

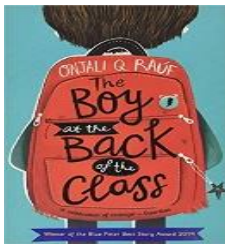
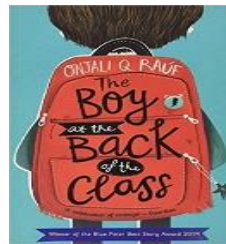
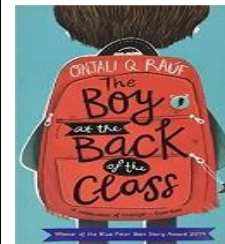
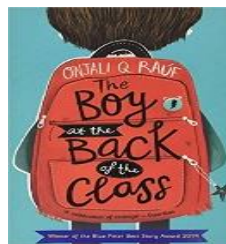
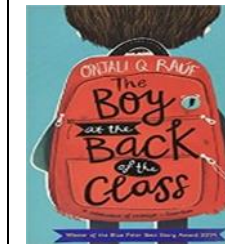
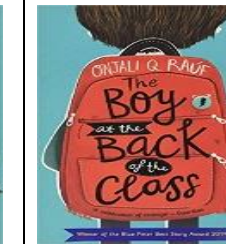
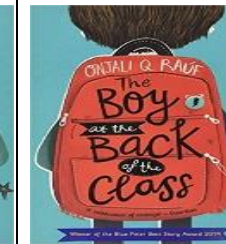


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2022

Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 05.09	Week 2 Wk Beg 12.09	Week 3 Wk Beg 19.09	Week 4 Wk Beg 26.09	Week 5 Wk Beg 03.10	Week 6 Wk Beg 10.10	Week 7 Wk Beg 17.10
Big Question	Are we the problem?						
Weekly Questions	What is Global warming and Climate Change?	What is the extent of the impact on our World?	How can we make a difference?	Is single use plastic part of the problem?	What animals are most at risk?	How is Cheadle contributing to the Crisis?	Are we at the point of no return?
Key Concepts	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability	Climate Change Destruction Habitats Sustainability Locality Sustainability
Book Studies	The boy at the back of the class 	The boy at the back of the class 	The boy at the back of the class 	The boy at the back of the class 	The boy at the back of the class 	The boy at the back of the class 	The boy at the back of the class 
Children steering learning... See front of books	Find out more about what Global Warming is and why it is all over the news. Explore when Global warming started and how it has changed over time.	Explore why and how it effects animals and humans. Explain to others how to help stop it.	Encourage other people to change their ways using posters and letters of persuasion. Write the major about what we can do to help. Use recycle materials to make art.	Carry out a class debate as to why we should act now against Global warming.	Explore why and how it effects animals and humans. Look at why some animals are becoming endangered.	Investigate pollution in our local area. Look at how many people have switched to electric cars.	Explore the past, the present and future of Global Warming through art and write descriptions.

<p>English Reading -Word reading -Comprehension</p> <p>Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Develop skim and scanning skills to justify retrieval skills</p> <p>Text Focus - Non-Chronological on Global Warming</p> <p>Understanding as reader</p> <p>Read and retrieve key information from teacher WAGOLL to build own knowledge</p> <p>Understanding as writer</p> <p>Explore key features of non-chronological reports.</p> <p>Explore subject specific vocabulary - defining and using within context.</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Use PEE to structure Inferences and respond to a text</p> <p>Text Focus - Non-Chronological</p> <p>Understanding as writer</p> <p>Teach and practise key sentence features (focusing on brackets for clarification and additional information) for children to edit and improve and then generate themselves.</p> <p>Composition</p> <p>Plan and present non-chronological reports</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Develop skim and scanning skills to justify retrieval skills</p> <p>Text Focus - Formal Letters of Persuasion</p> <p>Understanding as reader</p> <p>Explore examples of letters and make comparisons about effectiveness and impact on the reader.</p> <p>Understanding as writer</p> <p>Explore key features of formal letter</p> <p>Rewrite informal phrases using formal tone</p> <p>Explore subject specific vocabulary - defining and using within context.</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Use PEE to structure Inferences and respond to a text</p> <p>Text Focus - Formal Letters of Persuasion</p> <p>Understanding as writer</p> <p>Practise sentence structures focusing on conditional sentences, rhetorical questions, three of a kind and short sentences for effect.</p> <p>Composition</p> <p>Plan write up letters to post to local council.</p> <p>Edit focus sections using strips.</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Develop skim and scanning skills to justify retrieval skills</p> <p>Text Focus - Rhyming Couplets Poetry</p> <p>There's a Orangtan in my bedroom</p> <p>Hook</p> <p>Watch the <i>Greenpeace</i> video clip - respond through discussion and questioning</p> <p>Understanding as reader</p> <p>Read and understand examples, explore rhyming couplets and retrieve key information about how humans are impacting other animal's habitat.</p> <p>Conduct research into endangered animals and the reasons and effects.</p> <p>Understanding as Writer</p> <p>Explore subject specific vocabulary - defining and using within context.</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Application of skills fraction to unfamiliar texts</p> <p>Text Focus - Rhyming Couplets Poetry</p> <p>There's a Orangtan in my bedroom</p> <p>Understanding as Writer</p> <p>Practise identifying rhyming couplets and generate examples</p> <p>Explore and use figurative language - metaphors, personification and similes</p> <p>Composition</p> <p>Plan write up Poetry</p> <p>Perform Poems to KS1.</p>	<p>Whole Text - The boy at the back of the class</p> <p>Develop fluency when reading aloud.</p> <p>Summarise and justify key themes. Make comparisons of characters.</p> <p>Text Focus - Speech Writing</p> <p>Understanding as reader</p> <p>Read and retrieve key information from teacher WAGOLL to build own knowledge.</p> <p>Watch examples of effective speeches and monologues</p> <p>Understanding as Writer</p> <p>Explore key features of subject specific vocabulary - defining and using within context.</p> <p>Plan, write and perform monologue to the class.</p>
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<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Watch and identify features of debate structure.</p>	<p>Express and justify complex ideas and opinions.</p> <p>Move discussion forward in different roles by questioning and challenging peer ideas.</p> <p>Explore the communication role cards (instigator etc.) and their roles.</p>	<p>Move discussion forward in different roles by questioning and challenging peer's ideas.</p> <p>Share and discuss whether "Should single use plastic be allowed"? Use the communication role cards.</p>	<p>Show understanding of others' ideas by making valid contributions.</p> <p>Work in debate groups to generate argument using OREO</p>	<p>Organise the structure and content of talking to be concise.</p> <p><u>Assessment Indicator Host debate</u></p>	<p>Organise the structure and content of talking to be concise.</p> <p><u>Assessment Indicator Host debate</u></p>	<p>Self and peer reflect against Oracy skills</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Number and Place Value.</p> <p>Numbers to 1, 000, 000 Compare and order numbers. Multiplying by 10, 100 and 1000.</p>	<p>Number and Place Value.</p> <p>Rounding to whole numbers and decimals. Negative numbers.</p>	<p>Addition and Subtraction.</p> <p>Add and subtract whole numbers with 4 digits through a range of toolkit fluency and reasoning.</p>	<p>Addition and Subtraction.</p> <p>Inverse operations and multistep problems.</p>	<p>Multiplication and Division.</p> <p>Multiply whole numbers within a range of toolkits and application.</p>	<p>Multiplication and Division.</p> <p>Multiply whole numbers within a range of toolkits and application.</p>	<p>Multiplication and Division.</p> <p>Divide whole numbers by single and double digits.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Inheritance - distinguish between inherited and</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Variation and Adaption - explore how animals have</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Assessment Indicator</u></p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Theory of Evolution and Darwin's Finches.</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral & written forms such as displays & other presentation.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Fossil Formation - explain the process of</p>

	<p>acquired characteristics and compare offspring to parents.</p> <p><u>Assessment Indicator</u> Pre unit question and respond and prior learning KWL</p>	<p>adapted to their habitats for survival.</p>	<p><u>Adaptation - consolidation and application through designing an animal and justifying how it has adapted to survive it.</u></p>		<p>Evidence Theory of Evolution and Darwin's Finches.</p>	<p>Uncovering fossils - what do they tell us about the past?</p>	<p>fossil formation as a flow chart.</p> <p><u>Assessment Indicator</u> Post unit question and respond and post learning KWL.</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>PSHE Jigsaw SOW. Being Me in My World</p> <p>Identify goals for the year and understand fears and worries for the future and how to express them.</p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p>Know that there are universal rights for ALL children but explore how not all children have their basis needs met.</p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p>Understand that actions can affect other people - locally and globally (linked to Climate Change and current crisis).</p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p>Make choices about behaviour and understand rewards and consequences and how these relate to rights and responsibilities.</p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p><u>Assessment Indicator</u> <u>Explain how individuals behaviours can impact a group in the local community and globally by responding to scenarios through drama</u></p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p>Understand how democracy and having a voice can benefit a school community.</p>	<p>PSHE Jigsaw SOW. Being Me in My World</p> <p>Understand how democracy and having a voice can benefit a school community.</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Outdoor PE - Netball To develop passing and moving.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 1 - To copy and repeat a set dance phrase showing confidence in movements.</p> <p>Outdoor PE - Netball To be able to use the attacking principle of creating and using space.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 2 - To work with others to explore and develop the dance idea.</p> <p>Outdoor PE - Netball To be able to change direction and lose a defender.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 3 - To use changes in dynamics in response to the stimulus.</p> <p>Outdoor PE - Netball To be able to defend ball side and know when to go for interceptions.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 10 - To copy and repeat a phrase of movement in the 1970s disco theme.</p> <p>Outdoor PE - Netball To develop the shooting action.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 11 - To devise a freeze frame montage in the 1970s theme.</p> <p>Outdoor PE - Netball To use and apply skills and tactics to small sided games.</p>	<p>Get Set 4 PE SOW Indoor PE - Dance Lesson 12 - To use feedback to develop and refine a 1970s dance performance.</p> <p>Outdoor PE - Netball To use and apply skills and tactics to small sided games.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Identify questions which can be answered using data</p> <p>Spreadsheets on excel - cells and SUM function.</p>	<p>Explain that objects can be described using data</p> <p>Spreadsheets and excel - cells and SUM function</p>	<p>Explain that formulas can be used to produce calculated data</p> <p>Spreadsheets - add and edit data.</p>	<p>Apply formulas to data including duplicating</p> <p>Spreadsheets - Calculate averages.</p>	<p>Apply formulas to data including duplicating</p> <p>Spreadsheets - Calculate averages.</p>	<p>Create a spreadsheet to plan an event</p> <p><u>Assessment Indicator - apply taught skills to budget and plan an event in school.</u></p>	<p>Choose suitable ways to present data</p> <p><u>Assessment Indicator - apply taught skills to budget and plan an event in school and present excel data using graphs</u></p>

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Describe and understand key aspects of physical geography</p> <p>Explore different biomes and their characteristics and climate and map out across the world</p>	<p>Describe how & why an area may change in the future.</p> <p>Explore Climate change and how it has impacted our world and different biomes</p>	<p>Describe how & why an area may change in the future.</p> <p>Create salt doughs maps to show biomes now and then as a result of the current crisis</p>	<p>Know how to use six-figure grid references.</p> <p>Identify the 4 and 6 figure grid references of countries and locations most at risk of Climate Change</p>	<p>Carry out a focused in depth study, looking at issues/ changes in the area.</p> <p>Compare photos of Cheadle for then and now and make deductions.</p> <p>Plan Questionnaire and Observations for Local Field work in Cheadle.</p>	<p>Complete a small fieldwork project with a detailed method and analysis of results.</p> <p>Walk into Cheadle centre to carry out field work observations and questionnaires to gather data</p>	<p>Complete a small fieldwork project with a detailed method and analysis of results.</p> <p><u>Assessment Indicator</u></p> <p><u>Analysis data collected to make inferences about local pollution and annotate digital photos with labels and captions linked to learning</u></p>
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>		<p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p> <p>Chronological order major events of Global Warming over the past 100 years on a structured timeline.</p>	<p>Identify change across different time periods.</p> <p>Identify developments over history contributing to Climate Change in the Local Area</p>	<p>Use sources of evidence as the basis for an opinion and justification</p> <p>Use primary resource to determine changes in the local area, grouping changes into economy, community etc.</p>	<p>Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester/Stockport</p> <p>Make deductions from image sources about pollution and global warming in Stockport and Manchester.</p>	<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p> <p><u>Assessment Indicator</u></p> <p><u>Children to write a balance or bias argument as the whether major events over the last 100 years have been positive or negative for us and whether everyone agrees.</u></p>	<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p> <p><u>Assessment Indicator</u></p> <p><u>Children to write a balance or bias argument as the whether major events over the last 100 years have been positive or negative for us and whether everyone agrees</u></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Discuss and apply their own and others' ideas about ethical questions, including</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Understand the variation of different religions, noting their</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Express ideas and empathy articulately when discussing moral dilemmas including life</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Express their own ideas about some big moral concepts, such as fairness,</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Apply ideas about what really matters in life for themselves, including ideas</p>	<p>U2.7 (LIVING) What matters most to Christians and Humanists?</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult,</p>

	<p>ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Do rules matter? Why? What is a code for living?</p>	<p>similarities and differences, expressing their own values and opinions while remaining respectful to others values and beliefs. Give examples of similarities and differences between Christian and Humanist values.</p> <p>Who is a humanist? What codes for living do non-religious people use?</p>	<p>about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>What can we learn from discussion and drama about good & bad, right & wrong?</p>	<p>and mortality and right and wrong. Describe what Christians mean about humans being made in the image of God and being 'fallen'.</p> <p>What codes for living do Christians try to follow?</p>	<p>honesty etc., comparing them with the ideas of others they have studied</p> <p>What can we learn from a Values Game?</p>	<p>about fairness, freedom, truth, peace, in the light of their learning.</p> <p>Peace: is it more valuable than any money?</p>	<p>offering different points of view.</p> <p>Can we create a code for living that would help the world?</p> <p><u>Assessment Indicator</u> <u>Suggest and justify reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</u></p>
<p>Modern Foreign Languages-French</p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p>		<p>Catherine Cheater SOW</p> <p>Year 4 lesson 18</p> <p>Questions and answers</p> <p>Qui + verb?</p> <p>Using determiners - the definite article before nouns which begin with a vowel: l'</p>	<p>Catherine Cheater SOW</p> <p>Year 4 lesson 19</p> <p>New vocabulary</p> <p>point d'exclamation</p> <p>point d'interrogation</p>	<p>Catherine Cheater SOW</p> <p>Year 4 lesson 20</p> <p>European Language Portfolio:</p> <p>Self-assessment</p>	<p>Catherine Cheater SOW</p> <p>Year 4 lesson 21</p> <p>Identifying nouns by gender and number</p>	<p>Catherine Cheater SOW</p> <p>Year 4 lesson 22</p> <p>Possessive adjectives:</p> <p>use of mon before a feminine noun beginning with a vowel</p>	<p>Catherine Cheater SOW</p> <p>Year 4 lesson 23</p> <p>Question and answer practice.</p> <p>Counting nouns starting with a vowel.</p>
<p>Art and Design</p> <p>-Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>Use shading and perspective to create form and texture.</p> <p>Self-Portraits</p>	<p>Know and be able to explain why chosen specific techniques have been used.</p> <p>Evaluate and appraise Jill Peltos examples of art representing climate change.</p>	<p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art.</p> <p>Develop skill in detail using the structure of 1m, 3m, 7m and 20mins to replicate an example.</p>	<p>Use a variety of techniques to create form and texture.</p> <p>Replicate chosen example of Jill Peltos using sketching and outline.</p> <p>Practise using water colours, pastel, sketching and collaged to complete medium.</p>	<p>Know how to use graphs to identify trends.</p> <p>Gather data over the past 50 years about the rate of deforestation and present as a graph.</p>	<p>Know how to use graphs to identify trends.</p> <p><u>Assessment Indicator</u> <u>Use graph of global warming statistics to sketch and create their own representation of climate change.</u></p>	<p>Use a variety of techniques to create form and texture.</p> <p><u>Assessment Indicator</u> <u>Use the colour wheel to use harmonious and contrasting colours.</u> <u>Use water colours or chosen medium to complete art work.</u></p>

Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Understand and express opinions on the different meanings and purposes of music. Heal the Earth Part 1. Understanding Music.	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Understand and express opinions on the different meanings and purposes of music. Heal the Earth Part 2. Appraise and Listening	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Understand and express opinions on the different meanings and purposes of music. Let's Go Surfin' Part 1 Listening and Singing	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Develop increased leadership skills within an ensemble group. Improvise within a group combining different Musical devices. Let's Go Surfin' Part 2 Composing and Improvising.	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Develop increased leadership skills within an ensemble group. So Amazing. Appraise, Sing and Perform	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? Communicate compositions combining different musical devices musically. Performing. Sing and Perform.	Charanga Model Music Curriculum B Unit 6 - How Does Music Help Us Connect With The Environment? <u>Assessment Indicator</u> <u>Perform, record and evaluate</u>
Enhancements Visits and Visitors		Stockport Academy Head Visits to Class	International Day of Languages Fair. National Fitness Day - 21 st September	Chester Zoo - 27 th September		Local Visit into Cheadle - Tuesday 11 th October	
Parental Engagement							DEAR Event in Class

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.