



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



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
Big Question	How did the "darkest hours" of WW11 change Britain's fate? The turning points of WW11 and the lasting impact					
Connected Concepts	Cause & Effect Power Significance					
Book Studies	When the Sky Falls by Phil Earle					
	     					
Children steering learning...	Why do wars start? What would life have been live if WW2 hadn't happened? Are there key events that changed the path of the war? What was life like for people who were not involved in the physical fighting? How did life change for children during war? Were there any positives that came from the war? Who are the key people from the wars? How and why do we remember people who have fought in wars?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	When the Sky Falls. Cover & Chapters 1 - 4 Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb. Make inferences and use evidence from the text to support this (How do you know he was angry at the other evacuees? Do you think he wanted to stay in London) Genre - Short Narrative using dialogue to move action forward.	When the Sky Falls. Chapters 5 - 7 Read with fluency and accuracy. Explain the meaning of author's word choices. Make comparisons of the main protagonists to different texts from across the year: Stanley, Holes, Alexa - Boy at the back of the class Fred - The Explorer. Genre - Persuasive Letter Writing for World Earth Day.	When the Sky Falls. Chapters 8 - 10 Read with fluency and accuracy. Retrieve key information with accuracy. Make plausible predictions:-What would Joseph find if he followed the long band of smoke in the sky? Why Mr F was holding the rifle? Genre - Letter writing in the role of a soldier. Phase 1 - Understanding as a reader. Read model example and label.	When the Sky Falls. Chapters 11 - 15 Read with fluency and accuracy. Make reasoned inferences from a text. Identify the meaning of vocabulary and authors word choices. Genre - Inspirational Speech Writing. Phase 1 - Understanding as a reader. Read and explore example of Churchill's speech presented during the war to build morale and solidarity of the people.	When the Sky Falls. Chapters 15 - 20 Read with fluency and accuracy. Identify the characteristics of the protagonist and how these have developed over the text so far. Revision of key objectives to embed fluency. -Active and Passive Voice -Modal Verbs -Tense structure -Relative clauses -Ambiguity	When the Sky Falls. Chapter 20+ Read with fluency and accuracy. Identify the main themes of the text and make comparisons to other books. Generate questions for peer discussions. Genre - Inspirational Speech Writing. Phase 2 Understanding as a writer. Phase 3 - Composition. Write a motivation speech to deliver to those

	<p><u>Phase 1 - Understanding as reader.</u> Identity the feeling of the main character on an emotions map.</p> <p>Break down the story into a story mountain to show build up, characters, dilemma, resolution and ending.</p> <p><u>Phase 2 - Understanding as writer.</u> Explore the different uses of dialogue with writing through toolkits.</p> <p>Write own examples to the different points of the story.</p> <p><u>Phase 3 - Composition and editing.</u> Plan using a story mountain structure.</p> <p>Write out short narrative with dialogue focus.</p> <p>Peer assess writing.</p>	<p><u>Phase 1 - Understanding as a reader.</u> Research the impact of waste produced in schools and actions to address this.</p> <p><u>Phase 2 - Understanding as writer.</u> Identify examples of persuasion within a WAGOLL letter.</p> <p>Explore tier 2 vocabulary and use within context.</p> <p>Practise persuasive techniques and sentence structures</p> <p><u>Phase 3 - Composition and editing.</u> Write their persuasive letter to the Governors and Head of the trust to put forward their arguments for why as a school we need more recycling and swap shops.</p>	<p><u>Phase 2 - Understanding as writer.</u> Explore tier 2 vocabulary in isolation and within context</p> <p>Develop the use of sentence structure - rule of three, subordinate clauses</p> <p><u>Phase 3 - Composition.</u> Write letter home to a loved one.</p> <p>Peer assess writing.</p> <p>Action and edit following feedback.</p>	<p><u>Phase 2 - Understanding as a writer.</u> Explore the powerful use of vocabulary used within the speeches - identifying examples of tier 2 and their meaning,</p> <p>Use tier 2 vocabulary correctly within context.</p>	suffering in war torn countries today.	
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Angles.</p> <p>Identify angles in a triangle, on a straight line and around a point.</p> <p>Develop fluency, reasoning with working backwards, and logical problem solving.</p>	<p>Geometry - Position and Direction.</p> <p>Read and plot coordinates.</p> <p>Translate shapes across a grid.</p> <p>Reflect shapes across axis.</p> <p>Time</p> <p>Revise analogue and digital clocks.</p> <p>Read and interpret timetables.</p> <p>Calculate time scales that bridge the hour.</p>	<p>Algebra.</p> <p>Generate and describe linear sequences.</p> <p>Express missing number algebraically.</p> <p>Find pairs of numbers that satisfy equations with unknowns.</p>	<p>Statistics.</p> <p>Read and interpret pie charts and line graphs.</p> <p>Explore the mean, median and mode of amounts.</p> <p>Use across contexts with temperature and decimal values.</p>	<p>Revision of key objectives to embed fluency.</p> <p>-Calculation Practise</p> <p>-Application</p>	<p>Geometry - Position and Direction.</p> <p>Read and plot coordinates.</p> <p>Translate shapes across a grid.</p> <p>Reflect shapes across axis.</p>

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Electricity. Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Assessment Indicator:</u> Complete as concept map.</p> <p>Identify symbols used in circuits and draw circuits from given criteria.</p>	<p>Electricity. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Experiment with circuit equipment and follow circuit diagram cards to test out circuits.</p> <p>Identify whether they work or not and make justifications.</p>	<p>Electricity Unit Year 6 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.</p> <p>Record observations.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Electricity. 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.</p> <p><u>Assessment Indicator:</u> 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. Make justified predictions. Carry out planned investigation, record observations and make conclusions.</p>	<p>Electricity. 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.</p> <p><u>Assessment Indicator:</u> 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. Make justified predictions. Carry out planned investigation, record observations and make conclusions.</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: Healthy Me</p> <p>To know about positive and negative effects on physical, mental and emotional health. Take responsibility for health and make choices that benefit health and well-being.</p> <p>Act as agony aunts, providing advice for the character needing to take responsibility for the 'problem.' (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Healthy Me</p> <p>To 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.</p> <p>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. (Tolerance/Respect and Rule of law)</p>	<p>PSHEE Jigsaw SOW: Healthy Me</p> <p>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.</p> <p>Identify the danger points and choice points within a scenario shared as a class.</p> <p>Facilitate a class discussion and identify what the children should have done instead. (Rule of law /Individual liberty)</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>PSHEE Jigsaw SOW: Healthy Me</p> <p>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.</p> <p>Play the "Gangs are..." game, matching people to reasons as to why they are in a gang.</p> <p>Explore the different reasons through group discussion; identify ways in which to overcome peer pressure.</p>	<p>PSHEE Jigsaw SOW: Healthy Me</p> <p>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.</p> <p>Identify events and scenarios that can affect their mental health positive and negatively.</p> <p>Label positive and negative emotions people may have and how they could support someone to feel better.</p>

					(Individual liberty/ Respect)	(Individual liberty/ Respect)
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>THEME: Waiting for...</p> <p>To develop a dance phrase using actions, dynamics, space and relationships. Move in time with your group and the music.</p> <p>Use actions towards and away from your prop.</p> <p>Use canon and unison within the choreograph.</p> <p>Outdoor PE Rounders.</p> <p>Understand and apply the rules some games. To understand the bowling action and understand the role of the bowler.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>THEME: Waiting for...</p> <p>To copy and create actions with consideration to stimulus. Consider dynamics and facial expressions.</p> <p>Use dance actions to tell the story.</p> <p>Outdoor PE Rounders.</p> <p>Advise and help others with their techniques within a game situation. To develop batting technique.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>THEME: Waiting for...</p> <p>To use choreographic devices to improve the aesthetics of a performance. Move in time within a group and to the music.</p> <p>Use actions towards and away from pros.</p> <p>Use canon and unison within the choreography.</p> <p>Outdoor PE Rounders.</p> <p>Advise and help others with their techniques within a game situation. To make decisions about where and when to send the ball to stump a batter out.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>To copy and repeat a phrase of movement in the 1970s disco style. Consider dynamics and facial expressions.</p> <p>Ensure dance movements are clear and in time with the beat of the music.</p> <p>Use counts of 8 to help stay in time with each other.</p> <p>Outdoor PE Rounders.</p> <p>Advise and help others with their techniques within a game situation.</p> <p>Apply strategic tactics, within a team, to take control of ball. To develop a variety of fielding techniques and when to use them in a game.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>To choreograph a freeze frame montage in the 1970s style. Present freeze frames to communicate a story and theme.</p> <p>Outdoor PE - Rounders. Advise and help others with their techniques within a game situation.</p> <p>Apply strategic tactics, within a team, to take control of ball. To develop long and short barriers in fielding and understand when to use them.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>To use feedback to develop and refine a 1970s dance performance.</p> <p><u>Assessment Indicator:</u> <i>To perform and refine their performance and consider the feedback given to them when discussing how to develop their dance.</i></p> <p>Outdoor PE Rounders.</p> <p>Link and perform skills with good control across a range of sports.</p> <p>Apply strategic tactics, within a team, to take control of ball.</p> <p>Apply skills when attacking and defending.</p> <p>Advise and help others with their techniques within a game situation.</p> <p>Know and use rules consistently and be able to explain how they enhance games.</p> <p><u>Assessment Indicator:</u> <i>To apply the rules and skills you have learnt to play in a rounder's tournament.</i></p>

<p>Computing</p> <ul style="list-style-type: none"> -Code -Connect -Communicate -Collect 	<p>Identify questions which can be answered using data. Spreadsheets on excel - Locate cells and use the SUM function.</p> <p>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Look at similarities and differences between cyber and in-person bullying and identify strategies on how to deal with it.</p>	<p>Explain that objects can be described using data. Spreadsheets and excel - Practise inputting data and using the SUM function to calculation total, difference.</p> <p>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Identify how to identify secure websites</p>	<p>Explain that formulas can be used to produce calculated data. Spreadsheets and excel - Look at league table and input formula to calculate data and represent his data using the graph function.</p> <p>Know and understand they should not publish other people's pictures or tag them on the internet. Identify consequences of publishing personal data on the internet.</p> <p>Discuss information that should never be shared online and why.</p>	<p>Apply formulas to data including duplicating. Spreadsheets on excel- Calculate averages and the average function.</p>	<p>Apply formulas to data including duplicating. Spreadsheets on excel - Input collected data and calculate averages, using formula.</p> <p>Know and understand they should not publish other people's pictures or tag them on the internet. Identity how the internet can impact both girls and boys and the role media plays in people's attitudes and behaviours</p>	<p>Create a spreadsheet to plan an event.</p> <p>Assessment Indicator: <i>Apply taught skills to budget and plan an event in school.</i></p> <p>Know and understand that the use of technology has consequences.</p> <p>Assessment Indicator: <i>Generate an online safety quiz using PowerPoint and hyperlinks to deliver to the class</i></p>
<p>Geography</p> <ul style="list-style-type: none"> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans 		<p>Minor: Describe the distribution of natural resources including energy, food, minerals and water in the continents & countries studied.</p> <p>How important are natural resources to us? Identify and map out the natural resources and their location across the world.</p> <p>Explain how the location of these resources have influence human settlements, industry, economy etc.</p>	<p>Minor: Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.</p> <p>How has the population of the UK and other countries involved in WW11 changed since 1945? Use thematic maps to identify population across the world and identify the push and pull factors.</p>			
<p>History</p> <ul style="list-style-type: none"> -Chronology -Concepts -Interpretation -Enquiry -Communication 	<p>Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII</p>	<p>Major: Identify the continuity and change from WWII and the Battle of Britain. to today. -power -invasion</p>	<p>Major: Identify the continuity and change from WWII and the Battle of Britain to today. -power -invasion</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major: Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p>	<p>Major: Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p>

	<p>and The Battle of Britain. -power -invasion -society -legacy</p> <p>Why was it necessary for children to be evacuated and what was evacuation really like? Explore images as primary sources of evidence in order to complete the zones of inference, before exploring a bias recount of life as an evacuee and generating questions.</p>	<p>-society -legacy (and housing, food, entertainment) on the world.</p> <p>If so many evacuees were so sad, why do we have so many photographs in newspapers of them looking so happy?’</p> <p>Assessment Indicator: <i>Extend and revise the BBC website coverage of Evacuation -restricted to 200 words, 3 photos and 2 of their own drawn images to try and show a balance between the different views people had of evacuation.</i></p> <p>Explore the role play card and different sources of information.</p>	<p>-society -legacy (and housing, food, entertainment) on the world.</p> <p>How did people manage to carry on normal life during the war and how do we know? Explore what life was like in Britain during the war:- censorship, keeping up morale and propaganda.</p> <p>Explore becoming detectors to make deductions.</p>		<p>Identify the continuity and change from WWII and the Battle of Britain to today. -power -invasion -society -legacy (and housing, food, entertainment) on the world.</p> <p>How did WW11 play a pivotal role in leading change in Britain? Explore the positive and negatives impacts that WW11 has had on society today including:- controversial changes which were not initially welcome by everyone (women in the workforce).</p>	<p>Identify the continuity and change from WWII and the Battle of Britain to today. -power -invasion -society -legacy (and housing, food, entertainment) on the world.</p> <p>Assessment Indicator: <i>Write a formal response to the Big question, identifying what new learning has taken place over the half term.</i></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>Does the Earth belong to God? Or to humanity? Or to every living thing?</p> <p>Assessment Indicator: <i>Respond to the opening unit question and explore key vocabulary linked to the learning.</i></p> <p>Explore case studies from religions about prophets and their words, and Greta Thunberg. Reflect on why Greta is similar to the prophet to then write their own prophecy. (Tolerance)</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>What do Muslims think and do about caring for the earth and working to improve the environment? Explore the beliefs that Allah is the creator of Earth and all its beauty.</p> <p>Retrieve key knowledge about Muslim wisdom from holy texts and Muslim “climate justice activists” to make connections. (Tolerance/Mutual respect)</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>What do Christians think and do about caring for the earth and working to improve the environment? P4C. Share a video of Christian beliefs for looking after our world. Working in groups, generate questions for discussion and provide scaffolds like - What is a green Christian? Whose responsibility is it to look after our world? (Tolerance/Mutual respect)</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>What do Hindu people think and do about caring for the earth and working to improve the environment? Explore Hindu beliefs of Hindu Goddess, Bhumi and the teachings/ work of Priya. (Tolerance/Mutual respect)</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>What do Jewish people think and do about caring for the earth and working to improve the environment? Explore Rabbi Katy's story and the work of JCAN. Consider what they think her three most important contributions to 'greener Jewish ways of living' might be and present this as an argument to share with the class. (Democracy)</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth?</p> <p>What have we been learning about the different ways to make religions 'greener'?</p> <p>Assessment Indicator: <i>Collate their learning over the unit to create a Tree of Life Exhibition in groups of 5 to present to the class - they must represent each religion and the belief they each have for caring for our Earth.</i></p>

<p>Modern Foreign Languages-French</p> <ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Intercultural Understanding 	<p><i>Catherine Cheater SOW</i></p> <p>Use knowledge of grammar correctly. Revise questions with focus on spelling.</p> <p>What questions can the children remember?</p> <p>Can they answer these questions?</p>		<p><i>Catherine Cheater SOW</i></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>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><i>Catherine Cheater SOW</i></p> <p>Show understanding of known verbs and adverbs. 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>Art and Design</p> <ul style="list-style-type: none"> -Structuring and Creating -Art Elements -Evaluate and Appraise <p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology 	<p>Textiles Combining Different Fabric Shapes (including Computer Aided Design).</p> <p>Evaluate Investigate and analyse textile products linked to their final product. Evaluate the different models of air raid shelters used during the war - Anderson, Morrison, Subway etc. and their effectiveness, including the materials used.</p>	<p>Textiles Combining Different Fabric Shapes (including Computer Aided Design)</p> <p>Plan Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Use tinker cad computer design program to design a 3D image model of an air raid shelter.</p>	<p>Textiles Combining Different Fabric Shapes (including Computer Aided Design)</p> <p>Evaluate Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Test and use materials to create their bunker.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Textiles Combining Different Fabric Shapes (including Computer Aided Design)</p> <p>Make Formulate systematic plans and, if appropriate, allocate tasks within a team.</p> <p><u>Assessment Indicator:</u> Create their air raid shelter bunker prototype.</p>	<p>Textiles Combining Different Fabric Shapes (including Computer Aided Design)</p> <p>Make Generate and communicate design including prototypes, pattern pieces and computer-aided design. Create a code for powering their air raid shelter through electronic circuits.</p>
<p>Music</p> <ul style="list-style-type: none"> -Listen and Appraise -Singing -Instruments -Improvisation -Composition 	<p>Charanga Model Music Curriculum B</p> <p>How does Music Shape our Way of Life?</p> <p>Listening and Singing. Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation. Wake Up Part 1.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does Music Shape our Way of Life?</p> <p>Playing an instrument and Performing. Play a melody following staff notation written on one stave and using notes within an octave range Wake up Part 2.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does Music Shape our Way of Life?</p> <p>Appraising, Listening and Singing. Identify the musical style of a song using some musical vocabulary to discuss its. Down by the Riverside Part 1.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does Music Shape our Way of Life?</p> <p>Playing an Instrument and Performing. Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Down by the Riverside Part 2.</p> <p><u>Assessment Indicator:</u> Rehearse and perform parts within the context of the unit song and play together with everybody.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does Music Shape our Way of Life?</p> <p>Listening and Appraising. Identify the musical style of a song using some musical vocabulary to discuss its musical elements.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p>

						Dance the Night away.
Enhancements Visits and Visitors		Litter Pick in the Local Area 22.04.24		08.05.24 at 11.30am Matilda Performance at Kingsway High School.		20.05.24 Year 6 Reward Visit
Parental Engagement						Sports Day KS2 23.05.24 9.15 am
Whole School and National Events	Class Photographs 17.04.24	Earth Day 22.04.24 Saint Georges Day 23.04.24				

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.