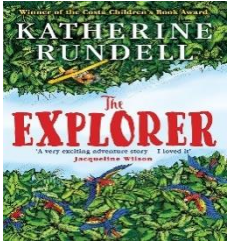
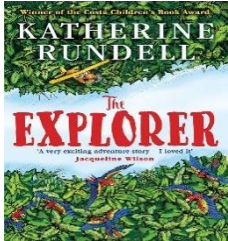
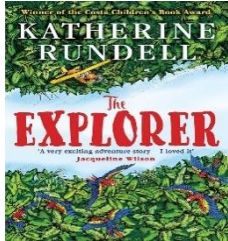
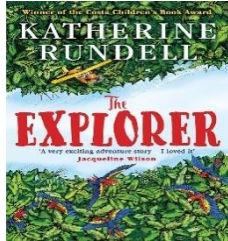
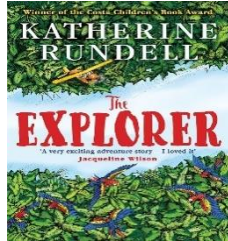




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2024
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
Biq Question	Where in the World? The Varied Landscapes of South America - from the depths of the Atacama Desert to the rivers of the Amazon				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	The Explorer by Katherine Rundell 	The Explorer by Katherine Rundell 	The Explorer by Katherine Rundell 	The Explorer by Katherine Rundell 	The Explorer by Katherine Rundell 
Children steering learning...	Where is South America? What is the climate like? Other than the Amazon, how do the Landscapes Vary? How do this impact trade and industry? How would you compare South America to the UK? What different religions are celebrated in South America? How important is the Amazon River? What significant landmarks are there in South America? What would it be like to visit the Amazon or a place in South America? How many countries are in South America?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Develop fluency when reading aloud. Increase skimming and scanning skills and practise accurate retrieval skills. Text Genre - Travel and Persuasive Writing. <u>Phase 1: Understanding as a reader</u> Retrieve key information. Write in the role of a visitor following short immersive film clips.	Develop fluency when reading aloud. Use PEE or PETER to structure Inferences and respond to a text. Text Genre - Travel and Persuasive Writing. <u>Phase 2: Understanding as a writer</u> Explore key terminology. Practise and generate examples of persuasive structures - rhetorical questions, condition sentences, <u>Phase 2; Planning, writing and editing</u>	Develop fluency when reading aloud. Use PEE or PETER to structure Inferences and respond to a text. Text Genre - Survival Guide. <u>Phase 1: Hook</u> Imagine they are stranded in the desert or rainforest - what would they bring with them and why? <u>Phase 1: Understanding as a reader</u> Read and respond to model example and retrieve key information.	Develop fluency when reading aloud. Use evidence to summarise themes and make comparisons across a text. Text Genre Survival Guide. <u>Phase 2: Understanding as a writer</u> Practise conditional sentences, dash warning, brackets for additional information and conjunctions <u>Phase 3: Composition</u> Children to write the different sections of the survival guide <ul style="list-style-type: none"> • Introduction • Food 	Develop fluency when reading aloud. Develop skim and scanning skills to justify retrieval skills. Text Genre - Descriptive Writing. <u>Phase 1: Understanding as a reader</u> Use PEE and PETERS to comment on the effect of language choices. <u>Phase 2: Understanding as a writer</u> Generate key vocabulary and similes and metaphors.

		<p>Research key activities and features of the Amazon for visitors.</p> <p>Write persuasive Travel Blogs for visiting the Sahara and Visiting the Amazon Rainforest.</p>	<p>Phase 2: Understanding as a writer Explore features. Comment on purpose. Explore key terminology.</p>	<ul style="list-style-type: none"> • Shelter • Protection • Hygiene 	<p>Explore the use of personification.</p> <p>Phase 3; Planning, writing and editing Write descriptions using figurative language for the Atacama Desert.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Fractions Multiply proper fractions. Divide proper fractions by a whole number.</p>	<p>Fractions Divide fractions by fractions. Convert between improper and mixed numbers.</p>	<p>Decimals, percentages equivalence Identify equivalence across fractions, decimals and percentages. Compare and order mixed decimal, fractions and percentages. Problem Solving and reasoning with equivalence.</p>	<p>Percentages Calculate percentage tables using scaling - one step. Calculate percentage tables using scaling - two step. Calculate percentages of and off amounts.</p>	<p>Percentages Calculate percentages of and off amounts - missing values and working backwards. Calculate percentages of and off amounts - problem solving and reasoning.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Living things and their habitats The History of Classification Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Research and learn about Carl Linnaeus.</p>	<p>Living things and their habitats Classifying Micro-Organisms Use test results to make predictions to set up further comparative & fair tests. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Carry out experiment into what makes yeast grow the best and explore how different microorganisms are classified.</p>	<p>Living things and their habitats Classifying Plants Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Identify the characteristics of different plants - flowering and non-flowering and then sort flowers into flowering plants, mosses, ferns and conifers based on their characteristics.</p>	<p>Living things and their habitats Classifying Animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics Sort animals into the classification and then complete animals' studies to identify their 7 level classification and make comparison.</p>	<p>Sticky Knowledge. Retrieval and explicit teaching.</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: Dreams and Goals</p> <p>To know my learning strengths and can set challenging but realistic goals for myself. To identify two goals (in school and out) they want to achieve by the end of the year. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. Identify the steps they need to follow using the totem pole goal setting. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>To identify problems in the world that concern me and talk to other people about them. To present their "Dreams for the World" to overcome the world issues. (Individual liberty & Rule of law) (Protected characteristics)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>To work with other people to help make the world a better place. Work collaboratively to plan and create a project plan to help raise money for charities around the world dealing with the issues explored in the previous week. (Individual liberty & Rule of law) (Protected characteristics)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p>To describe some ways in which I can work with other people to help make the world a better place.</p> <p>Assessment Indicator: <i>Prepare and present action project through posters, PowerPoints or their own choice of presentation.</i> (Individual liberty) (Protected characteristics)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. Outdoor PE Volleyball To develop the fast catch volley.</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. Outdoor PE Volleyball To be able to volley the ball using a set shot.</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME: Bhangra</p> <p>Assessment Indicator: <i>To select, order, structure and perform movements in a bhangra style, showing various group formations.</i></p> <p>Outdoor PE Volleyball To develop the dig and understand when to use it.</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for To copy and create actions with consideration to stimulus. Outdoor PE Volleyball To keep a continuous rally going over the net.</p>	<p>Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for To use choreographic devices to improve the aesthetics of a performance. Outdoor PE Volleyball To develop the underarm serve and learn the rules of serving.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Code-it</p> <p>To know and understand how to work with variables and various forms of input and output. Explore procedures in everyday life to assimilate the idea.</p>	<p>Code-it</p> <p>To know and understand how to work with variables and various forms of input and output. Explore procedures in scratch to identify what they create - give clear explanations of algorithm functions</p>	<p>Code-it</p> <p>Create procedures to further improve efficiency in algorithms. Explore procedures and tinker with them to explore possibilities.</p>	<p>Code-it</p> <p>Create procedures to further improve efficiency in algorithms. Modify algorithms including procedures.</p>	<p>Code-it</p> <p>Design and write a program solution for a multi-step problem.</p> <p>Assessment Indicator: <i>Create procedures to improve algorithms.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major:- What is the landscape of South America? Name and locate the world's countries, focusing on South America concentrating on their environmental regions, key physical and human</p>	<p>Major:- What is the difference between human and physical Geography? 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</p>	<p>Major:- What is the importance of trade and industry in South America? Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade</p>	<p>Major:- How has South America's landscape changed? Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p>	<p>Sticky Knowledge. Retrieval and explicit teaching.</p>

	<p>characteristics, counties and major cities. To recap the countries, biomes and climate of South America and Climate.</p> <p>Identify the key landscapes areas including the Andes, The Amazon Rainforest, and The Atacama Desert using the Primary Atlases to support them.</p> <p>Create top trumps cards for each Biome Including:</p> <ul style="list-style-type: none"> • Description • Place of Interest • Climate • Guide Books 	<p>natural resources including energy, food, minerals and water of South America. To distinguish between physical and human geographical features of South America, sorting items into each category and justifying their ideas.</p> <p>Focus on Human Geography, exploring the following categories as a class and their importance.</p> <ul style="list-style-type: none"> • Food • Religion • Population • Health • Buildings <p>Complete the population map for South America and then working in small groups, must create a presentation about a given feature of South America.</p> <p>Watch presentations and record down their findings in a recording grid.</p>	<p>links, and the distribution of natural resources including energy, food, minerals and water of South America. Explore the different trades of South America, focusing on export of foods.</p> <p>Locate where different foods popular in England are from on South America.</p> <p>Label a map of south America with its main Trades.</p> <ul style="list-style-type: none"> • Food • Travel and Tourism • Fuels • Natural resources 	<p>Explore the impact of trade and industry on the landscapes of South America, using ariels maps for comparison.</p> <p>To explain what has led to these changes and how it has had positive and negative impacts.</p> <p>Focus on: The Amazon Rainforest - farming, deforestation, tourism Andes - Global Warming, Tourism</p>	
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>			<p>Minor:- Why do we remember the Holocaust? Explore the Holocaust and watch the story - The last train from Prague and discuss the following: Why were Milena, her sister and cousin making the train journey to England? Why were the children travelling alone? How long was the journey and what does Milena remember about the journey? Why were Milena, Eva and Helen lucky to leave Prague in July, rather than waiting until September?</p>		<p>Sticky Knowledge. Retrieval and explicit teaching.</p>

			<p>Milena, Eva and Helen were some of 'Winton's Children'. What do you know about Sir Nicholas Winton?</p> <p>How and why did he arrange for the children's evacuation to England?</p> <p>Write a poem of the events of the story to share within a class assembly.</p>		
<p>Religious Education, Beliefs and Values</p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>EXPRESSING</p> <p>What can be done to reduce racism? Can religion help?</p> <p>Respectfully express own ideas and thoughts on how different religious and non-religious communities convey their beliefs and values and challenge ignorance and intolerance.</p> <p>Racism: what is it, and why is it unfair? What can we learn from 6 examples?</p> <p>Explore examples of stereotype and racism and children to create posters to promote "Stomp out Bullying?" (Individual liberty, Tolerance and Respect) (Race and Religion)</p>	<p>EXPRESSING</p> <p>What can be done to reduce racism? Can religion help?</p> <p>Know and understand varied examples of religions and worldviews, ultimately respecting the values, beliefs and traditions of the diversity of religious and non-religious communities.</p> <p>What can we learn from the stories of two statues in Bristol? Colston & Wesley.</p> <p>Engage in a class discussion about slavery, justice and racism and whether Colston statue should be removed? (Individual liberty, Tolerance and Respect) (Race and Religion)</p>	<p>EXPRESSING</p> <p>What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>How did Saint Peter learn that 'God has no favourites'?</p> <p>To design a welcome poster to go outside of church to express the idea that "God has no favourite" and that difference should be celebrated. (Individual liberty, Tolerance and Respect) (Race and Religion)</p>	<p>EXPRESSING</p> <p>What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>The Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions? Can following the Golden Rule reduce racism?</p> <p>Create story boards to show scenarios where the golden rule is followed and where it is not. (Individual liberty, Tolerance and Respect) (Race and Religion)</p>	<p>EXPRESSING</p> <p>What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Anti-racist people from different religions - what can we learn from some examples?</p> <p>To share and respond to the story examples through circle time discussion. (Individual liberty, Tolerance and Respect) (Race and Religion)</p>
<p>Modern Foreign Languages-French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Use knowledge of grammar correctly.</p> <p>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.</p> <p>Know and identify known adjectives in feminine and masculine form.</p> <p>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.</p> <p>Know and identify known adjectives in feminine and masculine form.</p> <p><u>Assessment Indicator:</u> Use vocabulary (masculine and feminine forms) to write a short conversation between friends.</p>	<p>Show understanding of known verbs and adverbs.</p> <p>Know and identify known adjectives in feminine and masculine form.</p> <p><u>Assessment Indicator:</u> Use vocabulary (masculine and feminine forms) to write a short conversation between friends.</p>	<p>Sticky Knowledge. Retrieval and explicit teaching.</p>

<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p> <p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Artist Study - Stephanie Peters</p> <p>Know and understand why art can be portrayed as abstract and what message the artist is trying conveying. To explore and evaluate Stephanie Peter's abstract art and the message it portrays.</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a range of pencils, charcoal, or pastels when creating a piece of observational art. To replicate artists work using a chosen method of medium</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a variety of techniques to create form and texture. To experiment with a range of paint strokes and blotting to create texture</p>	<p>Artist Study - Stephanie Peters</p> <p>Make adaptations to work. To plan and make adaptations for an abstract representation.</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a variety of techniques to create form and texture. Know and explain why and how different tools and techniques have been used. To evaluate and appraise our work and identify our next steps.</p> <p>Assessment Indicator: To use a range of techniques and mediums to create an abstract representation.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B.</p> <p>How Does Music Improve Our World? Disco Fever. Listen and appraise. Learn and perform the song as an ensemble.</p>	<p>Charanga Model Music Curriculum B.</p> <p>How Does Music Improve Our World? Disco fever. Play instruments in time. Compose melody.</p>	<p>Charanga Model Music Curriculum B.</p> <p>How Does Music Improve Our World? La Bamba. Listen and appraise. Learn and perform the song as an ensemble.</p>	<p>Charanga Model Music Curriculum B.</p> <p>How Does Music Improve Our World? La Bamba. To play instruments in time. To compose melody.</p>	<p>Charanga Model Music Curriculum B.</p> <p>How Does Music Improve Our World? Change. To listen and appraise. To learn and perform the song as an ensemble.</p>
<p>Enhancements Visits and Visitors</p>	<p>Bible Encounters Assembly 12.01.24</p>			<p>Friends of Meadowbank Movie night UKS2 01.02.24 4.30 - 6.00 pm</p>	<p>Young Voices Arena Concert - 06.02.24</p>
<p>Parental Engagement</p>		<p>KS2 Maths workshop Tell Me/Show me event 17.01.24 9:00-10:15</p>			<p>Young Voices Concert for families 08.02.24</p>
<p>Whole School and National Events</p>				<p>NSPCC's number day (Year 3's chosen charity) 02.02.24</p>	<p>Safer Internet day 06.02.2024 Mental Health Week 'Place2Be' Chinese New Year 10.02.24</p>

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.