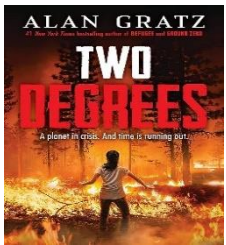
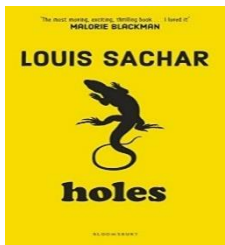
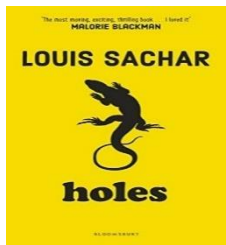
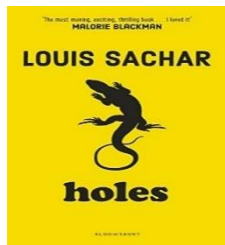
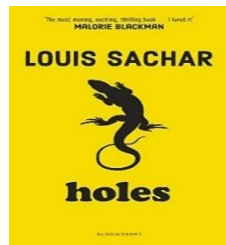
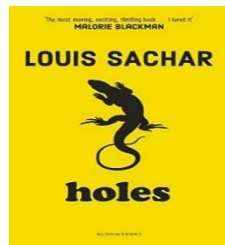
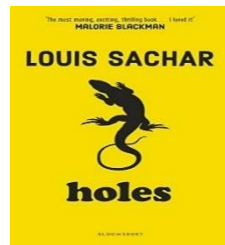
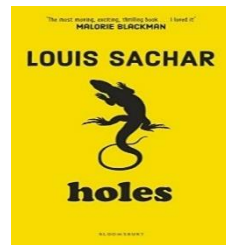




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2023
Phase Upper Key Stage 2 Year Group 6

| | Week 1 Wk Beg 30.10 | Week 2 Wk Beg 6.11 | Week 3 Wk Beg 13.11 | Week 4 Wk Beg 20.11 | Week 5 Wk Beg 27.11 | Week 6 Wk Beg 04.12 | Week 7 Wk Beg 11.12 | Week 8 Wk Beg 18.12 |
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| Big Question | Beheading, transporting, hanging – why are these no longer acceptable? The change of crime and punishment over time | | | | | | | |
| Connected Concepts | Power Influence Cause and Effect Significance Structures | | | | | | | |
| Book Studies | Two Degrees by Alan Gratz  | Holes by Louis Sachar  | Holes by Louis Sachar  | Holes by Louis Sachar  | Holes by Louis Sachar  | Holes by Louis Sachar  | Holes by Louis Sachar  | Holes by Louis Sachar  |
| Children steering learning... | How have punishments changed since the medieval era? Why are punishments no longer so "bloody" or "gory"? What happens when someone commits a crime? Who decides how to punish someone? | | | | | | | |
| English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation | Whole Class Text - Two Degrees (Continued to link to Climate debate work for Stockport Climate Action) Develop fluency when reading aloud. Develop skim and scanning skills to justify retrieval skills Debate Writing - Stockport Climate Action for Schools | Whole Class Text - Holes Develop fluency when reading aloud. Develop skim and scanning skills to justify retrieval skills Instructions for surviving Camp Green Lane <u>Phase 1 – Hook and understanding as a reader</u> Order and sequence a set of instructions. | Whole Class Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text Instructions for surviving Camp Green Lane <u>Phase 2 – Understanding as a writer</u> Explore features of instructional writing. | Whole Class Text - Holes Identify the meaning of words within context Summarise themes and justify using evidence Instructions for surviving Camp Green Lane <u>Phase 3 – Composition and Editing</u> Edit and improve an ineffective set of instructions. | Whole Class Text - Holes Develop fluency when reading aloud. Develop oracy skills through book discussion talk Debate Writing <u>Phase 1 – Hook and understanding as a reader</u> Explore historical evidence about Robin Hood including images, reimagine clips. | Whole Class Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text Debate Writing <u>Phase 2 – Understanding as a writer</u> Explore the key features of debate writing. | Whole Class Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text Debate Writing <u>Phase 3 – Composition and Editing</u> Edit and refine debates. Evaluate effective debates, identifying | Whole Text - Holes Develop fluency when reading aloud. Application of skills fraction to unfamiliar texts Diary <u>Writing Phase 1 – Hook and understanding as a reader</u> Read appropriate chapters within the text. Complete story mountain. |

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| | <p>Phase 1 - Hook and understanding as a reader Share climate action assembly pack and initiatives from following years .</p> <p>Phase 2 - Understanding as a writer Explore features of debate writing Practise use of OREO.</p> <p>Phase 3 - Composition and Editing Use of OREO to write argument.</p> | Retrieve key information about Stanley and Camp Lake. | <p>Determine and use technical and subject specific vocabulary.</p> <p>Practise the use of imperative verbs and dash detail to structure instructions.</p> | <p>Plan steps to surviving Camp Green Lake.</p> <p>Explore effective openings of instructions.</p> <p>Write instructions in detail and mark against success criteria.</p> | <p>Discuss initial responses to whether he is a hero or a criminal.</p> <p>Read and respond to historical evidence using VIPERS.</p> | <p>Generate and justify arguments with OREO.</p> <p>Phase 3 - Composition and Editing Edit and improve ineffective arguments.</p> <p>Generate arguments for and against the motion using evidence.</p> | <p>features and delivery.</p> <p>Host debate in class.</p> | <p>Justify characters feeling through the use of PEE and PETER structures</p> <p>Phase 2 - Understanding as a writer Explore and label features of diary writing.</p> <p>Define technical and ambitious vocabulary Practise sentence structures including rule of three, outside (inside).</p> <p>Phase 3 - Composition and Editing Write a diary entry in the role of a main character from the text.</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</p> <p>Properties of shapes</p> <p>-Geometry</p> <p>Position and Direction</p> | <p>Addition and Subtraction</p> <p>Using inverse operations and application to reasoning and problem solving.</p> | <p>Multiplication and Division</p> <p>Multiply whole numbers within a range of toolkits and application.</p> | <p>Multiplication and Division</p> <p>Factors, prime numbers, square and cubed numbers</p> <p>Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals.</p> | <p>Multiplication and Division</p> <p>Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals.</p> <p>Order of Operations Understanding the use of BODMAS.</p> | <p>Fractions</p> <p>Simplifying, comparing and exploring equivalence fractions through fluency toolkits and reasoning.</p> | <p>Fractions</p> <p>Using methods of addition and subtraction through fluency and reasoning.</p> | <p>Fractions</p> <p>Multiplication and division through fluency and reasoning.</p> | <p>Fractions</p> <p>Problem solving application with all four operations.</p> |

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| <p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p> | | <p>Animals including Humans</p> <p>Know the function of the heart, blood vessels and blood.</p> <p>How does our body work and why do we need to look after it?</p> <p><u>Assessment Indicator:</u> <i>Complete the prior knowledge and questions pupil agency grid</i> Label the chambers, vessels and valves of the heart and identify how blood is pumped around the body.</p> | <p>Animals including Humans</p> <p>Know the function of the heart, blood vessels and blood.</p> <p>How does our body work and why do we need to look after it?</p> <p>Explore blood composition and function - observational drawings of blood cells and label key functions to the body.</p> | <p>Animals including Humans</p> <p>Know the ways in which nutrients and water are transported in animals, including Humans.</p> <p>How does our body work and why do we need to look after it?</p> <p>Explore how nutrients move through the body and their functions.</p> | <p>Animals including Humans</p> <p>Identify and name the main parts of the human circulatory system.</p> <p>How does our body work and why do we need to look after it?</p> <p>Label the circulatory system, exploring how the lungs and heart work together.</p> | <p>Animals including Humans</p> <p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>How does our body work and why do we need to look after it?</p> <p>Explore what makes healthy body - focusing on balanced diet and lifestyle. (Rule of the law)</p> | <p>Animals including Humans</p> <p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>How does our body work and why do we need to look after it?</p> <p><u>Assessment Indicator:</u> <i>Plan and carry out an experiment into how exercise impacts the body, making recordings and conclusions.</i></p> | <p>Animals including Humans</p> <p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>How does our body work and why do we need to look after it?</p> <p>Explore what makes healthy body - focusing on drugs and alcohol and how these can have a negative impact.</p> |
| <p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand what the term normal means and how people perceive this term in different ways.</p> <p>Explore statements to identify whether they are true of false regarding society prejudice over the years, reflecting on these through discussion linked back to the term "normal". (Respect)</p> <p>(All protected characteristics)</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand how being different can affect people's lives and recognising their attitudes towards people who are different.</p> <p>Share the equality act with the children and that people's rights are respected even if they have differences.</p> <p>Reflect on the story of Robert Cowell and work through questioning and then work in groups to generate rights and</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain some of the ways in which one person or a group can have power over another and know how it can feel to be excluded or reacted badly by being different in some way.</p> <p>Working in groups, discuss the power scenarios to establish what gives power to the people in each scenario.</p> <p>Discuss together to compare debrief, making a class list of the ways people can</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Recognise some of the reasons why people use bullying behaviours.</p> <p>To explain a range of strategies for managing feelings in bullying situations and for problem solving.</p> <p>Explore bullying scenes through drama and role play</p> <ul style="list-style-type: none"> - It happens more than once - It is deliberate <p>Children to debrief each scenario discussing the</p> | <p>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>To give examples of people with disabilities who lead amazing lives appreciate people for who they are.</p> <p>To research in groups a chosen Paralympian / athlete/ sportsperson to present to class as a poster presentation, celebrating their achievements. (Respect)/ (Disabilities)</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain ways in which difference can be a source of conflict.</p> <p>Share the following differences that can cause conflict - race, religion, disability, gender, sexuality, age, the use of technology - and how these can create conflict.</p> <p>Create and present a storyline in groups, which challenges the conflict, devising an ending to overcome it.</p> | <p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain ways in which difference can be a source of celebration to show empathy with people in either situation.</p> <p><u>Assessment indicator:</u> <i>Children to present their role play from last week as a freeze frame and peers to use peer assessment scaffolds to reflect. What conflict did the scenario portray?</i></p> |

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| | | responsibilities important for welcoming a community. (Rule of Law and Respect) (All protected characteristics) | be allowed to gain power over others. (Individual Liberty) (All protected characteristics) | reasons for the bullying behaviour and how these can make the recipient feel. (Individual Liberty) (All protected characteristics) | | | (Tolerance, Respect & Individual Liberty) (All protected characteristics) | <i>What are your thoughts and feelings? What have you learnt about differences from their performance? (Respect)</i> |
| Physical Education -Gymnastics -Dance -Games -Athletics -Swimming | Get Set 4 PE SOW Outdoor - Dodgeball/Handball To apply rules honestly and fairly to a game situation. | Get Set 4 PE SOW Indoor PE - Gymnastics To be able to develop the straddle, forward and backward roll. Outdoor - Dodgeball/Handball To develop throwing at a moving target. | Get Set 4 PE SOW Indoor PE - Gymnastics To develop counter balance and counter tension. Outdoor - Dodgeball/Handball To use timing, balance and agility to avoid being hit. | Get Set 4 PE SOW Indoor PE - Gymnastics To be able to perform inverted movements with control. Outdoor - Dodgeball/Handball To develop catching under pressure to get an opponent out. | Get Set 4 PE SOW Indoor PE - Gymnastics To be able to perform the progressions of a headstand and a cartwheel. Outdoor - Dodgeball/Handball To select and apply tactics in the game. | Get Set 4 PE SOW Indoor PE - Gymnastics To be able to use flight from hands to travel over apparatus. Outdoor - Dodgeball/Handball To select and apply tactics in the game. | Get Set 4 PE SOW Indoor PE - Gymnastics To be able to create a group sequence using formations and apparatus. Outdoor - Dodgeball/Handball To develop officiating skills and referee a dodgeball game. | Get Set 4 PE SOW Indoor PE - Gymnastics <u>Assessment Indicator:</u> <i>Perform and evaluate own and peer group sequences looking at: unison, cannon, levels, direction, formation and expression.</i> |
| Computing -Code -Connect -Communicate -Collect | | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. What makes a good webpage? Distinguish the difference between a website and a webpage, identifying examples and categorising them. Evaluate webpages from a list of given criteria. | Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. What is copyright? Become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources. | Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. Edit and play around with a template webpage, to familiarise themselves with editing tools. | Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. | Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. How will your webpage look? Recognise common and popular features of webpages in order to support them to plan and draw their own webpage | Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. Why is the structure of a webpage important? Use their plans to create their own website, paying attention to the navigation paths (the way that pages are linked together). Create multiple web pages for their site and use hyperlinks to link them together. | Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. How can we use hyperlinks effectively? Edit their webpage to include hyperlinks, explaining the implications of linking content owned by others. |

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| <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 South America concentrating on their environmental regions, key physical and human characteristics, counties and major cities. Label a map of South America, focusing and locating the Amazon Basin, as well as the key countries and capital cities and identifying biomes across the continent.</p> | <p>Minor 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 South America. Distinguish between physical and human geographical features and sort examples, focusing on the Amazon Basin before using maps and area formulas to help calculate changes in Amazon Basin land use over a period of 30 years.</p> | | <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> | | | |
| <p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. What do we mean by crime and punishment? Explore the key terminology of crime and punishment, reflecting upon what</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. To use sources of evidence as the basis for an opinion and justification How were criminals punished 800 years</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. To use sources of evidence as the basis for an opinion and justification What does the legend of Robin</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. To use sources of evidence as the basis for an opinion and justification. Why did punishments become</p> | <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. To use sources of evidence as the basis for an opinion and justification. Why did so much change happen in the 19th century?</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. To use sources of evidence as the basis for an opinion and justification. Has the way we catch and punish criminals improved</p> | <p>Major:- To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present. <u>Assessment indicator:</u> Respond to the half term's big question drawing on the key themes to showcase their learning from the half term and</p> |

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| | the children know already. | <p>ago, and how do we know? Explore what crime and punishment was like 800 years ago, through the story of the fox and the goose.</p> <p>Use images to determine information about the past and make conclusions.</p> | <p>Hood tell us about medieval justice? Explore the story of Robin Hood (stole from the rich to give to the poor) and the medieval justice system, focusing on the theme of beliefs and power.</p> <p>Summarise the main themes from the story of Robin wood and gather evidence to source their debate within Literacy. (Individual Liberty & Rule of Law)</p> | <p>so bloody in the 18th century? Explore why punishments were so "Bloody" in the 18th century to the analyse of the "Bloody Code" and the use of. (Rule of Law)</p> | | <p>Explore data from line graphs showing how the prison population has increased in the last 75 years, discussing reasons as to why this make have happened, focusing on the theme of society.</p> <p>From this, children make deductions and statements as to whether they think the crime and punishment system has improved over the year. (Rule of Law)</p> | <p>that much in the last 100 years? Look at slow reveal of graph showing increase in prison numbers and speculate as to why that might be.</p> <p>Give four possible reasons why the prison population rose so steeply at this time (from 10,000 in 1930 to nearly 90,000 in 2010) – they must identify the most plausible and explain their reasoning. (Rule of Law)</p> | <p><i>their interdisciplinary knowledge</i> Changes in punishment and crimes Changes in legal systems and society Human rights.</p> |
| <p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Think about commitments that they make in their lives and the commitments religious people make.</p> <p>What are the impacts of religious commitments on life?</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Retell the life story of Prophet Muhammad (pbuh). Show sensitivity toward Muslims beliefs about the drawing of non-figurative images.</p> <p>How is the practice of Islam in Britain today, including local practice, following the example and teaching of the Prophet Muhammad? (Race & Religion)</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Understand the life and significance of the Prophet Muhammad for the Muslim community / Ummah in Britain today.</p> <p>How do Muslims celebrate the life of the Profit Muhammad? (Race & Religion)</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Think about 4 different ways in which the Muslim Ummah supports Muslim people all over the world.</p> <p>What is the impact of these? (Race & Religion)</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</p> <p>How can we link this to our community? (Democracy) (Race & Religion)</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Identify some of the values that Gandhi showed in his life.</p> <p>Make links between Gandhi's beliefs and the way he chose to live his life</p> <p>How does the impact of some of Gandhi's principles be used to address contemporary situations?</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Describe what 'sewa' means and what some acts of sewa may be.</p> <p>Investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism.</p> <p>How are sewa and ahimsa linked?</p> | <p>LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Explore the significance of the Last Supper Consider the idea that Jesus came to show humanity God's grace, or generosity, and lived like a servant, not as a ruler or king.</p> <p>What are the links between the last supper and holy communion?</p> |

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| | | | | | | | | <p>Assessment Indicator: <i>Explain similarities and differences between big ideas for Christian, Hindu and Muslim people; Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for themselves.</i></p> |
| <p>Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p> | | <p>Catherine Cheater SOW</p> <p>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme. Know and identify days and months, numbers up to 100, wider range of nouns. Develop skill in recognising phonemes and graphemes.</p> | <p>Catherine Cheater SOW</p> <p>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme. Know and identify days and months, numbers up to 100, wider range of nouns. Develop skill in recognising phonemes numbers up to 100, dates and months of the year.</p> | <p>Catherine Cheater SOW</p> <p>Know, understand and respond to a range of familiar spoken words and short phrases. Revise questions with focus on pronunciation. What questions can the children remember? Can they answer these questions?</p> | <p>Catherine Cheater SOW</p> <p>Use knowledge of grammar correctly. Revise questions with focus on spelling. What questions can the children remember? Can they answer these questions?</p> | <p>Catherine Cheater SOW</p> <p>Show understanding of known verbs and adverbs. Know and identify known adjectives in feminine and masculine form. Use a dictionary to consolidate understanding of masculine and feminine form.</p> | <p>Catherine Cheater SOW</p> <p>Show understanding of known verbs and adverbs. Know and identify known adjectives in feminine and masculine form. Assessment Indicator:- <i>Use vocabulary (masculine and feminine forms) to write a short conversation between friends.</i></p> | <p>Catherine Cheater SOW</p> <p>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. Consolidate knowledge of the half term focusing on speaking and listening.</p> |
| <p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p> | <p>Artist - Luciana Cian Skill Focus - Printing Research the work of an artist and use this knowledge to replicate a style. Compare and contrast artists and</p> | <p>Artist - Luciana Cian Skill Focus - Printing Use printing to 'overprint', creating different pattern Practise using wax resistance techniques.</p> | <p>Artist - Luciana Cian Skill Focus - Printing Use printing to 'overprint', creating different patterns Practise using pastel printing to replicate examples of Luciana.</p> | <p>Artist - Luciana Cian Skill Focus - Printing Design 4 images in the style of Luciana Cian and justify their chosen design and printing style.</p> | <p>Artist - Luciana Cian Skill Focus - Printing Use printing to 'overprint', creating different patterns. Know complementary</p> | | | |

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| | <p>designers, explaining why they have chosen specific techniques in their work.</p> <p>Children to emulate the work of Luciana Cian through a mood board.</p> <p>Critically evaluate the work of Luciana Cian, looking at tone, colour, shape, message, context and subtext.</p> | | | | <p>colours to create texture and effects.</p> <p><u>Assessment Indicator:</u> Use taught printing technique to create their design and evaluate against Luciana Cian, drawing comparing and identifying areas of success and improvement.</p> | | | |
| <p>Design and Technology -Design -Make -Evaluate -Food Technology</p> | | | <p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/graphs/charts such as star diagrams. Use first hand and secondary sources to carry out relevant research into existing festive biscuits and cakes, including personal/cultural preferences, ensuring meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.</p> | <p>Design Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.</p> | <p>Design Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. Generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product.</p> | <p>Make Write a step-by-step recipe, including a list of ingredients, equipment and utensils Record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge,</p> | <p>Make Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</p> | <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> |
| <p>Music -Listen and Appraise -Singing</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us with Our Past?</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | <p>Charanga Model Music Curriculum B Unit 2: How Does Music Connect Us</p> | |

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| -Instruments -Improvisation -Composition | Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song My best friend part 1 | with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song Share a take responsibility for performing. My best friend part 2 | with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song Singing swing star part 1 | with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song Share a take responsibility for performing. Singing swing start part 2 | with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song. Roll Alabama | with Our Past? Learn to sing the song as an ensemble and choir. Play and perform an instrumental as part of the song. Share a take responsibility for performing. Roll Alabama | with Our Past? <u>Assessment Indicator:</u> Share a take responsibility for performing as a class and in groups to record a final presentation | |
| Enhancements Visits and Visitors | | | Past Productions Workshop 13.11.23 Tribunal Judge Visit 16.11.23 | | | | | |
| Parental Engagement | Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm | Parent Forum 08.11.23 9.00-10.00am | | Key Stage 2 Reading, Fluency and Literature Workshop 23.11.23 9:00am-10:15am | | | | |
| Whole School and National Events | Bonfire Night 05.11.23 | Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23 | World Kindness Day 13.11.23 Children in Need 17.11.23 | | | 'Save the Children'. Christmas Jumper Day 08.12.23 | Christmas Dinner 13.12.23 | Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23 |

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.