










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



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6 Wk Beg 15.07	Week 7 Wk Beg 22.07
Big Question	How can we make comparisons about countries from different sides of the world? North America vs Britain						
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
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 are in North America? How far is America from Britain? How are they different? Why does the USA have states? What is the time difference? Does America have lakes like we do? Are they different to ours? Are they manmade? Do any of the countries have a royal family? Why do people like the USA so much? Is it better than the UK?						
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. Travel Blog For North America.	Text focus - Little Bird Lands Read with fluency and accuracy. Generate/answer VIPERS questions about the text using evidence to support inferences. Travel Blog for North America <u>Phase 2 - Understand as a writer.</u> Identify the meaning of unfamiliar and ambitious vocabulary	Text focus - Little Bird Lands Read with fluency and accuracy. Explain the meaning of authors word choices. Write an explanation how the author conveys the unlikable character Mr Nathaniel. Travel Blog for North America. <u>Phase 3 - Composition and Editing.</u>	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 authors word choices. <u>Instructions: How to blend in Britain</u> <u>Phase 1 - Hook.</u> Explore instructions, including good and poor examples and the effect that poor	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. <u>Instructions: How to blend in Britain.</u> <u>Phase 2 - Understand as a writer.</u>	Text focus - Little Bird Lands Read with fluency and accuracy. Summarise the main themes and messages portrayed. <u>Discussion and Debate: America vs. Britain.</u> <u>Phase 1 - Hook.</u> Understanding as a reader through summarising the arguments and having a class debate.	Text focus - Little Bird Lands Read with fluency and accuracy. Generate/answer VIPERS questions about the text. <u>Discussion and Debate: America vs. Britain.</u> <u>Phase 3 - Composition and Editing.</u> Introduce sentences in different ways including verb, adverbial and emotion openers.

	<p>Phase 1 – Hook Create a vlog on visiting an area of the USA.</p> <p>Phase 1 – Understanding as a reader. Retrieve interesting facts and information, drawing upon existing blogs in order to support understanding.</p> <p>Phase 2 – Understanding as a writer. Use existing blogs in order to identify relevant features associated with travel blogging while commenting on their effect and purpose.</p> <p>Focus on persuasion stylistic devices, organisation, sentence structures and vocabulary.</p>	<p>and become fluent and knowledgeable of definitions in order to apply it to their own writing.</p> <p>Explore previous and new sentence structures relevant to travel blogs and generate cohesive sentences in order to demonstrate fluency and understanding.</p> <p>Phase 3 – Planning, Composition and Editing. Plan travel blog before writing it using given structure.</p>	<p>Refer to checklists and Food for Thought to encourage independence and application of skills and knowledge acquired throughout the writing cycle.</p> <p>Publish.</p>	<p>instructions has on executing a task.</p> <p>Phase 1 – Understand as a Reader. Explore a WAGOLL set of instructions on how to blend in in modern Britain.</p> <p>Summarise and sequence the WAGOLL, drawing upon knowledge from the hook to identify the importance of sequencing within instructions.</p> <p>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.</p>	<p>Explore ambitious vocabulary through identifying relevant synonyms to demonstrate understanding. Use this vocabulary in higher-level sentence structures influenced by the WAGOLL.</p> <p>Phase 3 – Planning, Composition and Editing. Plan instructions using knowledge gained throughout the cycle before composition stage.</p> <p>Write an effective set of instructions, focusing on key components and features in order to make it successful.</p> <p>Peer-assess one another's pieces using TAG model and checklists.</p>	<p>Phase 2 – Understanding as a writer. 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>Edit and improve with purple pen</p>
Tier ii Vocabulary							
<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>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (deciding which operations and</p>	<p>Solve problems involving converting between units of time.</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p>Solve problems involving converting between units of time.</p> <p>Complete, read and interpret information in tables, including timetables.</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.</p> <p>Revisit multiplying and dividing between units.</p> <p>Use toolkits to develop fluency between units.</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>Complete translations, plot points to finish shapes and explain errors made when translating and reflecting using</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Answer questions to interpret graphs using continuous and discrete data.</p>

<p>-Geometry Properties of shapes -Geometry Position and Direction</p>	<p>methods to use and why).</p>			<p>Use all 4 operations to solve problems involving measure.</p>	<p>mathematical vocabulary.</p>		
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Changes of State. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Plan and carry out investigations into soluble materials. Record a before/after image. Explain what dissolving is, giving examples.</p>	<p>Changes of State. Demonstrate that dissolving, mixing and changes of state are reversible changes. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Plan and carry out investigations that attempt to separate mixed materials. Record findings in written form and identify the successful ways of recovering a substance from a solution. <u>Assessment Indicator:</u> Name equipment used for filtering and sieving.</p>	<p>Changes of State. Demonstrate that dissolving, mixing and changes of state are reversible changes. After the experiments present findings in written form. Create chart/table grouping materials using properties. Explain whether the changes are reversible or not using scientific vocabulary. <u>Assessment Indicator:</u> Describe reversible and non-reversible changes to materials, giving examples.</p>	<p>Changes of State. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Introduction to oxidation and observations based on how rust is formed and how apples spoil when cut open - can you prolong your apple's shelf life or is it all looking brown? Plan and carry out oxidation investigations. Observe and record oxidation reactions over time</p>	<p>Changes of State. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Investigate and explore the gourmet side to chemistry: science of baking bread and cakes, and explore the weird and wonderful world of eggs! Plan and carry out irreversible cooking investigations that may create some new materials</p>	<p>Changes of State. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda To record and present methods, findings and further investigations in written form <u>Assessment Indicator:</u> Explain results from investigations involving dissolving and non-reversible change.</p>	<p>Changes of State. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Complete research on new materials and their uses. Apply knowledge of materials to create a new substance.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE)</p>	<p>PSHEE JIGSAW SOW: Changing me. To be aware of my own self-image and how my body image fits into that. To know how to develop my own self Esteem.</p>	<p>PSHEE 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.</p>	<p>PSHEE 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.</p>	<p>PSHEE 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. Take part in Correct or Not activity in order to</p>	<p>PSHEE 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)</p>	<p>PSHEE 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.</p>	<p>PSHEE 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.</p>

<p>and Health Education</p>	<p>Explore positive and negative things they believe about their own self-image through identifying balance and how to tackle negative thoughts. (Individual liberty)</p>	<p>To understand that puberty is a natural process that happens to everybody and that it will be OK for me. To gain an understanding of puberty, the use of sanitary products and menstruation. (Mutual respect)</p>	<p>To 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. (Tolerance) <u>Assessment Indicator:</u> <i>Talk confidently about changes that boys and girls go through during puberty.</i></p>	<p>understand changes that happen during puberty. (Mutual Respect)</p>	<p>To be confident that I can cope with the changes that growing up will bring. To create birthday cards for teenage versions of themselves with advice included about becoming a teenager. (Rule of law)</p>	<p>Complete spinning tops with fears and worries about moving onto Year 6. To identify ways to best manage these worries and fears, offering advice for one another. (Responsibility) <u>Assessment Indicator:</u> <i>Reflect upon worries and fears and support others with theirs.</i></p>	<p>To complete letter to their Year 6 self. To include everything they wish to achieve in the next academic year and date it one year from writing it (Democracy)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Explore a variety of communication methods with increasing success. To develop communication and negotiation skills Outdoor PE Athletics. Effectively apply speeds appropriate for the event. To be able to apply different speeds over varying distances.</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Explore tactical planning within a team to overcome increasingly challenging tasks. To develop strong communication and negotiation skills to solve challenges. Outdoor PE Athletics. Effectively apply speeds appropriate for the event. To develop fluency and co-ordination when running for speed. <u>Assessment Indicator:</u> <i>Choose the best pace for a running event.</i></p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Explore tactical planning within a team to overcome increasingly challenging tasks. To develop planning and problem solving skills. Outdoor PE Athletics. Apply fluency and co-ordination when running for speed in relay changeovers. To develop technique in relay changeovers.</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Explore tactical planning within a team to overcome increasingly challenging tasks. To share ideas and work as a team to solve problems. <u>Assessment Indicator:</u> <i>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</i> Outdoor PE Athletics. Explore technique and rhythm in the triple jump. To build momentum and power in the triple jump.</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Develop navigational skills and map reading in increasingly challenging tasks. To develop navigation skills and map reading. <u>Assessment Indicator:</u> <i>Orientate a map confidently.</i> Outdoor PE Athletics. Develop technique and power in javelin and shot put. To develop throwing with force for longer distances.</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Develop navigational skills and map reading in increasingly challenging tasks. To create and follow a key and route on a map. <u>Assessment Indicator:</u> <i>Orientate a map confidently.</i> Outdoor PE Athletics. Develop technique and power in javelin and shot put. To develop throwing with greater control and technique.</p>	<p>Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. Develop navigational skills and map reading in increasingly challenging tasks. To create and follow a key and route on a map. Outdoor PE Athletics. Develop technique and power in javelin and shot put. To develop throwing with greater control and technique. <u>Assessment Indicator:</u> <i>Show accuracy and power when throwing for distance.</i></p>
<p>Computing -Code -Connect -Communicate</p>	<p>Programming B Selection in quizzes. Identify that video can be improved</p>	<p>Programming B Selection in quizzes. Explain how selection is used in computer programs.</p>	<p>Programming B Selection in quizzes. To relate that a conditional statement</p>	<p>Programming B Selection in quizzes. To explain how selection directs the flow of a program.</p>	<p>Programming B Selection in quizzes. To design a program that uses selection.</p>	<p>Programming B Selection in quizzes. To create a program that uses selection.</p>	<p>Programming B Selection in quizzes. To evaluate a Program.</p>

<p>-Collect</p>	<p>through reshooting and editing. Review their videos and edit/re-film sections as required. Evaluate their finished product.</p>	<p>Revisit learning on 'selection' and explore modifying code in Scratch to alter conditions and outcomes.</p>	<p>connects a condition to an outcome. Learn about if..then..else in selection. Create programs using selection and 2 possible outcomes. <u>Assessment Indicator:</u> <i>Identify and modify a condition in a program</i></p>	<p>Explore how answers to questions can be used in conditions to control the flow of the program.</p>	<p>Design their own quiz using selection. Plan what the outcome will be to correct and incorrect responses.</p>	<p>Use their plans to create their quiz. Test it works and debug where necessary. Share their quiz with others for feedback. <u>Assessment Indicator:</u> <i>Implement an algorithm to create a program.</i></p>	<p>Make improvements to their quizzes. Consider what to do when answers given are similar to those in the condition. <u>Assessment Indicator:</u> <i>Extend the program further and identify how it could be improved</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major: 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. Use digimaps population density map to identify populous cities. Understand it's location in comparison to lines of latitude e.g. equator. <u>Assessment Indicator:</u> <i>Name and locate the world's countries, focusing on North America (USA and Canada) and Central America.</i></p>	<p>Major: 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. Name the states, some of the state capitals. Use scales to measure distances between them and identify that some are in different time zones - compare to GMT meridian line.</p>	<p>Major: 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. Know how they were formed. Understand their physical and human characteristics e.g. tourism, industry (hydro electric and tourism), location of resources. Use compass points to compare positions of locations. Focus on Niagara falls for tourism.</p>	<p>Major: 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. Use compass points to compare positions of locations.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Major: 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?</p>	<p>Major: 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. <u>Assessment Indicator:</u> <i>Make comparisons between The Lake District and The Great Lakes of North America.</i></p>	<p>Major: 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.</p>

		Use digimap tools to measure distance and time zone overlay. Assessment Indicator: <i>Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).</i>					
History -Chronology -Concepts -Interpretation -Enquiry -Communication		Minor: Use primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints. Look at sources of evidence and identify if they show bias or not. Identify why a primary source can contain bias. Assessment Indicator: <i>Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.</i>		Minor: 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?	Minor: Identify why viewpoints differ and why bias might skew these viewpoints. Look at the news articles linked to a zip line over a lake in the lake district and focus on the conflicting views. Who wanted it? Why? Who was opposed? Why? Assessment Indicator: <i>Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge.</i>	Minor: Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'. Look at examples where people's view of an event has changed and why it changed – American Indian reservations for example.	
Religious Education, Beliefs and Values -Believing -Expressing -Living	LIVING What does it mean to be a Muslim in Britain today? Baseline assessment Recap prior learning from Spring 1 unit about Islam. Assessment Indicator: <i>Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that</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.	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.	Educational Visit to Cheadle Mosque.	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.	LIVING What does it mean to be a Muslim in Britain today? What is a special place for Muslims? Make connections between the key functions of the mosque and the beliefs of Muslims.	LIVING What does it mean to be a Muslim in Britain today? Answer the title key question from different perspectives, including their own. P4C Take part in discussion amongst peers to

	<i>they are an expression of Ibadah (worship and belief in action).</i>	Focus on the pillar Zakah. Retrieve information from a text to identify why Zakah is important to Muslims. (Responsibility)	Generate questions about Sawn - fasting during Ramadan. (Mutual respect)		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>	Immerse themselves in the aspects and features of a mosque through pictures, videos and discussion. Label a diagram of a mosque in order to highlight understanding. <u>Assessment Indicator:</u> <i>Make connections between the key functions of the mosque and the beliefs of Muslims Identify ways that respect is shown to Allah, the Prophet Muhammad and the holy Qur'an.</i>	support and share ideas. (Tolerance/Individual liberty)
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW Understands adjectival agreement for masculine and feminine nouns. Know the basic language structures to be able to speak in sentences. Explore asking and telling the time. Listen to dictations and translate to English. <u>Assessment Indicator:</u> <i>Ask and answer questions about telling the time.</i> <i>Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase</i>	Catherine Cheater SOW Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Know how to use indefinite and definite articles with singular nouns. A range of words used to disagree with something you have heard.	Catherine Cheater SOW Understand the main points and some of the detail from short written texts or passages in clear printed script. Write a few short sentences with support using expressions which they have clearly learnt. Developing accurate pronunciation and intonation. Use a negative to answer questions. Ask and answer questions linked to a non-fiction text. Use disagreement phrases in writing.	Catherine Cheater SOW Understand the main points and some of the detail from short written texts or passages in clear printed script. Know and begin to notice that verbs must agree with the subject. Developing accurate pronunciation and intonation. Ask and answer questions linked to a non-fiction text. Explore the use of nouns and pronouns in sentences.	Catherine Cheater SOW Understand the main points and some of the detail from short written texts or passages in clear printed script. Know and begin to notice that verbs must agree with the subject. Developing accurate pronunciation and intonation. Ask and answer questions linked to a non-fiction text in chorus. Explore the use of relative pronouns.	Catherine Cheater SOW Understand the main points and some of the detail from short written texts or passages in clear printed script. Developing accurate pronunciation and intonation. Use a negative to answer questions. Write a few short sentences with support using expressions which they have clearly learnt. Ask and answer questions linked to a non-fiction text in chorus.	Catherine Cheater SOW Show understanding of known verbs and adverbs, Know and identify known adjectives in feminine and masculine form. Hold a simple conversation with at least 4 exchanges. Identify verbs, adverbs and nouns when listening to a story. Hold a conversation with up to 5 other people. <u>Assessment Indicator:</u> <i>Know language structures to be able to speak in sentences.</i>

						Record a conversation reacting with disappointment. Assessment Indicator: <i>Write a few short sentences using known vocabulary and phrases.</i>	
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Artist: Dave Draws Skill Focus: Drawing Know and be able to explain how different artists developed their specific techniques. Research into different artists who use maps in their work.	Artist: Dave Draws Skill Focus: Drawing Research the work of an artist and use this knowledge to replicate a style. Evaluate and appraise the range of artwork Dave Draws. Know how to use marks and lines to produce texture. Experiment with thickness of line to create map-inspired art.	Educational visit to Whitworth Art Gallery	Artist: Dave Draws Skill Focus: Drawing Make appropriate choices in selecting from a range of materials to achieve desired outcome. Create own map art of Cheadle considering different landmarks and local geography using pen drawings.	Artist: Dave Draws Skill Focus: Drawing Make appropriate choices in selecting from a range of materials to achieve desired outcome. Create own map art of Cheadle considering different landmarks and local geography using pen drawings.	Artist: Dave Draws Skill Focus: Drawing Make appropriate choices in selecting from a range of materials to achieve desired outcome. Evaluate their peers and own line drawing map. Assessment Indicator: <i>Artwork inspired by Dave Draws focusing on line and perspective.</i>	
Design and Technology -Design -Make -Evaluate -Food Technology	Focus - 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. To discuss and research a range of relevant products in order to gain an understanding of how they are operated and how they work.	Focus - Electrical Systems and Complex Switches and Circuits. Generate innovative ideas by drawing upon knowledge and research of circuits. To communicate these ideas through pictorial representations Create their designs for their product ensuring it meets the design specification.	Focus - Electrical Systems and Complex Switches and Circuits. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Create a detailed and step-by-step plan and list of tools, equipment and materials needed.	Focus - Electrical Systems and Complex Switches and Circuits. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. To assemble their circuit and it's housing using plan from prior sessions.	Focus - Electrical Systems and Complex Switches and Circuits Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. To assemble their circuit and it's housing using plan from prior sessions.	Focus - Electrical Systems and Complex Switches and Circuits 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. Assessment Indicator: <i>Make ongoing adjustments and alterations to a design in order to ensure the purpose is met.</i>	Focus - Electrical Systems and Complex Switches and Circuits. Test the system to demonstrate its effectiveness for the intended user and purpose. Test its effectiveness and highlight areas for development.

	To generate their design specification for the project.						
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Improve Our World? Appraising and Listening Recognise musical styles and any important musical features that distinguish the style. Freedom Is Coming Part 1	Charanga Model Music Curriculum B How Does Music Improve Our World? Appraising and Listening Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Freedom Is Coming Part 2	Charanga Model Music Curriculum B How Does Music Improve Our World? Listening and Singing Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. All Over Again Part 1	Charanga Model Music Curriculum B How Does Music Improve Our World? Composing and Improvising Explore improvisation within a major scale. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). All Over Again Part 2	Charanga Model Music Curriculum B How Does Music Improve Our World? Appraise, Sing and Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 1	Charanga Model Music Curriculum B How Does Music Improve Our World? Appraise, Sing and Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 2 <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 in pitch and in time.	Charanga Model Music Curriculum B How Does Music Improve Our World? Appraise, Sing and Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Do You Ever Wonder? Part 2 <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 in pitch and in time.
Outdoor Learning Opportunities	PE OAA Literacy Hook - Travel documentaries. RE knowledge retrieval outdoor quiz.	PE OAA Reading a chapter of class book.	PE OAA Reading a chapter of class book.	PE OAA Literacy Hook - bad examples of instructions.	PE OAA	PE OAA Reading a chapter of class book.	PE OAA
Enhancements Visits and Visitors			Careers Week 24.06.24 Visit to Whitworth Art Gallery 26.06.24	Educational Visit to Cheadle Mosque 04.07.24		Transition - Planning learning opportunities and experiences for Year 6 15.07.24	Transition - Planning learning opportunities and experiences for Year 6 22.07.24
Parental Engagement					Sports Day KS2 11.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24	Friends of Meadowbank thank you tea party 22.07.24 2.00 pm
Whole School and National Events		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24		

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**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.**