

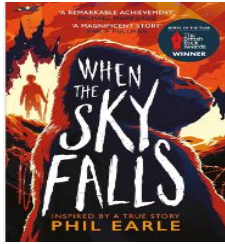
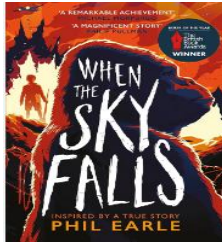
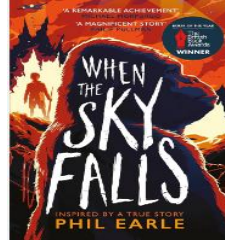




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 5.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05
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 and Effect Power Influential/Influence	Cause and Effect Power Influential/Influence	Cause and Effect Power Influential/Influence	Cause and Effect Power Influential/Influence
Key Concepts	Impact Change Conflict	Impact Change Conflict	Impact Change Conflict	Impact Change Conflict
Book Studies	When the Sky Falls by Phil Earle  	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 
Children steering learning....	How did WW11 start? Why was there another world war so close after the first? Which countries were involved in the war and why? Why were so many children evacuated to the countryside? How did the war influence the lives of people? How did the war come to an end?			
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole Class Text - When the Sky Falls. Read with fluency and accuracy. Make reasoned inferences from a text. Identity the meaning of vocabulary and authors word choices Genre - Short Narrative using dialogue to move action forward. Phase 1 - Understanding as reader Identity the feeling of the main character on an emotions map.	When the Sky Falls. Read with fluency and accuracy. Make reasoned inferences from a text. Identity the meaning of vocabulary and authors word choices Genre - Letter writing in the role of a soldier. Phase 1 - Understanding as a reader Read model example and label key features, emotive language and annotate how the writers draws emotion from the reader.	-	When the Sky Falls. Read with fluency and accuracy. Make reasoned inferences from a text. Identity the meaning of vocabulary and authors word choices. Genre - Letter writing in the role of a soldier Phase 3 - Composition Revise and redraft ineffective examples following given feedback criteria. Write letter home to a loved one.

	<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 short narrative with dialogue focus to advance actions</p> <p>Peer assess writing.</p>	<p>Compare examples for effectiveness and retrieve key content</p> <p><u>Phase 2 - Understanding as writer</u> Explore tier 2 vocabulary in isolation and within context Develop the use of sentence structures</p>		<p>Peer assess writing.</p> <p>Action and edit following feedback.</p>
Tier 11 Vocabulary	<p>Melancholy Traipsed Haze Weary Convulsed Refuge Raucous Anguish Faltered</p>	<p>Harrowing Yearning Camaraderie Bittersweet Endure Solace Reprieve Dote Duty</p>	-	<p>Harrowing Yearning Camaraderie Bittersweet Endure Solace Reprieve Dote Duty</p>
<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><u>Geometry - Position and Direction.</u></p> <p>Read and plot coordinates.</p> <p>Translate shapes across a grid.</p> <p>Reflect shapes across axis.</p>	<p><u>Geometry - Position and Direction.</u></p> <p>Read and plot coordinates.</p> <p>Translate shapes across a grid.</p> <p>Reflect shapes across axis.</p> <p><u>Time</u></p> <p>Revise analogue and digital clocks.</p> <p>Read and interpret timetables.</p> <p>Calculate time scales that bridge the hour.</p>	-	<p><u>Statistics</u></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>
Retrieval work through maths rehearsal sequence	<p>Converting between units of measure</p> <p>Equivalent fractions, percentages and decimals.</p>	<p>Number bonds including decimals.</p>	-	<p>Rounding to the nearest whole number and decimal places.</p>

Science -Working Scientifically to observe, connect, respond - Biology - Chemistry - Physics	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 Make justified predictions. <u>Assessment Indicators:</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	Electricity Carry out planned investigation and record observations and make conclusions. <u>Assessment Indicator:</u> Follow plan to carry out investigation and make detailed observations and conclusions.	-	Electricity Acquire and Apply <u>Assessment Indicators:</u> Identify working circuits and identify ways to correct those with faults Identify all the symbols used within circuit for components Identify trends within results and anomalies, explaining reasons for these. Make predictions from a hypothesis. Make reasoned conclusions from data. Identify what make a fair test and how to increase validity of investigations.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHEE Jigsaw SOW Healthy Me. 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. Act as agony aunts, providing advice for the character needing to take responsibility for the 'problem.' (BV - Individual Liberty)	PSHEE Jigsaw SOW Healthy Me. 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. 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)	PSHEE Jigsaw SOW Healthy Me. 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. Facilitate a class discussion and identify what the children should have done instead. (BV - Rule of Law /Individual Liberty)	PSHEE Jigsaw SOW Healthy Me. 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)
Physical Education - Gymnastics - Dance - Games - Athletics - Swimming	Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships. Move in time with your group and the music. Use actions towards and away from your prop.	Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for... To copy and create actions with consideration to stimulus. Consider dynamics and facial expressions. Use dance actions to tell the story. Outdoor PE Rounder.	Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance. Move in time within a group and to the music. Use actions towards and away from pros.	Get Set 4 PE SOW Indoor PE Dance THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance. <u>Assessment Indicator:</u> Perform dance in front of peers and listen to feedback and next steps. Outdoor PE Rounders

	<p><u>Assessment Indicator:</u> Use canon and unison within the choreograph.</p> <p>Outdoor PE Rounders</p> <p>Understand and apply the rules some games.</p> <p><u>Assessment Indicator:</u> Show understanding the bowling action and understand the role of the bowler.</p>	<p>Advise and help others with their techniques within a game situation. Practise and develop batting technique.</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. Make decisions about where and when to send the ball to stump a batter out through skill practise</p>	<p>Advise and help others with their techniques within a game situation. Apply strategic tactics, within a team, to take control of ball. Develop a variety of fielding techniques and when to use them in a game through skill practise</p> <p><u>Assessment Indicator:</u> Apply tactics in a game of rounders.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Creating Media - 3D modelling</p> <p>To recognise that you can work in three dimensions on a computer Create a range of 3D shapes to select and move, using a variety of viewpoints.</p>	<p>Creating Media - 3D modelling</p> <p>To identify that digital 3D objects can be modified.</p> <p>Manipulate 3D objects digitally. Resize objects in one, two, and three dimensions.</p> <p>Lift and lower 3D objects relative to the work plane, and combine two 3D objects to make a new shape.</p> <p>Recolour 3D objects.</p>	<p>Creating Media - 3D modelling</p> <p>To recognise that objects can be combined in a 3D model.</p> <p>Manipulate 3D objects digitally. Rotate objects in three dimensions, duplicate objects, and then use grouping and ungrouping to manipulate many objects at once.</p> <p>Combine these skills to create 3D name badge.</p>	<p>Creating Media - 3D modelling</p> <p>To create a 3D model for a given purpose. Use Tinkercad to resize and move shapes.</p> <p>Introduce placeholders which can be used to create holes in objects.</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<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 -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain. -power -invasion -society</p>	<p>Major: 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>Major: Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p> <p>Identify the continuity and change from WWII and the Battle of Britain to today. -power</p>	<p>Major: Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p> <p>Identify the continuity and change from WWII and the Battle of Britain to today. -power</p>

	<p>-legacy</p> <p>Why it was necessary for children to be evacuated and what was evacuation really like?</p> <p>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>If so many evacuees were so sad, why do we have so many photographs in newspapers of them looking so happy?'</p> <p><u>Assessment Indicators:</u> 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. Explore the role play card and different sources of information.</p>	<p>-invasion -society -legacy and housing, food, entertainment on the world.</p> <p>How did WW11 play a pivotal role in leading change in Britain?</p> <p>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>-invasion -society -legacy and housing, food, entertainment on the world.</p> <p><u>Assessment Indicator:</u> Write a formal response to the Big question, identifying what new learning has taken place over the half term</p>
<p>Religious Education, Beliefs and Values</p> <p>-Believing -Expressing -Living</p>	<p>LIVING</p> <p>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><u>Assessment Indicator:</u> Respond to the opening unit question and explore key vocabulary linked to the learning.</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. (BV-Tolerance)</p>	<p>LIVING</p> <p>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?</p> <p>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. (BV-Tolerance/Mutual respect)</p>	<p>LIVING</p> <p>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?</p> <p>P4C. Share a video of Christian beliefs for looking after our world.</p> <p>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? (BV-Tolerance/Mutual Respect)</p>	<p>LIVING</p> <p>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?</p> <p>Explore Hindu beliefs of Hindu Goddess, Bhumi and the teachings/work of Priya. (BV-Tolerance/Mutual Respect)</p>
<p>Modern Foreign Languages-French</p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Niveau Rouge SOW Module 3 Lesson 11</p> <p>Speaking and Listening</p> <p>Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt.</p> <p>Understand the use of masculine and feminine noun and when to use un or une</p> <p>Explore the Paris arrondissements, Il y a combien d'arrondissements à Paris?</p> <p>New vocabulary:</p>	<p>Niveau Rouge SOW Module 3 Lesson 12</p> <p>Speaking and Reading</p> <p>Tell and understand the time on the hour, the half hour, and the quarter hour; Understand and use numbers 0-60.</p> <p>Explore telling the time in quarters - show a clock time written as a number to be spoken as a formal sentence il est midi moins le quart, il</p> <p>New vocabulary: moins le quart</p>	-	<p>Niveau Rouge SOW Module 3 Lesson 13</p> <p>Speaking and Writing</p> <p>Use speaking frames to create simple, complex and compound sentences.</p> <p>Form spoken and written compound sentences using world clock times - Quand il est cinq heures à Paris, il est sept heures à Moscou</p>

	une banque, une gare, une mairie, une piscine, une poste			
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	Textiles - Significant person Annie Albers Combining Different Fabric Shapes (including Computer Aided Design). 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.	Textiles - Significant person Annie Albers Combining Different Fabric Shapes (including Computer Aided Design) 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.	Textiles - Significant person Annie Albers Combining Different Fabric Shapes (including Computer Aided Design) 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.	Textiles - Significant person Annie Albers Combining Different Fabric Shapes (including Computer Aided Design) Make Formulate systematic plans and, if appropriate, allocate tasks within a team. <u>Assessment Indicator:</u> Create their air raid shelter bunker prototype. Create a code for powering their air raid shelter through electronic circuits.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does Music Shape our Way of Life? Listening and Singing Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Song - Wake Up Part 1.	Charanga Model Music Curriculum B How does Music Shape our Way of Life? Playing and Performing Play a melody following staff notation written on one stave and using notes within an octave range Song - Wake up Part 2.	Charanga Model Music Curriculum B How does Music Shape our Way of Life? Appraising, Listening and Singing Identify the musical style of a song using some musical vocabulary to discuss it. Song - Down by the Riverside Part 1.	Charanga Model Music Curriculum B How does Music Shape our Way of Life? Playing and Performing Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Song - Down by the Riverside Part 2. <u>Assessment Indicator:</u> Rehearse and perform parts within the context of the unit song and play together with everybody.
Enhancements Visits and Visitors	-	-	-	-
Parental Engagement				KS2 Sports Day 20.05.25 KS2 Back up Sports Day 22.05.25
Whole School and National Events	Class Photographs 30.04.25	VE Day Celebrations 08.05.25	SAT's WB 12.05.25	National Maths Day 21.05.25

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.