playing in and how to contribute when attacking and defending.** To work as a team to delay opponents and stop the opposition from scoring. ***Assessment Indicator:*** *Understand the need for tactics and can identify when to use them in different situations.*	Get Set 4 PE Tag Rugby **Know what position I am playing in and how to contribute when attacking and defending.** To apply attacking skills to create space and beat a defender.	Get Set 4 PE Tag Rugby **Understand the need for tactics and can identify when to use them in different situations.** To apply rules and skills to take part in competitive games.	Get Set 4 PE Tag Rugby **Understand the need for tactics and can identify when to use them in different situations.** To apply rules and skills to take part in competitive games. ***Assessment Indicator:*** *Understand the rules of the game and apply them honestly most of the time.*
	Get Set 4 PE SOW Outdoor PE – Athletics **Effectively apply speeds appropriate for the event.** To be able to apply different speeds over varying distances.	Get Set 4 PE SOW Outdoor PE – Athletics **Effectively apply speeds appropriate for the event.** To develop fluency and co-ordination when running for speed. ***Assessment Indicator:*** *Choose the best pace for a running event.*	Get Set 4 PE SOW Outdoor PE – Athletics **Apply fluency and co-ordination when running for speed in relay changeovers.** To develop technique in relay changeovers.	Get Set 4 PE SOW Outdoor PE – Athletics **Explore technique and rhythm in the triple jump.** To build momentum and power in the triple jump.	Get Set 4 PE SOW Outdoor PE – Athletics **Develop technique and power in javelin and shot put.** To develop throwing with force for longer distances.	Get Set 4 PE SOW Outdoor PE – Athletics **Develop technique and power in javelin and shot put.** To develop throwing with greater control and technique. ***Assessment Indicator:*** *Show accuracy and power when throwing for distance.*	Get Set 4 PE SOW Outdoor PE – Athletics **Effectively apply speeds appropriate for the event.** To be able to apply different speeds over varying distances.

Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Programming B** **Selection in quizzes** **Explain how selection is used in computer programs** Revisit learning on 'selection' and explore modifying code in Scratch to alter conditions and outcomes.	**Programming B** **Selection in quizzes** **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. ***Assessment Indicator:*** *Use selection to produce an intended outcome*	**Programming B** **Selection in quizzes** **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. ***Assessment Indicator:*** Identify a condition and action in a project. Explain how they link.	**Programming B** **Selection in quizzes** To design a program that uses selection Children to design format to outline their project and identify the outcome of user input in an algorithm ***Assessment Indicator:*** Design a project using selection and explain what my project will do.	**Programming B** **Selection in quizzes** **To create a program that uses selection** Chn to use their plans to create their quiz. Test it works and debug where necessary. Share their quiz with others for feedback.	**Programming B** **Selection in quizzes** To evaluate the program Children will identify ways the program could be improved and identify the setup code they need for their program Opportunities to extend their programme further ***Assessment Indicator:*** Identify and modify a condition in a program. Explain how it works.	**Programming B** **Selection in quizzes** **Explain how selection is used in computer programs** Revisit learning on 'selection' and explore modifying code in Scratch to alter conditions and outcomes.
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major: What can different maps teach us about North America?** **Name and locate the world's countries, focusing on North America (USA and Canada), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.** Locate North America and identify the countries and capitals and major cities in it. **Outdoor Learning:** Draw North America continent outside with chalks Understand it's location in comparison to lines of latitude e.g. equator.	**Major: What comparisons can we make between divisions of the UK and North America?** **Name and locate the world's countries, focusing on North America (USA and Canada), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.** **Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).** Recognise how the USA is divided into states, much like the UK is divided into counties.	**Major: How were the Great Lakes of North America formed?** **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)** Locate the great lakes and explore how they were formed. Understand their physical and human characteristics e.g. tourism, industry (hydro electric and tourism), location of resources.	**Major: How can we use digital map skills to learn more about physical features?** **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)** Locate the lake district and name the lakes which comprise it. Focus on size using scales and the area tool in digimaps. Identify human and physical features – economy, natural resources, and settlements.	**Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.** **Miajor: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (The Lake District and the Great Lakes/ Niagara Falls)** Explore the economic activity in the lake district. What industries are main employers? What are the positives and negatives to tourism?	**Major: How do the Great Lakes (NA) and the Lake District (UK) compare?** **Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of regions of North America and Lake District.** Compare the lake district and the great lakes in terms of similarities and differences. ***Assessment Indicator:*** *Make comparisons between The Lake*	**Major: Why would people choose to settle by NA and UK lakes?** **Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of regions of North America and Lake District.** Decide which set of lakes they would rather live near to and give a justified explanation for their choice using details from previous lessons.

	Assessment Indicator: *Name and locate the world's countries, focusing on North America (USA and Canada) and Central America.*	Name the states and some of the state capitals. Compare on contrast the geographical differences across states. Use scales to measure distances between them and identify that some are in different time zones – compare to GMT meridian line. ***Assessment Indicator:*** *Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).*	Use compass points to compare positions of locations. Focus on Niagara falls for tourism.	Use compass points to compare positions of locations.		*District and The Great Lakes of North America.*	
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**					**Minor: Why did opinions of slavery differ in the past?** **Identify why viewpoints differ and why bias might skew these viewpoints.** Look at views relating to the treatment of slaves in North America. Why did some people believe it was ok? Why did they want to perpetuate it? Why did the northern states want it abolished? ***Assessment Indicator:*** *Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.*		

Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	Living **What does it mean to be a Muslim in Britain today?** History of British Muslims Beginning with a coin from Saxon times track the history of Muslim contact, trade and population increase over the centuries.	Oracy Week	Living **What does it mean to be a Muslim in Britain today?** Why did Muslims settle in Britain? Discuss the British Empire's control over India, the partition of India and India's involvement in WWII, and listen to personal accounts of how these events led to more Muslims choosing to move and settle to the UK.	Living **What does it mean to be a Muslim in Britain today?** Why do Muslims pray? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Generate questions about Salat (prayer) (BV – Mutual Respect)	History Lesson	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. Understand Hajj through exploration of clips. Compare with Christianity pilgrimage ***Assessment Indicator:*** *Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad*	Living **What does it mean to be a Muslim in Britain today?** Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. **P4C -** 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** **Lesson 21-25**	**Learn the number 50, and practise using numbers 1-50** **learn how to ask where someone is going, and how to say where you are going** Games for numbers to 50 Question and response practise *Où vas-tu, Nora ?* *Je vais à la piscine.*	**use the preposition *à* with the definite article *la* : *à la*** **revise the functions of a preposition, pronoun and verb** Speaking Create simple sentences asking where are you going? I am going to the park. (Use mix of masculine and feminine) A la banque Au parc *Où vas-tu, Nora ?* Je vais au parc Summer song:	**use the preposition *à* with the definite article *le*: *au*** **learn how the preposition *à* and the definite article *le* must elide to form a new word, *au*.** **be introduced to the 4th arrondissement and its monuments.** Writing Create simple sentences asking where are you going? I am going to the park. (Use mix of masculine and feminine) A la banque Au parc	**use the preposition *à* with the definite article *l'*: *à l'*** **practise speaking about the 2nd and 4th arrondissements** **revise the use of the definite article and the concept of elision.** Reading Loup y es-tu? Focus Book: Speaking frame practise Nora, à quelle heure vas-tu à la patinoire ? Je vais à la patinoire à cinq heures.	Summer book Lesson 24 **To be introduced to the days of the week** Writing frame practise Nora, à quelle heure vas-tu à la patinoire ? Je vais à la patinoire à cinq heures.	**Lesson 24 and 25** **Use the preposition *à* to create adverbial phrases of time and place in sentences** **Create some written sentences** Continue use of writing frame to practise creating sentences based on half past times and places. ***Assessment indicator*** *Write purpose sentences e.g. Lundi, je vais a la piscine pour nager. Jeudi, je vais au cinema pour voir un film.*	**To know our key 10 Phonics, identify words in a story and song** Play phonics games Read story Sing song identifying words ***Assessment indicator*** *Understand the main points and some of the detail from short written texts or passages in clear printed script.*

		La Ville (French music video about the city) https://www.youtube.com/watch?v=iRfZPI9K_X8	*Où vas-tu, Nora ?* Je vais au parc à l'hôpital à l'hôtel à l'école à l'église	***Assessment indicator*** *Understand the conjugation of the verb aller – to go*			
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**	Book Covers	Electrical Systems and Complex Switches and Circuits **Appreciate why monitoring moth populations has scientific value** **Investigate inventors who developed ground-breaking electrical systems (Swan, Edison, and pioneers of environmental monitoring technology)** Moth trap introduction lesson Why do moths matter? Understand the ecological role of moths as pollinators and prey	Electrical Systems and Complex Switches and Circuits **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.** Children to discuss and research a range of relevant products in order to gain an understanding of how they are operated and how they work. Examine images/video of Skinner and Rothamsted traps — annotate a printed photograph with component labels Identify: power source, UV light (output), switch/timer (input/control), funnel & container Discuss: why UV light? What wavelength attracts moths? How is the light controlled?	Electrical Systems and Complex Switches and Circuits **Children to generate innovative ideas by drawing upon knowledge and research of circuits. Children to communicate these ideas through pictorial representations** **Create their designs for their product ensuring it meets the design specification.** Design challenge: Introduce budget constraints and finalise design spec then challenge the children to create a structure that bridges the funnel and holds the UV strip above it so moths are attracted in and fall through Children sketch 2–3 structural ideas, annotate with materials and discuss with a partner Produce final annotated design drawing including a pictorial circuit diagram showing how the Crumble, light	Electrical Systems and Complex Switches and Circuits **Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.** **Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.** Write a brief step-by-step plan (what to make first, what to connect) Children to assemble their circuit and its housing using plan from prior sessions. Test: does the circuit work? Does the light turn on when connected? Troubleshoot wiring issues Continually compare against design specification — modify where needed	Electrical Systems and Complex Switches and Circuits **Continually evaluate and modify the working features of the product to match the initial design specification.** Children to continually evaluate and modify their circuit, making adjustments where necessary in order to create the best product possible. ***Assessment Indicator:*** *Make ongoing adjustments and alterations to a design in order to ensure the purpose is met.*	Electrical Systems and Complex Switches and Circuits **Test the system to demonstrate its effectiveness for the intended user and purpose.** Complete a product evaluation assessing the moth trap against the product specification and success criteria.

				sensor and UV strip connect			
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Wider Opps - Ukulele** Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Children to continue practice of the C and G7 chords. To compose short pieces and understand the structure of the composition. To explain its musical shape with a clear beginning and ending. Describe how their melodies were created using crotchets, quavers and minims within bars of 4 beats. To appraise music - Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music. Recognise that some instruments are band instruments and some are orchestral instruments. Talk about what the song or piece of music might mean. Assessment Indicators 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 Opportunities	Science – Begin the observation over time sketches		Science – Reproductive parts of a flower hunt	Science - Insect Life Cycle evidence hunt			Science – End observations over time DT – Set up Moth traps and then ID and count what we find in the mornings
Enhancements Visits and Visitors		Come and play with the Halle Orchestra 18.6.26					
Parental Engagement						Meet and Greet meetings with Year 6 registration teachers 14.7.26	
Whole School and National Events				Friends of Meadowbank Summer Fair 3.7.26 3.30pm - 5.00pm			

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