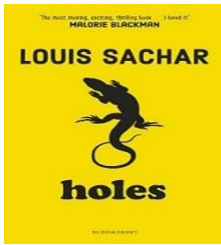
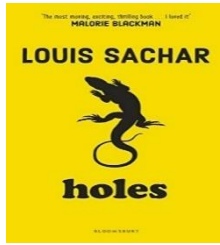
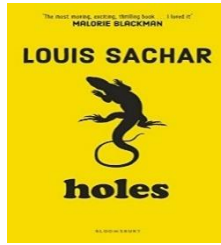
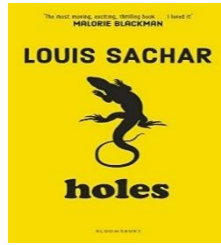
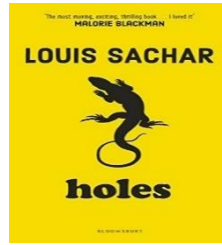
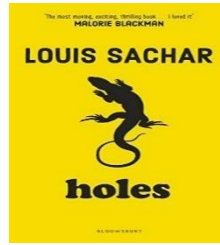
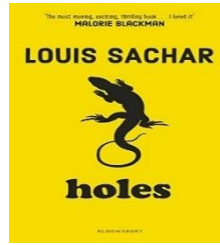
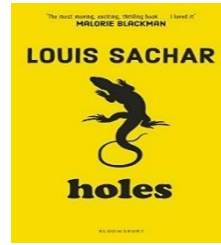




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2024**  
**Phase Upper Key Stage 2 Year Group 6**



	<b>Week 1</b> Wk Beg 28.10	<b>Week 2</b> Wk Beg 4.11	<b>Week 3</b> Wk Beg 11.11	<b>Week 4</b> Wk Beg 18.11	<b>Week 5</b> Wk Beg 25.11	<b>Week 6</b> Wk Beg 2.12	<b>Week 7</b> Wk Beg 9.12	<b>Week 8</b> Wk Beg 16.12
<b>Big Question</b>	<b>Beheading, transporting, hanging – why are these no longer acceptable?</b> <b>The change of crime and punishment over time.</b>							
<b>Connected Concepts</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>	<b>Power Influence Cause and Effect Significance Structures</b>
<b>Book Studies</b>	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 
<b>Children steering learning....</b>	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? Why do judges have the power to sentence people? Were some punishments used more than others? Was Robin hood really a hero?							
<b>English Reading</b> <b>-Word reading</b> <b>-Comprehension</b>  <b>Writing</b> <b>-Transcription</b> <b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b>	<b>Whole Class Text - Holes</b>  Develop fluency when reading aloud.  Develop skim and scanning skills to justify retrieval skills.  <b>Instructions for surviving Camp Green Lane</b>	<b>Whole Class Text - Holes</b>  Develop fluency when reading aloud.  Use PEE and PETER to structure inferences and respond to a text.  <b>Instructions for surviving Camp Green Lane</b>	<b>Whole Class Text - Holes</b>  Identify the meaning of words within context  Summarise themes and justify using evidence.  <b>Instructions for surviving Camp Green Lane</b>	<b>Whole Class Text - Holes</b>  Develop fluency when reading aloud.  Develop oracy skills through book discussion talk.  <b>Debate Writing</b> <b>Phase 1 - Hook and understanding as a reader</b> Explore historical evidence about Robin	<b>Whole Class Text - Holes</b>  Develop fluency when reading aloud.  Use PEE and PETER to structure inferences and respond to a text.  <b>Debate Writing</b>	<b>Whole Class Text - Holes</b>  Develop fluency when reading aloud.  Use PEE and PETER to structure inferences and respond to a text.  <b>Debate Writing</b> <b>Phase 3 - Composition and Editing</b>	<b>Whole Text - Holes</b>  Develop fluency when reading aloud.  Deduce meaning of vocabulary within in context.  <b>Description Writing</b> <b>Writing Phase 1 - Hook and understanding as a reader</b> Read appropriate chapters within the	<b>Whole Text - Holes</b>  Develop fluency when reading aloud.  <b>Description Writing</b> <b>Phase 2 - Understanding as a writer</b> Practise use of noun phrases and relative clauses and the use of brackets and dashes.

	<p><b>Phase 1 - Hook and understanding as a reader</b> Order and sequence a set of instructions. Retrieve key information about Stanley and Camp Lake.</p>	<p><b>Phase 2 - Understanding as a writer</b> Explore features of instructional writing. Determine and use technical and subject specific vocabulary.  Practise the use of imperative verbs and dash detail to structure instructions.</p>	<p><b>Phase 3 - Composition and Editing</b> Edit and improve an ineffective set of instructions. Plan steps to surviving Camp Green Lake.  Explore effective openings of instructions.  Write instructions in detail and mark against success criteria.</p>	<p>Hood including images, reimagine clips. Discuss initial responses to whether he is a hero or a criminal.  Read and respond to historical evidence using VIPERS.</p>	<p><b>Phase 2 - Understanding as a writer</b> Explore the key features of debate writing. Generate and justify arguments with OREO.  <b>Phase 3 - Composition and Editing</b> Edit and improve ineffective arguments.  Generate arguments for and against the motion using evidence and OREO structure.</p>	<p>Edit and refine debates.  Evaluate effective debates, identifying features and delivery.  Host debate in class.</p>	<p>text and retrieve key information about the setting of CGL.  <b>Phase 2 - Understanding as a writer</b> Explore key vocabulary and use within content Explore all five senses for describing the camp</p>	<p><b>Phase 3 - Composition and Editing</b> Write a setting description of CGL. Children to</p>
<b>Tier Two Vocabulary</b>	<p>Sentenced Juvenile Excruciating Liable Discipline Lethal Routine Enforcement</p>			<p>Paramount Indisputable Absconded Outlaw Justifiable Treason Controversial Mercenary</p>		<p>Coarse Desolate Stifling Yielding Mirage Pungent Parched Weathered Hostile</p>		
<p><b>Mathematics Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p><b>Measurement</b></p>	<p><b>Addition and Subtraction</b> Using inverse operations and application to reasoning and problem solving.</p>	<p><b>Multiplication and Division</b> Multiply whole numbers within a range of toolkits and application.</p>	<p><b>Multiplication and Division</b> Factors, prime numbers, square and cubed numbers  Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals.</p>	<p><b>Multiplication and Division</b> Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals.  <b>Order of Operations</b> Understanding the use of BODMAS.</p>	<p><b>Fractions</b> Simplifying, comparing and exploring equivalence fractions through fluency toolkits and reasoning.</p>	<p><b>Fractions</b> Using methods of addition and subtraction through fluency and reasoning.</p>	<p><b>Fractions</b> Multiplication and division through fluency and reasoning.</p>	<p><b>Fractions</b> Problem solving application with all four operations.</p>

-Geometry Properties of shapes -Geometry Position and Direction								
Retrieval work through maths rehearsal sequence	Multiplying and Dividing by 10, 100 and 1000	Times table application with multiples of 10	Number bonds to 1.0, 100, 1000 etc.	Multiplying and Dividing by 10, 100 and 1000	Times table application with multiples of 10 including decimals	Number bonds to 1.0, 100, 1000 etc.	Decimal addition with varying decimal places	Multiplying and Dividing by 10, 100 and 1000 applied to measures
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics		Animals including Humans.  Know the function of the heart, blood vessels and blood.  How does our body work and why do we need to look after it?  <u>Assessment Indicators</u> Complete the prior knowledge and questions pupil agency grid. Label the chambers, vessels and valves of the heart and identify how blood is pumped around the body.	Animals including Humans,  Know the function of the heart, blood vessels and blood.  How does our body work and why do we need to look after it? Explore blood composition and function - observational drawings of blood cells and label key functions to the body.	Animals including Humans.  Know the ways in which nutrients and water are transported in animals, including Humans.  How does our body work and why do we need to look after it? Explore how nutrients move through the body and their functions.	Animals including Humans.  Identify and name the main parts of the human circulatory system.  How does our body work and why do we need to look after it? Label the circulatory system, exploring how the lungs and heart work together.	Animals including Humans.  Know the impact of diet, exercise, drugs and lifestyle on health.  How does our body work and why do we need to look after it? Explore what makes healthy body - focusing on balanced diet and lifestyle. (BV-Rule of the law)	Animals including Humans.  Know the impact of diet, exercise, drugs and lifestyle on health.  How does our body work and why do we need to look after it?  <u>Assessment Indicator</u> Plan and carry out an experiment into how exercise impacts the body, making recordings and conclusions.	Animals including Humans.  Know the impact of diet, exercise, drugs and lifestyle on health.  How does our body work and why do we need to look after it?  Explore what makes healthy body - focusing on drugs and alcohol and how these can have a negative impact. (BV-Rule of the law)
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world  Relationships and Sex Education	PSHEE Jigsaw SOW Celebrating difference.  Understand what the term normal means and how people perceive this term in different ways. Explore statements to identify whether they are true or false regarding	PSHEE Jigsaw SOW Celebrating difference.  Understand how being different can affect people's lives and recognising their attitudes towards people who are different.	PSHEE Jigsaw SOW Celebrating difference.  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.	PSHEE Jigsaw SOW Celebrating difference.  Recognise some of the reasons why people use bullying behaviours. To explain a range of strategies for managing feelings in bullying situations and for problem solving.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	PSHEE Jigsaw SOW Celebrating difference.  To give examples of people with disabilities who lead amazing lives appreciate people for who they are. To research in groups a chosen Paralympian / athlete/	PSHEE Jigsaw SOW Celebrating difference.  Explain ways in which difference can be a source of conflict. Share the following differences that can cause conflict - race, religion, disability, gender, sexuality, age, the	PSHEE Jigsaw SOW Celebrating difference.  Explain ways in which difference can be a source of celebration to show empathy with people in either situation.  <u>Assessment Indicator</u>

<p><b>(RSE) and Health Education</b></p>	<p>society prejudice over the years, reflecting on these through discussion linked back to the term "normal". (BV-Respect) (All protected characteristics)</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 responsibilities important for welcoming a community. (BV-Rule of Law and Respect) (All protected characteristics)</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 be allowed to gain power over others. (BV-Individual liberty) (All protected characteristics)</p>	<p>Explore bullying scenes through drama and role play</p> <ul style="list-style-type: none"> <li>- It happens more than once</li> <li>- It is deliberate</li> <li>- It is unfair</li> </ul> <p>Children to debrief each scenario discussing the reasons for the bullying behaviour and how these can make the recipient feel. (BV-Individual Liberty) (All protected characteristics)</p>		<p>sportsperson to present to class as a poster presentation, celebrating their achievements. (BV-Respect) PC-Disabilities)</p>	<p>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. (BV-Tolerance/ Respect /Individual liberty) (All protected characteristics)</p>	<p><b>Children to present their role play from last week as a freeze frame and peers to use peer assessment scaffolds to reflect.</b></p> <p><b>What conflict did the scenario portray?</b></p> <p><b>What are your thoughts and feelings?</b></p> <p><b>What have you learnt about differences from their performance?</b> (BV-Respect)</p>
<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>-Gymnastics</li> <li>-Dance</li> <li>-Games</li> <li>-Athletics</li> <li>-Swimming</li> </ul>	<p><b>GetSet4PE SOW</b></p> <p>Outdoor PE - Hockey</p> <p><b>To develop dribbling to beat a defender.</b></p> <p><u>Assessment Indicator</u> Revise stick dribbling and changing direction/speed to beat a defender</p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><u>Assessment Indicator</u> To create a simple sequence of roles and balances to show prior learning.</p> <p><b>To be able to develop the straddle, forward and backward roll.</b> Practise the three different roles and create a sequence moving from one to the other.</p> <p>Outdoor PE - Hockey</p> <p><b>To send and receive the ball</b></p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><b>To develop rolling into a sequence on apparatus.</b> Work in pairs to create a sequence of roles, using the benches to practise accuracy and direction.</p> <p>Outdoor PE - Hockey</p> <p><b>To select the appropriate skill deciding when to pass and when to dribble.</b> Practising changing direction while dribbling and stepping forward to</p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><b>To develop counter balance and counter tension.</b> Work in pairs to explore a range of partner balances safely to build into a sequence to perform.</p> <p>Outdoor PE - Hockey</p> <p><b>To move into and create space to support a team mate.</b> Practise moving around defenders and into free spaces when reaching the goal area to score.</p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><b>To develop counter balance and counter tension into sequence work with apparatus.</b></p> <p>Work in groups of 4 and decide how to layout their apparatus to create a sequence of balances using the IDEA model.</p> <p>Outdoor PE - Hockey</p> <p><b>To use the appropriate defensive technique for the situation</b></p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><b>To develop jumps and explore the effect of height.</b> Practise straight jump, tuck jump, star jump and straddle jump on a mat before progressing from apparatus to mat.</p> <p>Create a 3 part sequence in pairs.</p> <p>Outdoor PE - Hockey</p> <p><b>To apply rules, skills and principles to play a tournament.</b></p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><b>To explore jump sequence work with consideration of performance tools.</b> Work collaboratively 4s to create a sequence with five different jump techniques using the performance tools to support.</p> <p>Outdoor PE- Hockey</p> <p><b>To apply rules, skills and principles to play a tournament.</b></p> <p><u>Assessment Indicator</u></p>	<p><b>GetSet4PE SOW</b></p> <p>Indoor PE - Gymnastics</p> <p><u>Assessment Indicator</u> Perform and evaluate own and peer group sequences looking at: unison, cannon, levels, direction, formation and expression, incorporating rolls, jumps and counter balances.</p>

		<p><b>with control under pressure.</b> Practise sending and receiving the ball through skill based games - 3V1 and 4V4</p>	<p>pass with more power and accuracy.</p>	<p><b><u>Assessment Indicator</u></b> <i>Apply moving tactics in a short skill based game</i></p>	<p>Practise moving their hockey stick in and out like a snake strike and place the stick low on the ground when timing tackles.</p>	<p><b><u>Assessment Indicator</u></b> <i>Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game</i></p>	<p><i>Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game</i></p>	
<p><b>Computing</b> -Code -Connect -Communicate -Collect</p>		<p><b>Creating Media</b> Webpage creation.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b>What makes a good webpage?</b> Distinguish the difference between a website and a webpage, identifying examples and categorising them.</p> <p>Evaluate webpages from a list of given criteria.</p>	<p><b>Creating Media</b> Webpage creation.</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p> <p><b>What is copyright?</b> 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.</p>	<p><b>Creating Media</b> Webpage creation.</p> <p>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.</p> <p>Edit and play around with a template webpage, to familiarise themselves with editing tools.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><b>Creating Media</b> Webpage creation.</p> <p>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.</p> <p><b>How will your webpage look?</b> Recognise common and popular features of webpages in order to support them to plan and draw out their own webpage</p>	<p><b>Creating Media</b> Webpage creation.</p> <p>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.</p> <p><b>Why is the structure of a webpage important?</b> Use their plans to create their own website, paying attention to the navigation paths (the way that pages are linked together).</p> <p>Create multiple web pages for their site and use hyperlinks to link them together.</p>	<p><b>Creating Media</b> Webpage creation.</p> <p>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.</p> <p><b>How can we use hyperlinks effectively?</b> <b><u>Assessment Indicator</u></b> <i>Edit their webpage to include hyperlinks, explaining the implications of linking content owned by others.</i></p>

<p><b>Geography</b>  -Locational and Place Knowledge  -Field Work  -Using Globes, Maps and Plans</p>		<p><b>Minor</b>  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><b>Minor</b>  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><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>			
<p><b>History</b>  -Chronology  -Concepts  -Interpretation  -Enquiry  -Communication</p>	<p><b>Major</b>  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><b>Major</b>  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><b>Major</b>  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><b>Major</b>  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><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>	<p><b>Major:-</b>  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><b>Major:-</b>  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><b>Major:-</b>  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.   When was the best time to be a criminal?   <u>Assessment Indicators</u></p>

	<p>the children know already.</p> <p><b>Assessment Indicator</b> Write a responses the half termly big question.</p>	<p><b>ago, and how do we know?</b> 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><b>Hood tell us about medieval justice?</b> 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. (BV-Individual liberty/Rule of law)</p>	<p><b>so bloody in the 18th century?</b> Explore why punishments were so "Bloody" in the 18<sup>th</sup> century to analyse the "Bloody Code" and the use of. (BV-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, make deductions and statements as to whether they think the crime and punishment system has improved over the year. (BV-Rule of law)</p>	<p><b>that much in the last 100 years?</b> 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. (BV-Rule of law)</p>	<p><i>Respond to the half term's big question drawing on the key themes to showcase their learning from the half term and their interdisciplinary knowledge</i> <i>Changes in punishment and crimes</i> <i>Changes in legal systems and society</i> <i>Human rights.</i></p>
<p><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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><b>Assessment Indicator</b> Children to write a response to the question</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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? (PC-Race &amp; Religion)</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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 Muhammed? (PC-Race &amp; Religion)</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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? (PC-Race &amp; Religion)</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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? Deliver as a P4C lesson (BV-Democracy) (PC-Race &amp; Religion)</p>	<p><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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><b>LIVING</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? 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> <p><b>Assessment Indicator</b></p>

								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.
<b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding	-	<b>Catherine Cheater SOW</b>  Writing Write a few short sentences with support using expressions which they have clearly learnt.  Develop accurate pronunciation and intonation. To practise the sounds associated with the the digraph oi as in poisson.  To explore new vocabulary: les carottes, le céleri, le concombre, les olives, les radis, les tomates	<b>Catherine Cheater SOW</b>  Speaking Develop accurate pronunciation and intonation.  Know, understand and respond to a range of familiar spoken words and short phrases. To practise the sounds associated with the letter b as in biche.  To use tone of voice to express like and dislike with food through question and answer practise.	<b>Catherine Cheater SOW</b>  Listening 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. Practise the sounds associated with the digraph on as in ballon.  To listen to the song Trois petits garçons and identify the words or syllable in which they can hear the phoneme and see the on digraph.	<b>Catherine Cheater SOW</b>  Speaking Develop accurate pronunciation and intonation.  Know, understand and respond to a range of familiar spoken words and short phrases. To practise the sounds associated the letter g as in gâteau.  Discuss what the role of a preposition through asking and answering questions with: Où va...? à	<b>Catherine Cheater SOW</b>  Writing Write a few short sentences with support using expressions which they have clearly learnt.  Develop accurate pronunciation and intonation. Practise the sounds associated with the letter z as in zèbre.  Write sentence telling the time with hour and half hour - et demi et demie	<b>Catherine Cheater SOW</b>  Speaking and Writing Write a few short sentences with support using expressions which they have clearly learnt.  Develop accurate pronunciation and intonation. To practise the sounds associated with the diagraphs ez and er as in nez, rocher, when they sound like «é».  <u><b>Assessment Indicator</b></u> To practise longer spoken sentences using mais and record these down to shown conversation.	-
<b>Art and Design</b> -Structuring and Creating -Art Elements	-	<b>Evaluating</b> Carry out sensory evaluations of a range of relevant products and ingredients.	<b>Design</b> Generate innovative ideas through research and discussion with peers and adults to develop a design	<b>Design</b> Use words, annotated sketches and information and communication technology as appropriate to	<b>Make</b> Write a step-by-step recipe, including a list of ingredients, equipment and utensils	<b>Make</b> Select and use appropriate utensils and equipment accurately to measure and	<b>Evaluate the final product with reference back to the design brief and design specification, taking into account</b>	-



<p><b>-Evaluate and Appraise</b></p> <p><b>Design and Technology</b></p> <p><b>-Design</b></p> <p><b>-Make</b></p> <p><b>-Evaluate</b></p> <p><b>-Food Technology</b></p>		<p><b>Record the evaluations using tables/graphs/charts such as star diagrams.</b></p> <p>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><b>brief and criteria for a design specification.</b></p> <p><b>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</b></p> <p>Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.</p> <p>Design a questionnaire to gather data from audience.</p>	<p><b>develop and communicate ideas.</b></p> <p>Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.</p> <p>Generate a range of ideas encouraging innovative responses.</p> <p>Agree on design criteria that can be used to guide the development and evaluation of the children's product.</p>	<p>Record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge,</p>	<p><b>combine appropriate ingredients.</b></p> <p><b>Make, decorate and present the food product appropriately for the intended user and purpose.</b></p> <p><u>Assessment Indicator</u>  <i>Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.</i></p> <p><i>Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</i></p>	<p><b>the views of others when identifying improvements.</b></p>	
<p><b>Music</b></p> <p><b>-Listen and Appraise</b></p> <p><b>-Singing</b></p> <p><b>-Instruments</b></p> <p><b>-Improvisation</b></p> <p><b>-Composition</b></p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Understanding Music.  <b>Learn to sing the song as an ensemble and choir</b></p> <p>Play and perform an instrumental as part of the song.  My best friend.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Appraise and Listening.  <b>Learn to sing the song as an ensemble and choir</b></p> <p>Play and perform an instrumental as part of the song</p> <p><b>Share a take responsibility for performing.</b>  My best friend.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Listening and Singing.  <b>Learn to sing the song as an ensemble and choir</b></p> <p>Play and perform an instrumental as part of the song  Singing swing star.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Singing and Performing  <b>Learn to sing the song as an ensemble and choir</b></p> <p>Play and perform an instrumental as part of the song</p> <p><b>Share a take responsibility for performing.</b>  Singing swing start.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Appraise and Listening.  <b>Learn to sing the song as an ensemble and choir</b></p> <p>Play and perform an instrumental as part of the song.</p> <p>Roll Alabama</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p>Singing and Performing.  <b>Learn to sing the song as an ensemble and choir.</b></p> <p>Play and perform an instrumental as part of the song.</p> <p><b>Share a take responsibility for performing.</b>  Roll Alabama.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Connect Us with Our Past?</p> <p><u>Assessment Indicator:</u>  <i>Share a take responsibility for performing as a class and in groups to record a final presentation</i></p>	<p>-</p>
<p><b>Enhancements</b></p> <p><b>Visits and Visitors</b></p>		<p>Parent Forum  06.11.24  Parents consultation evenings</p>	<p>Tribunal Judge Visit  14.11.24</p>					

		06.11.24 & 07.11.24						
<b>Parental Engagement</b>				Well Being and Inclusion Fair to support you to help your children 20.11.24 2.15pm		Join us to catch a criminal 02.12.24 2:30pm		
<b>Whole School and National Events</b>		Bonfire Night 05.11.24	Anti-bulling week- WC 11.11.24 Remembrance Day 11.11.24 Odd socks day (wear odd socks) - 12.11.24 Children in Need 15.11.24		No Pens Day 27.11.24		'Save the Children'. Christmas jumper day 13.12.24	Meadowbank Team Member for the morning 17.12.24 Santa Dash 18.12.24 Children's Christmas Party 20.12.24

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.