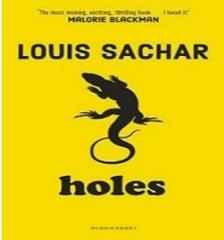
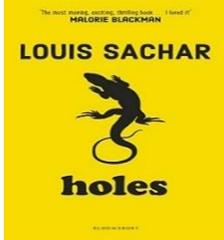
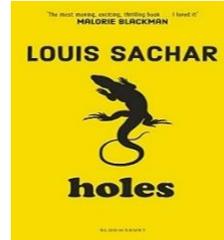
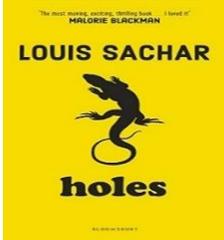
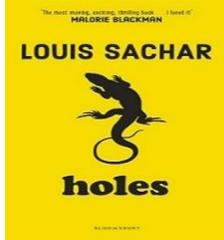




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Spring 2 2026**  
**Phase Upper Key Stage 2 Year Group 6**



	Week 1 Wk Beg 23.02	Week 2 Wk Beg 02.03	Week 3 Wk Beg 09.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
<b>Big Question</b>	Behanding, transporting, hanging - Why are these no longer acceptable? The change of crime and punishment over time.				
<b>Key Concepts</b>	Power Justice Change Crime Consequence	Power Justice Change Crime Consequence	Power Justice Change Crime Consequence	Power Justice Change Crime Consequence	Power Justice Change Crime Consequence
<b>Connected Concepts</b>	Cause and Effect Significance Structures	Cause and Effect Significance Structures	Cause and Effect Significance Structures	Cause and Effect Significance Structures	Cause and Effect Significance Structures
<b>Book Studies</b>	Holes by Louis Sachar 	Holes by Louis Sachar 	Holes by Louis Sachar 	Holes by Louis Sachar 	Holes by Louis Sachar 
<b>Children steering learning...</b>	Are there any crimes that are punished in similar ways to today? Does a jury always decide whether or not people go to prison? Are there any laws that used to be in place that are not in place anymore? Have rates of crime changed since hundreds of years ago? What can be done to help criminals reform their behaviour?				
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition	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>	Whole Class Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text. TED Talk Motivation Speeches - World Book Day	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 2 - Understanding as a writer</u>	Whole Text - Holes Develop fluency when reading aloud. Deduce meaning of vocabulary within in context. Description Writing <u>Writing Phase 1 - Hook and understanding as a reader</u>	Whole Text - Holes Develop fluency when reading aloud. Description Writing <u>Phase 2 - Understanding as a writer</u> Practise use of noun phrases and relative clauses and the use of brackets and dashes.

<p><b>-Vocabulary, Grammar and Punctuation</b> E</p>	<p>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.</p> <p>Practise the use of imperative verbs and dash detail to structure instructions.</p>	<p><b>Phase 1 - Hook and understanding as a reader</b> Oracy - Practise and rehearse sections of speech to record on DO INK using reader's theatre techniques</p> <p>Explore book codes and the use of illustrations behind the key message of a story</p> <p><b>Phase 2 - Understanding as a writer</b> Explore sentence threading techniques including Q&amp;A, Noun Echo and Cause and effect</p> <p><b>Phase 3 - Composition and Editing</b> Plan and write TED talk speech</p>	<p>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 using sentence threading techniques 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>Read appropriate chapters within the text and retrieve key information about the setting of CGL.</p> <p><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>
<p><b>Tier Two Vocabulary</b></p>	<p>Liabile Juvenile Ambiguous Lethal Excruciating Enforce Sentenced Discipline</p>	<p>Barren Dependable Enigmatic Extraordinary Imaginary Optimism Interconnected,</p>	<p>Liabile Juvenile Ambiguous Lethal Excruciating Enforce Sentenced Discipline</p>	<p>Coarse Desolate Stifling Yielding Mirage Pungent Parched Weathered Hostile</p>	
<p><b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Fractions</b></p> <p><b>Measurement</b> <b>-Geometry Properties of shapes</b> <b>-Geometry Position and Direction</b></p>	<p><b>Ratio and Proportion.</b> Revisit Scaling amounts. Scale shapes up and down. Alter recipe measurements by identifying relationships between amounts</p>	<p><b>Geometry.</b> Explore the properties of 2D and 3D shapes. Identify the nets of common 3D shapes.</p>	<p><b>Measure</b> Calculate the area of simple and compound shapes. Calculate the perimeter of simple and compound shapes.</p>	<p><b>Measures.</b> Calculate the volume of 3D shapes. Understand recording the unit of measure in cubic cm, m, km</p>	<p><b>Algebra.</b> Generate and describe linear sequences, Express missing number algebraically. Find pairs of numbers that satisfy equations with unknowns.</p>

<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 tables application to decimals and multiples of 10.	Times tables application to decimals and multiples of 10.
<b>Science</b> -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	<b>Electricity</b>  Use recognised symbols when representing a simple circuit in a diagram. Identify symbols used in circuits and draw circuits from given criteria.  <b>Assessment Indicator:</b> <i>Complete as concept map with the following key concept in relation to the unit of work from their prior learning to return to at the end of the unit.</i>	<b>Electricity</b>  Use recognised symbols when representing a simple circuit in a diagram. Experiment with circuit equipment and follow circuit diagram cards to test out circuits and identify whether they work or not and make justifications.	<b>Sticky Knowledge</b> Acquire and Apply: Retrieve the following knowledge: Identify and match symbols to the components of a circuit. Identify whether circuits are complete and reason. Build circuits from given instructions and create own.	<b>Electricity</b>  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Make predictions about what will happen to a buzzer, light or motor within a circuit based on voltage.  Record their observations.	<b>Electricity</b>  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches They must make justified predictions.  Carry out planned investigation and record observations and make conclusions.  <b>Assessment Indicators:</b> <i>Decide on a line of enquiry to plan and uncover: Does wire length effect how the component of a circuit work? Plan what variables they will control, they will change and they will measure within their experiment.</i>
<b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world  <b>Relationships and Sex Education (RSE) and Health Education</b>	<b>PSHEE Jigsaw SOW Healthy Me</b>  List the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these. Know about different types of drugs and their uses and their effects on the body. Particularly the liver and heart.  Define what a drug is and sort the different drugs into categories and hold a whole class discussion on why people take drugs - both positive and negative. (BV-Tolerance/Respect/Rule of Law)	<b>PSHEE Jigsaw SOW Healthy Me</b>  To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Understand that some people can be exploited and made to do things that are against the law  Identify the danger points and choice points within a scenario shared as a class.  Hold class discussion and identify what the children should have done instead Oracy - use vocabulary bullseye (BV-Rule of Law/Individual Liberty)	<b>PSHEE Jigsaw SOW Healthy Me</b>  To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Know why some people join gangs and the risks this involves.  Play the "Gangs are..." game, matching people to reasons as to why they are in a gang. Explore the different reasons through group discussion; identify ways in which to overcome peer pressure. (BV-Individual Liberty/Respect)	<b>PSHEE Jigsaw SOW Healthy Me</b>  To know about positive and negative effects on physical, mental and emotional health (including the media). Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.  Identify events and scenarios that can affect their mental health positive and negatively.  Label positive and negative emotions people may have and how they could support someone to feel better. (BV-Individual Liberty/Respect)	<b>PSHEE Jigsaw SOW Healthy Me</b>  To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse Understand how different strategies can be used to manage stress and pressure in order to prevent drug and alcohol misuse.  Identify whether a trigger is small or big and how feelings associated may spiral.  Using scenarios to recognise how internal stress can cause misuse of substances and how 5 ways to wellbeing can support this.

<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>Get Set 4 PE SOW</b></p> <p>Indoor PE Gymnastics</p> <p>To develop counter balance and counter tension.</p> <p><u>Assessment Indicator:</u> Practise balances and techniques for moving between balances.</p> <p>Create a sequence of both counter tension and balances linking with travelling actions</p> <p>Outdoor PE Tennis</p> <p>To develop placement of the ball using a forehand. Practise an recap forehand stroke using racket.</p> <p><u>Assessment Indicator:</u> Keep a rally going with a partner using forehand stroke.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE Gymnastics</p> <p>To develop counter balance and tension into a sequence and on apparatus.</p> <p><u>Assessment Indicator:</u> In groups of 4, decide on layout of apparatus and work collaboratively on a short sequence to incorporate counter balance and tension interestingly in the space and perform.</p> <p>Outdoor PE Tennis</p> <p>To develop placement of the ball using a backhand groundstroke. Recap backhand stroke and practise through skill based games - ocean break and playing to six.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE Gymnastics</p> <p>To develop jumps and the effect of height Practise straddle, straight and tuk jumps exploring the use of apparatus to create height.</p> <p>Create a sequence of rolls, balances and jumps in partners.</p> <p>Outdoor PE Tennis</p> <p>To develop the volley and understand when to use it. Apply the volley through skill development practise - Forehand and backhand volley, bumps and doubles.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE Gymnastics</p> <p>To explore jump sequence work with consideration of performance tools. Groups of 5 to sequence together 5 jumps using the perfect performance tool and consider how to connect their jumps.</p> <p>Outdoor PE Tennis</p> <p>To employ tactics when playing with a partner.</p> <p><u>Assessment Indicator:</u> Apply tactics working collaborative through skill development practise - champion's vs challengers, playing as a pair, avoiding the net player and coming to the net.</p>	<p><b>Get Set 4 PE SOW</b></p> <p>Indoor PE Gymnastics</p> <p>To develop inverted movements with control. Practise shoulder stand, bridge to handstand progression.</p> <p>In pairs, create a sequence of five actions including one inverted movement</p> <p>Outdoor PE Tennis</p> <p>To develop accuracy and consistency using the underarm serve. Recap underarm serve technique and explore the rules of scoring.</p> <p>Work in pairs, to practise serve and return the ball using sideward stance.</p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>-Code</li> <li>-Connect</li> <li>-Communicate</li> <li>-Collect</li> </ul>	<p>Data and Information Introduction to spreadsheets</p> <p><b>Collecting data</b></p> <p>Identify questions which can be answered using data. Collect and organise data in a format and then explore how data can be structured in a table and input into excel.</p>	<p>Data and Information Introduction to spreadsheets</p> <p><b>Formatting a spreadsheet</b></p> <p>Explain that objects can be described using data. Introduce and explore to cell references, data items and the concept of formatting cells.</p>	<p>Data and Information Introduction to spreadsheets</p> <p><b>What's the formula?</b></p> <p>Explain that formulas can be used to produce calculated data. Begin to use formulas to produce calculated data and understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation.</p>	<p>Data and Information Introduction to spreadsheets</p> <p><b>Calculate and duplicate</b></p> <p>Apply formulas to data including duplicating. Calculate data using the operations of multiplication, subtraction, division, and addition.</p>	<p>Data and Information Introduction to spreadsheets</p> <p><b>Event planning and Present Data.</b></p> <p>Create a spreadsheet to plan an event. Choose suitable ways to present data.</p> <p><u>Assessment Indicator:</u> Plan and calculate the cost of an event using a spreadsheet. Use date to create charts on google sheets to present.</p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Locational and Place Knowledge</li> <li>-Field Work</li> <li>-Using Globes, Maps and Plans</li> </ul>		<p><b>Minor:-</b></p> <p>How can we develop precision when locating areas on maps?</p> <p>Use eight points of a compass, six figure grid references.</p>	<p><b>Minor:-</b></p> <p>How do local river in our area compare to that of the Amazon River?</p> <p>Use fieldwork to observe, measure, record and present the human and physical</p>	<p><b>Sticky Knowledge</b></p> <p><b>Acquire and Apply:</b> Use compass points accurately and correctly for directional language Use 6 figure grid reference with accuracy</p>	

		<p>Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Use compass points to follow clues and locate concentration camps around the world on a world map.</p> <p>Identify 4 figure and 6 figure grid references of army bases around the world</p>	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Carry out a focused in depth study, looking at issues/ changes in the area.</p> <p>Describe how &amp; why an area may change in the future.</p> <p><u>Assessment Indicators:</u> Identify the physical features of the River Bollin at Quarry Bank Mill as part of enrichment. Use secondary sources to then make comparisons for uses of the Amazon compared to the Bollin upon return to school.</p>	<p>Identify the importance of rivers, making comparisons to South America</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.</p> <p>To use sources of evidence as the basis for an opinion and justification</p> <p>How were criminals punished 800 years 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. Use images to determine information about the past and make conclusions.</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.</p> <p>To use sources of evidence as the basis for an opinion and justification</p> <p>What does the legend of Robin 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. Summarise the main themes from the story of Robin Hood and gather evidence to source their debate within Literacy. (BV-Individual liberty/Rule of law)</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.</p> <p>To use sources of evidence as the basis for an opinion and justification.</p> <p>Why did punishments become so bloody in the 18th century? 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><b>Sticky Knowledge</b> <b>Acquire and Apply:</b> Communities were responsible for trying criminals over 800 years ago. Most common crimes during the medieval ages and methods of punishment. Trends in crime and punishment The significance of the bloody code.</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.</p> <p>To use sources of evidence as the basis for an opinion and justification.</p> <p>Has the way we catch and punish criminals improved 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. 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><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>	<p>EXPRESSING</p> <p><b>What can be done to reduce racism? Can religion help?</b> Respectfully express own ideas and thoughts on how different religious and non-religious communities convey their beliefs and values and challenge ignorance and intolerance. 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?" (BV-Individual liberty/Tolerance/ Respect) (PC-Race and Religion)</p>	<p>EXPRESSING</p> <p><b>What can be done to reduce racism? Can religion help?</b> 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. What can we learn from the stories of two statues in Bristol? Colston &amp; Wesley.</p> <p>Engage in a class discussion about slavery, justice and racism and whether Colston statue should be removed? (BV-Individual liberty/Tolerance/ Respect) (PC-Race and Religion)</p>	<p>EXPRESSING</p> <p><b>What can be done to reduce racism? Can religion help?</b> 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. 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. (BV-Individual liberty/Tolerance/ Respect) (PC-Race and Religion)</p>	<p>EXPRESSING</p> <p><b>What can be done to reduce racism? Can religion help?</b> 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. 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. (BV-Individual liberty/Tolerance/ Respect) (PC-Race and Religion)</p>	<p>EXPRESSING</p> <p><b>What can be done to reduce racism? Can religion help?</b> 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. 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. (BV-Individual liberty/Tolerance/ Respect) (PC-Race and Religion)</p>
<p><b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>		<p><b>Primary French Project Speaking</b></p> <p>Revision - mon animal Préférée</p> <p>Practise speaking where "I am going" Je vais à la.../au.../à l' Et toi? Practise speaking where someone else is going using the pronoun il Que fait Julien ? Il va à la...</p>	<p><b>Primary French Project Writing</b></p> <p>Revision - ma couleur Préférée</p> <p>Write 4 written sentences through the use of clauses to describe what Nora will do today</p>	<p><b>Primary French Project Reading and Speaking and Listening</b></p> <p>Revision - Dans mon jardin, il y a...</p> <p>Practise exchanging personal information and locate the corresponding area of information on the form.</p>	
<p><b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise</p> <p><b>Design and Technology</b> -Design</p>	<p><b>Art-Sculpture</b></p> <p><b>How can sculpture transform a landscape and create powerful visual impact?</b> Create observational drawings choosing their own medium, retrieving previously taught skills.</p> <p><b>Ricardo Brecada</b></p>	<p><b>Art-Sculpture</b></p> <p><b>How can sculpture transform a landscape and create powerful visual impact?</b> Create observational drawings choosing their own medium, retrieving previously taught skills.</p> <p><b>Ricardo Brecada</b></p>	<p><b>Art-Sculpture</b></p> <p><b>How can sculpture transform a landscape and create powerful visual impact?</b> Use a variety of techniques to create form and textures. Know why I have chosen different tools to create effects.</p>	<p><b>Art-Sculpture</b></p> <p><b>How can sculpture transform a landscape and create powerful visual impact?</b> Use a variety of techniques to create form and textures. Know why I have chosen different tools to create effects.</p>	<p><b>Art-Sculpture</b></p> <p><b>How can sculpture transform a landscape and create powerful visual impact?</b> Use a variety of techniques to create form and textures. Know why I have chosen different tools to create effects.</p>

<p><b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b></p>	<p>Explore Breceda's style, materials, and the desert setting through the use of a mood board</p>	<p>Create observation sketches of desert animals, deciding on final animal sculpture design</p>	<p>Know why different techniques have been used to create <b>Ricardo Brecada</b> Use wire to build small wire armature maquettes structures, experimenting with balance and positioning</p>	<p>Know why different techniques have been used to create <b>Ricardo Brecada</b> Explore wrapping wire, layering paper, or foil techniques and add surface detail to maquettes. Explore joint attachments.</p>	<p>Know why different techniques have been used to create texture. <b>Ricardo Brecada</b> Complete final design and evaluate.</p>
<p><b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b></p>	<p><b>Charanga Model Music Curriculum B</b> <b>Musical Styles Connect Us.</b> <b>Investigate different musical styles.</b> <b>Composing &amp; Improvising</b> <b>Improvise using 3 to 5 notes of the Glockenspiel over the backing track</b> <b>G A B</b> <b>G A B C D</b> <b>Song - Let's Rock.</b></p>	<p><b>Charanga Model Music Curriculum B</b> <b>Musical Styles Connect Us.</b> <b>Investigate different musical styles.</b> <b>Playing</b> <b>Play and perform an instrumental part using the glockenspiels by ear or standard notation.</b> <b>Song - Simple Gifts.</b></p>	<p><b>Charanga Model Music Curriculum B</b> <b>Musical Styles Connect Us.</b> <b>Investigate different musical styles.</b> <b>Composing &amp; Improvising</b> <b>Compose an eight-bar melody using three, five or seven notes over the backing track</b> <b>Song - Simple Gifts.</b></p>	<p><b>Charanga Model Music Curriculum B</b> <b>Musical Styles Connect Us.</b> <b>Investigate different musical styles.</b> <b>Listening &amp; Singing</b> <b>Learn to sing to song as an ensemble</b> <b>Play along with an instrument.</b> <b>Song - Friendship should never end.</b></p>	<p><b>Charanga Model Music Curriculum B</b> <b>Musical Styles Connect Us.</b> <b>Investigate different musical styles.</b> <b><u>Assessment Indicators:</u></b> <b><i>Performing</i></b> <b>Working in groups, practise the improvisation and instrumental of a chosen song ready for a performance.</b> <b>Use music notepad to create a simple melody.</b> <b>Song - Chose of prior three.</b></p>
<p><b>Enhancements</b> <b>Visits and Visitors</b></p>				<p>Past Productions Crime and Punishment Drama Workshop 16.03.26</p>	
<p><b>Parental Engagement</b></p>				<p>Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50</p>	<p>Sharing engineering a product linked to our big question. 23.3.26 2.30pm</p>
<p><b>Whole School and National Events</b></p>		<p>World Book Day 05.03.26</p>	<p>National British Science Week 09.03.26 Mother's Day 15.03.26</p>	<p>Comic Relief Red Nose Day 20.03.26</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.