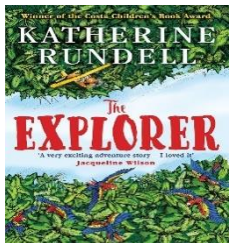
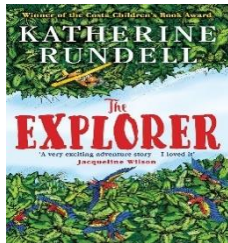
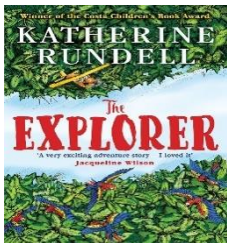
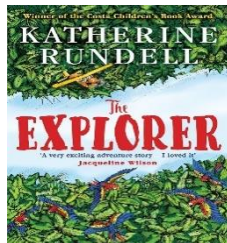
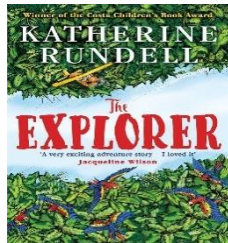
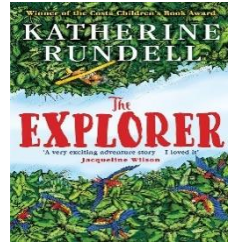




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2026**  
**Phase Upper Key Stage 2 Year Group 6**



|   | <b>Week 1</b><br><b>Wk Beg 05.01</b>   | <b>Week 2</b><br><b>Wk Beg 12.01</b>   | <b>Week 3</b><br><b>Wk Beg 19.01</b>  | <b>Week 4</b><br><b>Wk Beg 27.01</b>  | <b>Week 5</b><br><b>Wk Beg 03.02</b>   | <b>Week 6</b><br><b>Wk Beg 10.02</b>  |
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| <b>Biq Question</b>   | <b>Where in the World?</b><br><b>The Varied Landscapes of South America - from the depths of the Atacama Desert to the rivers of the Amazon</b>  |  |   |   |  |   |
| <b>Key Concepts</b>   | Trade<br>Climate<br>Influential<br>Landscape<br>Resources  | Trade<br>Climate<br>Influential<br>Landscape<br>Resources  | Trade<br>Climate<br>Influential<br>Landscape<br>Resources   | Trade<br>Climate<br>Influential<br>Landscape<br>Resources   | Trade<br>Climate<br>Influential<br>Landscape<br>Resources  | Trade<br>Climate<br>Influential<br>Landscape<br>Resources   |
| <b>Connected Concepts</b>   | Cause and Effect<br>Significance   | Cause and Effect<br>Significance   | Cause and Effect<br>Significance  | Cause and Effect<br>Significance  | Cause and Effect<br>Significance   | Cause and Effect<br>Significance  |
| <b>Book Studies</b>   | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>  | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>  | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>   | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>   | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>  | <b>The Explorer</b><br><b>by Katherine Rundell</b><br>   |
| <b>Children steering learning....</b>   | 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? |  |   |   |  |   |
| <b>English Reading</b><br><b>-Word reading</b><br><b>-Comprehension</b><br><br><b>Writing</b><br><b>-Transcription</b><br><b>-Composition</b> | Develop fluency when reading aloud.<br><br>Increase skimming and scanning skills and practise accurate retrieval skills.<br><br><b>Text Genre - Travel and Persuasive Writing.</b><br><br><u>Phase 1: Understanding as a reader.</u><br>Retrieve key information.  | Develop fluency when reading aloud.<br><br>Use PEE or PETER to structure Inferences and respond to a text.<br><br><b>Text Genre - Travel and Persuasive Writing.</b><br><br><u>Phase 2: Understanding as a writer.</u><br>Practise and generate examples of persuasive | Develop fluency when reading aloud.<br><br>Use PEE or PETER to structure Inferences and respond to a text.<br><br><b>Text Genre - Survival Guide.</b><br><br><u>Phase 1: Hook.</u><br>Imagine they are stranded in the desert or rainforest | Develop fluency when reading aloud.<br><br>Use evidence to summarise themes and make comparisons across a text.<br><br><b>Text Genre Survival Guide.</b><br><br><u>Phase 2: Understanding as a writer.</u><br>Practise conditional sentences, dash warning, | Develop fluency when reading aloud.<br><br>Develop skim and scanning skills to justify retrieval skills.<br><br><b>Text Genre - Descriptive Writing.</b><br><br><u>Phase 1: Understanding as a reader.</u> | Develop fluency when reading aloud.<br><br>Develop skim and scanning skills to justify retrieval skills.<br><br><b>Text Genre - Descriptive Writing</b><br><br><u>Phase 3: Planning, writing and editing.</u> |

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| <b>-Vocabulary, Grammar and Punctuation</b><br><b>E</b>   | Write in the role of a visitor following short immersive film clips.<br><br><b>Phase 2: Understanding as a writer.</b><br>Explore exemplars and identify key features<br>Identify definitions of tier 11 vocabulary and use within context | structures - rhetorical questions, conditional sentences<br><br><b>Phase 2; Planning, writing and editing.</b><br>Research key activities and features of the Amazon for visitors.<br><br>Write persuasive Travel Blogs for visiting the Amazon Rainforest. | - what would they bring with them and why?<br><br><b>Phase 1: Understanding as a reader.</b><br>Read and respond to model example and retrieve key information.<br><br><b>Phase 2: Understanding as a writer.</b><br>Explore features.<br>Comment on purpose<br>Explore key terminology. | brackets for additional information and conjunctions<br><br><b>Phase 3: Composition.</b><br>Children to write the different sections of the survival guide <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Food</li> <li>• Shelter</li> <li>• Protection</li> <li>• Hygiene</li> </ul> | Use PEE and PETERS to comment on the effect of language choices.<br><br><b>Phase 2: Understanding as a writer.</b><br>Generate key vocabulary and similes and metaphors.<br>Explore the use of personification. | Revise and edit ineffective setting descriptions using ordering of priorities.<br><br>Write descriptions using figurative language for an iconic landmark Macchu Picu /Patagonia.       |
| <b>Tier Two Vocabulary</b>  | Tranquillity<br>Excursions<br>Adrenaline-Pumping<br>Phenomenon<br>Wilderness<br>Enthusiast<br>Itinerary<br>Sought-after  |   | Element<br>Potential<br>Terrain<br>Equip<br>Stranded<br>Foliage<br>Stagnant<br>Obstacle  |   | Transcendent<br>Panoramic<br>Ethereal<br>Serene<br>Resplendent<br>Grandeur<br>Expansive<br>Rugged   |   |
| <b>Mathematics</b><br><b>Number</b><br><b>-Number and Place Value</b><br><b>-Addition and Subtraction</b><br><b>-Multiplication and Division</b><br><b>-Fractions</b><br><br><b>Measurement</b><br><b>-Geometry</b><br><b>Properties of shapes</b><br><b>-Geometry Position and Direction</b> | <b>Fractions</b><br>Adding and subtracting fractions - revising equivalence and common denominator.<br><br>Apply to reasoning and problem solving.   | <b>Fractions</b><br>Multiply proper fractions.<br><br>Divide proper fractions by a whole number.<br><br>Apply to reasoning and problem solving.   | <b>Fractions</b><br>Divide fractions by fractions and whole numbers.<br><br>Convert between improper and mixed numbers and begin to carry out operations using mixed numbers.<br><br>Apply to reasoning and problem solving.   | <b>Decimals, percentages equivalence.</b><br>Identify equivalence across fractions, decimals and percentages.<br><br>Compare and order mixed decimal, fractions and percentages.<br><br>Problem Solving and reasoning with equivalence.   | <b>Percentages.</b><br>Calculate percentage tables using scaling - one step.<br><br>Calculate percentage tables using scaling - two step.<br><br>Calculate percentages of and off amounts.                      | <b>Percentages</b><br>Calculate percentages of and off amounts - missing values and working backwards.<br><br>Calculate percentages of and off amounts - problem solving and reasoning. |
| <b>Maths Rehearsal Sequence</b>   | Multiplying and dividing decimals by multiple of 10, 100.  | Numbers bonds to 100 including decimals.  | Number bonds to 100 including decimals.  | Times table application to decimals and multiples of 10.  | Times table application to decimals and multiples of 10.  | Finding equivalence in fractions.   |

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| <b>Science</b><br><b>-Working Scientifically to observe, connect, respond</b><br><b>-Biology</b><br><b>-Chemistry</b><br><b>-Physics</b>              | <p>Living things and their habitats.</p> <p>Why do we need to classify?</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Research and learn about Carl Linnaeus.</p> <p>Set up the mould on bread test ahead of the next lesson and seal in sandwich bags - bread fresh from the packet, touched with unwashed hands.</p> | <p>Living things and their habitats.</p> <p>Classifying Micro-Organisms.</p> <p>Use test results to make predictions to set up further comparative &amp; fair tests.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Analyse the results of the bread experiment from the end of last week - compare to two slices and explore bacteria.</p> <p>Carry out an experiment into what makes yeast grow the best and explore how different microorganisms are classified - fungi, bacteria etc.</p> | <p>Living things and their habitats.</p> <p>Classifying Animals.</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><b>What characteristics do they all share?</b><br/> <b>What differences are there?</b><br/> <b>How are animals different to plants?</b></p> <p>Sort animals into the classification and then complete animals' studies to identify their 7 level classification and make comparison.</p> <p>Vertebrates - mammal, bird, reptile, amphibian, bony fish, cartilaginous fish</p> <p>Invertebrates - insect, arachnid, myriapod, crustacean, mollusc, worm, echinoderm, cnidarian.</p> | <p><b><u>Sticky Knowledge</u></b><br/> <i>Acquire and Apply:</i><br/> <i>Classify animals based on their characteristics</i><br/> <i>Explain who Carl Linnaeus was and why he was significant</i><br/> <i>Complete missing classification charts and create their own</i><br/> <i>Identify 3 microorganisms and their function (harmful or helpful)</i></p> | <p>Living things and their habitats</p> <p>Classifying Plants.</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>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</p> <p><b><u>Assessment Indicators:</u></b><br/> <i>Choose an unfamiliar habitat e.g. desert, tropical island, ocean, seashore, rainforest, high mountains, Antarctic and research the animals found in their habitat and choose two different types of animal (e.g. a mammal and a fish or a reptile and an arthropod) to compare.</i><br/> <i>Work out where their animal belongs in the classification system explaining why their animals belong in certain Groups.</i></p> |
| <b>Personal, Social, Health and Economic Education</b><br><b>-Relationships</b><br><b>-Health and Well-Being</b><br><b>-Living in the Wider world</b> | <p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>To know my learning strengths and can set challenging but realistic goals for myself.</p> <p>To identify two goals (in school and out) they want</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.</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.</p> <p>To present their "Dreams for the World" to overcome the world issues.</p>   | <p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>To work with other people to help make the world a better place.</p> <p>Work collaboratively to plan and create a project plan to help raise money for charities around the world</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>Facilitate a P4C discussion to the following question -</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><b><u>Assessment Indicator:s</u></b><br/> <i>Prepare and present action project through posters,</i></p>  |

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| <b>Relationships and Sex Education (RSE) and Health Education</b>                       | to achieve by the end of the year.<br>(BV-Individual liberty)  | Identify the steps they need to follow using the totem pole goal setting.<br>(BV-Individual liberty)  | (BV -Individual liberty/ Rule of law)<br>(PC-Race/Religion/Age/ Gender)  | dealing with the issues explored in the previous week.<br>(BV-Individual liberty/Rule of law)<br>(PC-Race/Religion/Age/ Disability/Gender)  | How can we make the world a better place?<br>(BV-Individual liberty/Rule of law)<br>(PC-Race/Religion/Age/ Disability/Gender)   | <i>PowerPoints or their own choice of presentation.</i>   |
| <b>Physical Education</b><br>-Gymnastics<br>-Dance<br>-Games<br>-Athletics<br>-Swimming | <b>Get Set 4 PE SOW</b><br>Indoor PE Dance<br><br>To copy and repeat dance phrases showing confidence in movements.<br><br><u><b>Assessment Indicator:</b></u><br>Practise stamp, clamp sequences collaboratively, focusing of timing and practise in pairs to choreograph a sort sequence using loud confident actions to create the music in a performance.<br><br>Outdoor PE - Dodgeball<br><br>To throw under pressure and apply this target to a game<br><br><u><b>Assessment Indicator:</b></u><br>Practise different skill developments (target in the middle, roundabout, claim the dodgers) | <b>Get Set 4 PE SOW</b><br>Indoor PE - Dance<br><br>To work with others and explore and develop the dance idea.<br>Practise different ways to add in steps, jumps and turns into a routine, using counts of 8 to keep in time with one another.<br><br>Outdoor PE - Dodgeball<br><br>To select the appropriate dodging skill for the situation.<br>Practise dodging techniques within skill development- box of doom, daring dodgers and daring dodgeball, revising the rules of the game.<br><br>. | <b>Get Set 4 PE SOW</b><br>Indoor PE - Dance<br><br>To use changes in dynamics in response to a stimuli.<br>Explore actions to represent the sounds swish, pop and bang.<br><br><u><b>Assessment Indicator:</b></u><br>Revise and introduce three new actions within the sequence and perform.<br><br>Outdoor PE - Dodgeball<br><br>To develop catching with increasing consistency under pressure<br>Practise techniques through skill development tactics - catching statues, on the bench, super catch.<br><br><u><b>Assessment Indicator:</b></u><br>Develop decision making on when to dodge and when to catch during play. | <b>Get Set 4 PE SOW</b><br>Indoor PE - Dance<br><br>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.<br>Practise five new bhangra style motifs using counts of 8 to maintain timing and rhythm<br><br>Outdoor PE - Dodgeball<br><br>To develop defensive techniques and select the appropriate actions for the situation.<br>Practise different blocking techniques through skill development games - blocking to catch vs blocking to protect.<br><br>Decide on best technique for certain scenarios within a game. | <b>Get Set 4 PE SOW</b><br>Indoor PE - Dance<br><br>To perform a bhangra dance, showing an awareness of timing, formations and direction.<br>Practise a whole class dance of bhangra motifs with changing formations.<br>Perform and provide feedback on aesthetics.<br><br>Outdoor PE - Dodgeball<br><br>To understand and apply tactics in a game<br>Teams of 5 play against each other and identify whether tactics from 1 - 5 were attacking or defending before playing a 5v5 game to apply these tactics. | <b>Get Set 4 PE SOW</b><br>Indoor PE - Dance<br><br>To select, order, structure and perform movements in a bhangra style, showing various group formations.<br><br><u><b>Assessment Indicator:</b></u><br>Work in groups of 6 to choreograph a sequence of bhangra motifs to create a dance using direction, timing and formation.<br><br>Outdoor PE - Dodgeball<br><br>To develop officiating skills and referee a game<br><br><u><b>Assessment Indicator:</b></u><br>Recap the rules of the game and split into teams of 5 and play 4v4, taking it into turns to umpire each game |
| <b>Computing</b><br>-Code<br>-Connect<br>-Communicate<br>-Collect                       | -  | <b>Programming A</b><br>Variables in games.<br>Code-It<br><br>To know and understand how to work with variables and various forms of input and output.<br>Explore procedures in everyday life to assimilate the idea.   | <b>Programming A</b><br>Variables in games.<br>Code-It<br><br>To know and understand how to work with variables and various forms of input and output.<br>Explore procedures in scratch to identify what they create - give clear explanations of algorithm functions.   | <b>Programming A</b><br>Variables in games.<br>Code-It<br><br>Create procedures to further improve efficiency in algorithms.<br>Explore procedures and tinker with them to explore possibilities.   | <b>Programming A</b><br>Variables in games.<br>Code-It<br><br>Create procedures to further improve efficiency in algorithms.<br>Modify algorithms including procedures.   | <b>Programming A</b><br>Variables in games.<br>Code-It<br><br>Design and write a program solution for a multi-step problem.<br><br><u><b>Assessment Indicator:</b></u><br>Create procedures to improve algorithms.  |

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| <b>Geography</b><br><b>-Locational and Place Knowledge</b><br><b>-Field Work</b><br><b>-Using Globes, Maps and Plans</b> | <p><b>Major:-</b><br/> <b>What is the landscape of South America?</b></p> <p>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.</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"> <li>• Description</li> <li>• Place of Interest</li> <li>• Climate</li> <li>• Guide Books</li> </ul> | <p><b>Major:-</b><br/> <b>What is the difference between human and physical Geography?</b></p> <p>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.</p> <p>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"> <li>• Food</li> <li>• Religion</li> <li>• Population</li> <li>• Health</li> <li>• Buildings</li> </ul> <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><b>Major:-</b><br/> <b>What is the importance of trade and industry in South America?</b></p> <p>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.</p> <p>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"> <li>• Food</li> <li>• Travel and Tourism</li> <li>• Fuels</li> <li>• Natural resources</li> </ul> | <p><b><u>Sticky Knowledge</u></b><br/> <b>Acquire and Apply:</b><br/> Identify and locate all the countries in South America<br/> Identify key landscapes and biomes across the continent<br/> Distinguish the difference between human and physical geography and provide examples<br/> Retrieve the main trade and exports of South America.<br/> Make connections with Climate Change and Deforestation.</p> | <p><b>Major:-</b><br/> <b>What are the uses of the Amazon River?</b></p> <p>Identify the purposes of the amazon river and how communities rely on trade, medicine, tourism and biodiversity.</p> | <p><b>Major:-</b><br/> <b>How has South America's landscape changed?</b></p> <p><b>Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</b></p> <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:<br/> The Amazon Rainforest - farming, deforestation, tourism<br/> Andes - Global Warming, Tourism</p> |
| <b>History</b><br><b>-Chronology</b><br><b>-Concepts</b><br><b>-Interpretation</b>                                       |   |   | <p><b>Minor:-</b><br/> <b>Why do we remember the Holocaust?</b></p> <p>Explore the Holocaust and watch the story - The last</p>   | <p><b><u>Sticky Knowledge</u></b><br/> <b>Acquire and Apply:</b><br/> The definition of "holocaust".</p>  |  |  |

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| <p>-Enquiry<br/>-Communication</p>  |   |  | <p>train from Prague and discuss the following:<br/>Why were Milena, her sister and cousin making the train journey to England?</p> <p>Why were the children travelling alone?</p> <p>How long was the journey and what does Milena remember about the journey?</p> <p>Why were Milena, Eva and Helen lucky to leave Prague in July, rather than waiting until September?</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><i>Reasons why Jews were treated differently.</i><br/><i>Name examples of concentration camps.</i></p>  |  |   |
| <p>Religious Education, Beliefs and Values<br/>-Believing<br/>-Expressing<br/>-Living</p> | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>What questions have you got about what happens when we die?</p> <p><u><b>Assessment Indicator:</b></u><br/><i>Facilitate a P4C session to promote discussion before children answer the big question as part. Use case studies to support.</i></p> | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p>Explain what difference belief in judgement, heaven/karma/ Reincarnation might make to how someone lives, giving examples.</p> <p>What do some people think carries on after we have died? What is our soul?<br/>Draw a portrait of themselves on one side, describing their physical appearance and write their</p> | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p>Explain what difference belief in judgement heaven/karma/ reincarnation might make to how someone lives, giving examples.</p> <p>Do some people believe that you come back to life as something different?<br/><b>What is reincarnation?</b><br/>Explore the terms: Moksha, Dharma, Karma and Reincarnation.</p>  | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p>Outline and explain some similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Do you get to heaven if you do things wrong?<br/>Make a ticket for a Christian and a Muslim for heaven or paradise. On the ticket, they must show 'terms and conditions' for reaching heaven or</p> | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p><b>What do Christians think happens when we die?</b><br/>Explore the poem source "Heaven" as a class and discuss before looking through an order of service for a Christian funeral. Children to write a eulogy in groups for a famous person of their choice.</p> | <p><b>BELIEVING</b><br/>What do religions say to us when life gets hard?</p> <p><u><b>Assessment Indicator:</b></u><br/><i>Answer the half termly big question drawing upon acquired knowledge and showing application of knowledge (BV-Respect) (PC-Race/Religion)</i></p> |

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|  | (BV-Respect)<br>(PC-Race/Religion) | characteristics and personality traits down the other side to model how our soul is an extension of who we are inside.<br>(BV-Respect)<br>(PC-Race/Religion)  | Share stories of some beliefs.<br>Draw and annotate the ladder of life with what actions and behaviours would move people up and down.<br>(BV-Respect)<br>(PC-Race/Religion)   | paradise. What is the difference between the two tickets? What would be on the ticket for a Hindu?<br>(BV-Respect)<br>(PC-Race/Religion)  | (BV-Respect)<br>(PC-Race, religion)  |  |
| <b>Modern Foreign Languages-French</b><br>-Listening<br>-Speaking<br>-Reading<br>-Writing<br>-Intercultural Understanding  | -                                  | <b>Niveau Rouge Primary French Project</b><br><br><b>Writing</b><br>Create "purpose clauses" to express actions<br>Je vais au parc pour jouer au football, Je vais au café pour boire une lemonade,<br><br>New vocabulary : activities in and around the town | <b>Niveau Rouge Primary French Project</b><br><br><b>Speaking</b><br>Practise speaking where someone else is going using the pronoun elle<br>Que fait Nora ?<br>Elle va à la...  | -   | <b>Niveau Rouge Primary French Project</b><br><br><b>Speaking</b><br>Revision - mon animal<br>Préférée<br><br>Practise speaking where "I am going"<br>Je vais à la.../au.../à l' Et toi?<br><br>Practise speaking where someone else is going using the pronoun il<br>Que fait Julien ?<br>Il va à la... | <b>Niveau Rouge Primary French Project</b><br><br><b>Writing</b><br>Revision - ma couleur<br>Préférée<br>Write 4 written sentences through the use of clauses to describe what Nora will do today.   |
| <b>Art and Design</b><br>-Structuring and Creating<br>-Art Elements<br>-Evaluate and Appraise<br><br><b>Design and Technology</b><br>-Design<br>-Make<br>-Evaluate<br>-Food Technology | -                                  | -   | <b>DT Mechanical Systems</b><br>Pulleys Gears and Cams<br><br><b>How do mechanical systems help people solve problems in South America?</b><br>Handle simple models and sketch how they move and explain their use in mountainous areas in South America (focus on pulley, gear and cam station) | <b>DT Mechanical Systems</b><br>Pulleys Gears and Cams<br><br><b>How can we design a mechanical system to meet a specific need?</b><br>Share images of mechanical systems used in South America and justify their use.<br><br>Following a brief, plan and design a labelled system. | <b>Mechanical Systems</b><br>Pulleys Gears and Cams<br><br><b>How can we accurately construct and refine a working mechanical system?</b><br>Use design to build structure and secure design and decorate.<br><br>Does it move as intended? What adjustments are needed?                                 | <b>Mechanical Systems</b><br>Pulleys Gears and Cams<br><br><b>How successful is our design and how could it be improved?</b><br>Test and evaluate working systems-<br>What worked well?<br>How does the mechanism work?<br>What problems were solved?<br>What would you change next time?<br><br>Record evaluation as written work or video. |

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| <b>Music</b><br><b>-Listen and Appraise</b><br><b>-Singing</b><br><b>-Instruments</b><br><b>-Improvisation</b><br><b>-Composition</b> | <b>Charanga Model Music Curriculum B.</b><br>Appraising.<br><b>Unit 3: How Does Music Improve Our World?</b><br>Creative Composition<br>Explore chords to create melodies.<br>Listen and appraise the musical style of the song.<br>Learn and perform the song as an ensemble.<br>Song - Disco Fever. | <b>Charanga Model Music Curriculum B.</b><br>Composing and Improvising.<br><b>Unit 3: How Does Music Improve Our World?</b><br>Creative Composition<br>Explore chords to create melodies.<br>Listen and perform the song as an ensemble.<br>Use notes D E F on the glockenspiels to create a musical rhythm with 3, 5 or 7 notes.<br>Song - Disco Fever. | <b>Charanga Model Music Curriculum B.</b><br>Listening and singing.<br><b>Unit 3: How Does Music Improve Our World?</b><br>Creative Composition<br>Explore chords to create melodies.<br>Listen and perform the song as an ensemble<br>Play along with an instrument.<br>Song - La Bamba. | <b>Charanga Model Music Curriculum B.</b><br>Composing and Improvising.<br><b>Unit 3: How Does Music Improve Our World?</b><br>Creative Composition<br>Explore chords to create melodies.<br>Listen and perform the song as an ensemble<br>Improvise with the song using 3 or 5 notes over the backing track.<br>Song - La Bamba. | <b>Young Voices Arena Concert.</b><br><b>Performance with a professional orchestra and choir.</b> | <b>Charanga Model Music Curriculum B.</b><br>Performing.<br><b>Unit 3: How Does Music Improve Our World?</b><br>Creative Composition<br>Explore chords to create melodies.<br><b><u>Assessment Indicator:</u></b><br><i>Share a take responsibility for performing as a class and in groups to record a final presentation.</i> |
| <b>Enhancements Visits and Visitors</b>   |   |  | Bible Encounters assembly 23.01.26  |   |   | CIST Assembly and Workshop 11.02.26<br>YV Arena Concert 12.02.26  |
| <b>Parental Engagement</b>  |   |  |   |   |   | Explore South America with us 09.02.26 2.30pm   |
| <b>Whole School and National Events</b>   |   |  |   |   | NSPCC Number Day 06.02.26   | Children's Mental Health Week 09.02.26<br>Safer Internet Day 10.02.26   |

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.