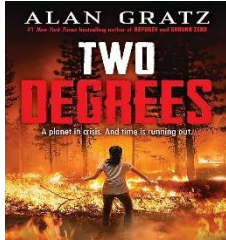
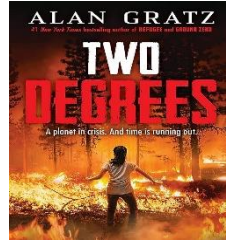
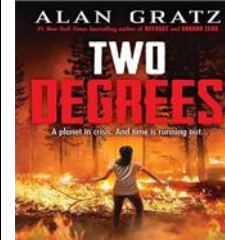
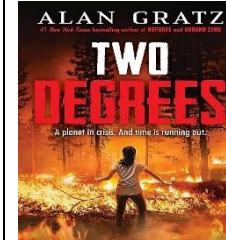
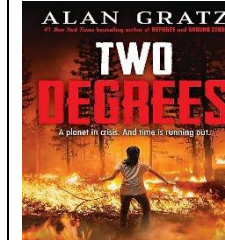
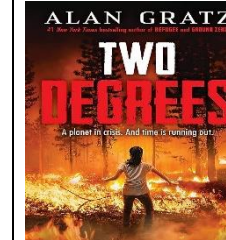
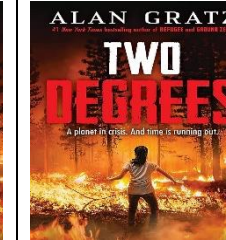




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2023
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 04.09	Week 2 Wk Beg 11.09	Week 3 Wk Beg 18.09	Week 4 Wk Beg 25.09	Week 5 Wk Beg 02.10	Week 6 Wk Beg 19.10	Week 7 Wk Beg 16.10
Big Question	Are "WE" the problem? The growing climate crisis and global warming						
Key Concepts	Change Power Impact Biodiversity Destruction						
Book Studies	Two Degrees 	Two Degrees 	Two Degrees 	Two Degrees 	Two Degrees 	Two Degrees 	Two Degrees 
Children steering learning....	What creates climate change to destroy the world? Could climate change cause another ice age? Will Global Warming destroy our earth? How can we stop Global Warming? How can we help? Can we reverse the impact of Global Warming? How will the impact of Global Warming affect us and animals in the future? Is Global Warming destroying animal habitats? What can we do to stop it from getting worse? How do our daily lives impact Global Warming? What is the difference between Global Warming and Climate Change?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole Class Text – Two Degrees Develop fluency when reading aloud. Retrieval skill development and practise. Text Focus – Non-Chronological on Global Warming Phase 1 – Hook Children to retrieve and share prior knowledge of Global Warming through Gimme 5	Whole Class Text – Two Degrees Develop fluency when reading aloud. Word Meaning skill development and practise. Text Focus – Non-Chronological Phase 2 – Understanding as writer Teach and practise key sentence features (focusing on brackets for clarification and additional	Whole Class Text – Two Degrees Develop fluency when reading aloud. Inference skill development and refining the use of PEE. Text Focus – Formal Letters of Persuasion Phase 1 – Understanding as reader Explore examples of letters and make comparisons about	Whole Class Text – Two Degrees Develop fluency when reading aloud. Retrieval, word meaning and inference application. Text Focus – Formal Letters of Persuasion Phase 2 – Understanding as writer Practise sentence structures focusing on conditional sentences, rhetorical questions, three of a	Whole Class Text – Two Degrees Develop fluency when reading aloud. Retrieval, word meaning and inference application. Text Focus – Rhyming Couplets Poetry There's an Orangutan in my bedroom Phase 1 – Hook Watch the Greenpeace video clip - respond through	Whole Class Text – Two Degrees Develop fluency when reading aloud. Application of skills fraction to unfamiliar texts. Text Focus – Rhyming Couplets Poetry There's an Orangutan in my bedroom Phase 2 – Understanding as writer	Whole Class Text – Two Degrees Develop fluency when reading aloud. Summarise and justify key themes. Make comparisons of characters. Text Focus – Speech Writing Phase 1 – Understanding as reader Read and retrieve key information from teacher WAGOLL to build own knowledge.

	<p>Phase 1 - Understanding as reader Read and retrieve key information from teacher WAGOLL to build own knowledge.</p> <p>Phase 2 - Understanding as writer Explore key features of non-chronological reports. Explore subject specific vocabulary - defining and using within context.</p>	<p>information) for children to edit and improve and then generate themselves.</p> <p>Phase 3 - Composition Plan and present non-chronological reports.</p>	<p>effectiveness and impact on the reader.</p> <p>Phase 2 - Understanding as writer Explore key features of formal letter. Rewrite informal phrases using formal tone. Explore subject specific vocabulary - defining and using within context.</p>	<p>kind and short sentences for effect.</p> <p>Phase 3 - Composition Plan write up letters to post to local council. Edit focus sections using strips.</p>	<p>discussion and questioning</p> <p>Phase 1 - Understanding as reader Read and understand examples, explore rhyming couplets and retrieve key information about how humans are impacting other animal's habitat. Conduct research into endangered animals and the reasons and effects.</p> <p>Phase 2 - Understanding as writer Explore subject specific vocabulary - defining and using within context.</p>	<p>Practise identifying rhyming couplets and generate examples Explore and use figurative language - metaphors, personification and similes</p> <p>Phase 3 - Composition Plan and write up Poetry. Perform Poems to KS1.</p>	<p>Watch examples of effective speeches and monologues</p> <p>Phase 2 - Understanding as writer Explore key features of subject specific vocabulary - defining and using within context.</p> <p>Phase 3 - Composition Plan, write and perform monologue to the class.</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. Numbers to 1, 000, 000 Compare and order numbers.</p>	<p>Number and Place Value Multiplying by 10, 100 and 1000, with application to measures and units</p>	<p>Number and Place Value. Rounding to whole numbers and decimals. Negative numbers.</p>	<p>Addition and Subtraction. Add and subtract whole numbers with 4 digits through a range of toolkit fluency and reasoning.</p>	<p>Addition and Subtraction. Inverse operations and multistep problems.</p>	<p>Multiplication and Division. Multiply whole numbers within a range of toolkits and application.</p>	<p>Multiplication and Division. Divide whole numbers by single and double digits.</p>

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Year 6 Unit – Evolution and Inheritance.</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><u>Assessment Indicator</u> <i>Pre-unit question and respond and prior learning KWL</i></p> <p>Inheritance - distinguish between inherited and acquired characteristics and compare offspring to parents.</p>	<p>Year 6 Unit – Evolution and Inheritance.</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 adapted to their habitats for survival.</p>	<p>Year 6 Unit – Evolution and Inheritance.</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> <i>Adaptation - consolidation and application through designing an animal and justifying how it has adapted to survive it.</i></p>	<p>Year 6 Unit – Evolution and Inheritance.</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>Evolution - Explore the different theories of evolution over time, making comparisons between natural selection, survival of the fittest and evolution.</p>	<p>Year 6 Unit – Evolution and Inheritance.</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>Evolution - Children to carry out investigation into Darwin's Finches using different sized tweezers to identify which bird was located on which island and how their beaks were adapted to suit their environment.</p>	<p>Year 6 Unit – Evolution and Inheritance.</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>Uncovering fossils - Explore fossils and what they tell us about the past.</p>	<p>Year 6 Unit – Evolution and Inheritance.</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 fossil formation as a flow chart.</p> <p><u>Assessment Indicator</u> <i>Post unit question and respond and post learning KWL.</i></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>Children to reflect on their biggest achievements and identify worries they have for the year ahead and their hopes. (Individual Liberty)</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>Discuss perceptions of daily life for children in Ghana and then explore, making comparisons to their own daily life - what is different and what is the same? Children to answer the following set of questions as</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>Children to highlight and annotate Maslow's hierarchy triangle and how these needs may or may not be met for children living in Ghana. (Individual Liberty)</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>Children to work collaboratively to agreed and generate a class learning charter, in relation to the mission and vision of the school for: Rights Responsibilities Rewards</p>	<p>PSHE Jigsaw SOW. Being Me in My World.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p><u>Assessment Indicator</u> <i>Explain how individuals behaviours can impact a group in the local community and globally by responding to scenarios through drama</i> (Democracy)</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>Discuss the definition of democracy and what this looks like in the school and community. (Democracy)</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>Children to explore scenarios and discuss appropriate consequences. Model how decisions are made through voting. (Democracy)</p>

		<p>themselves and then in the role as a child from Ghana.</p> <p>1. What is your favourite subject at school?</p> <p>2. Write 3 words to describe how you feel about coming to this school</p> <p>3. Write 3 words to describe how you feel about going to secondary school?</p> <p>4. What is your ambition for when you leave school?</p> <p>5. What is your favourite chocolate bar?</p> <p>(Individual Liberty)</p>		Consequences (Democracy)			
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Outdoor PE - Netball To develop passing and moving.	Get Set 4 PE SOW Indoor PE - Dance To copy and repeat a set dance phrase showing confidence in movements. Outdoor PE - Netball To be able to use the attacking principle of creating and using space.	Get Set 4 PE SOW Indoor PE - Dance To work with others to explore and develop the dance idea. Outdoor PE - Netball To be able to change direction and lose a defender.	Get Set 4 PE SOW Indoor PE - Dance To use changes in dynamics in response to the stimulus. Outdoor PE - Netball To be able to defend ball side and know when to go for interceptions.	Get Set 4 PE SOW Indoor PE - Dance To copy and repeat a phrase of movement in the 1970s disco theme. Outdoor PE - Netball To develop the shooting action.	Get Set 4 PE SOW Indoor PE - Dance To devise a freeze frame montage in the 1970s theme. Outdoor PE - Netball To use and apply skills and tactics to small sided games.	Get Set 4 PE SOW Indoor PE - Dance <u>Assessment Indicator</u> To use feedback to develop and refine a 1970s dance performance. Outdoor PE - Netball To use and apply skills and tactics to small sided games.
Computing -Code -Connect -Communicate -Collect	Identify questions which can be answered using data. Spreadsheets on excel - cells and SUM function.	Explain that objects can be described using data. Spreadsheets and excel - cells and SUM function.	Explain that formulas can be used to produce calculated data. Spreadsheets - add and edit data.	Apply formulas to data including duplicating. Spreadsheets - Calculate averages.	Apply formulas to data including duplicating. Spreadsheets - Calculate averages.	Create a spreadsheet to plan an event. <u>Assessment Indicator</u> Apply taught skills to budget and plan an event in school.	Choose suitable ways to present data. <u>Assessment Indicator</u> Apply taught skills to budget and plan an event in school and present excel data using graphs

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Name and locate the world's countries, focusing on South America concentrating on their environmental regions, key physical and human characteristics, counties and major cities. Children to identify the natural and human induced causes of climate change and global warming. Children to locate and label countries and continents on a world map, identifying the average carbon emissions per person.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America. Explore different biomes and their characteristics (including climate zones) and map out across the world Focus on South America, children to label the different biomes and climate zones across the continent on a map. They must then generate clues cards to determine each biome - I am the biome of most of Brazil. I have a wealth of biodiversity. I am hot, humid and wet.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America. Children to make comparisons between photos of different biomes now and 100 years ago, making justifications for these signification changes, in relation to Global Warming and Climate change.</p>	<p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world. Use 4 and 6 figure grid references. Identify grid references of countries and locations most at risk of Climate Change and use directional language to describe their positioning.</p>	<p>Complete a small fieldwork project with a detailed method and analysis of results. Carry out a focused in depth study, looking at issues/ changes in the area. Compare photos of Cheadle from 100 years ago to now and make deductions about change and development. Children to plan questionnaire and observations to observe and record when completing field work in Cheadle the following week.</p>	<p>Complete a small fieldwork project with a detailed method and analysis of results. Carry out a focused in depth study, looking at issues/ changes in the area. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Children to walk into Cheadle centre to carry out field work observations and questionnaires and gather data. Assessment Indicator Analysis data collected to make inferences about local pollution and annotate digital photos with labels and captions linked to learning.</p>	<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today. Assessment Indicator 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.</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>Identify change across different time periods. Use sources of evidence as the basis for an opinion and justification</p>	<p>Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester and</p>			<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p>

		Chronological order major events in terms of inventions and initiatives over the past 100 years on a structured timeline, identifying whether these have had a positive or negative impact on Global Warming and Climate Change.	Use primary resource to determine changes in the local area, grouping changes into economy, community etc. Identify developments over history contributing to Climate Change in the Local Area	Stockport. Make deductions from image sources about pollution and global warming in Stockport and Manchester.			Assessment Indicator <i>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.</i>
Religious Education, Beliefs and Values -Believing -Expressing -Living	U2.7 (LIVING) What matters most to Christians and Humanists? Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Do rules matter? Why? What is a code for living?	U2.7 (LIVING) What matters most to Christians and Humanists? Understand the variation of different religions, noting their 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. Who is a humanist? What codes for living do non-religious people use?	U2.7 (LIVING) What matters most to Christians and Humanists? Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response What can we learn from discussion and drama about good & bad, right & wrong?	U2.7 (LIVING) What matters most to Christians and Humanists? Express ideas and empathy articulately when discussing moral dilemmas including life and mortality and right and wrong. Describe what Christians mean about humans being made in the image of God and being 'fallen'. What codes for living do Christians try to follow?	U2.7 (LIVING) What matters most to Christians and Humanists? Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied What can we learn from a Values Game?	U2.7 (LIVING) What matters most to Christians and Humanists? Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. Peace: is it more valuable than any money?	U2.7 (LIVING) What matters most to Christians and Humanists? Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Can we create a code for living that would help the world? Assessment Indicator <i>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.</i>
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing	Catherine Cheater SOW Year 5 - Lesson 14 Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what	Catherine Cheater SOW Year 5 - Lesson 15 Understand the main points and some of the detail from short written texts or passages in clear printed script.	Catherine Cheater SOW Year 5 - Lesson 16 Understand the main points and some of the detail from short written texts or passages	Catherine Cheater SOW Year 5 - Lesson 17 Understand the main points and some of the detail from short written texts or passages in clear printed script.	Catherine Cheater SOW Year 5 - Lesson 18 Understand the main points and some of the detail from short written texts or passages in clear printed script.	Catherine Cheater SOW Year 5 - Lesson 19 Show understanding of known verbs and adverbs, Know and identify known adjectives in	Catherine Cheater SOW Year 5 - Lesson 20 Understand a short story or factual text to be able to note the main points.

<p>-Intercultural Understanding</p>	<p>they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p> <p>Know how to use indefinite and definite articles with singular nouns. A range of words used to disagree with something you have heard.</p>	<p>Write a few short sentences with support using expressions which they have clearly learnt.</p> <p>Developing accurate pronunciation and intonation.</p> <p>Use a negative to answer questions. Ask and answer questions linked to a non-fiction text. Practice the sounds associated with the letters 'p' and 't'. Use disagreement phrases in writing.</p>	<p>in clear printed script.</p> <p>Know and begin to notice that verbs must agree with the subject.</p> <p>Developing accurate pronunciation and intonation. Ask and answer questions linked to a non-fiction text. Practice the sounds associated with the letter 'c'. Explore the use of nouns and pronouns in sentences.</p>	<p>Know and begin to notice that verbs must agree with the subject.</p> <p>Developing accurate pronunciation and intonation. Ask and answer questions linked to a non-fiction text in chorus. Practice the sounds associated with the letter 'e'. Explore the use of relative pronouns.</p>	<p>Developing accurate pronunciation and intonation.</p> <p>Use a negative to answer questions.</p> <p>Write a few short sentences with support using expressions which they have clearly learnt. Ask and answer questions linked to a non-fiction text in chorus. Practice the sounds associated with the letter 'd'. Record a conversation reacting with disappointment.</p> <p><u>Assessment Indicator</u> Write a few short sentences using known vocabulary and phrases.</p>	<p>feminine and masculine form.</p> <p>Hold a simple conversation with at least 4 exchanges. Identify verbs, adverbs and nouns when listening to a story. Practice the sounds associated with the letter 'e'. Hold a conversation with up to 5 other people.</p> <p><u>Assessment Indicator</u> Know language structures to be able to speak in sentences.</p>	<p>Ask and answer questions in chorus.</p> <p>Listen to French pop music whilst performing a dance routine. Ask and answer questions with the class. Children to respond to French music with actions. Reflect on their learning in French to celebrate their success.</p>
<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p> <p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Use shading and perspective to create form and texture.</p> <p><u>Assessment Indicator</u> Complete their yearly self-portrait.</p>	<p>Artist – Jill Peltos Painting.</p> <p>Know and be able to explain why chosen specific techniques have been used. Evaluate and appraise Jill Peltos examples of art representing climate change, using the ARTIST acronym to support annotations.</p>	<p>Artist – Jill Peltos Painting.</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art. Develop skill in detail and refinement of sketching using the structure of 1min, 3min, 7mins and 20mins to replicate an example.</p>	<p>Artist – Jill Peltos Painting.</p> <p>Use a variety of techniques to create form and texture. Replicate chosen example of Jill Peltos using sketching and outline. Practise using water colours, pastel, sketching pencils to complete medium.</p>	<p>Know how to use graphs to identify trends. Gather data over the past 50 years about the rate of deforestation to create tally and present as a graph.</p>	<p>Artist – Jill Peltos Painting.</p> <p>Know how to use graphs to identify trends.</p> <p><u>Assessment Indicator</u> Using their graph of global warming statistics, children to sketch and create their own representation of climate change.</p> <p>Use the colour wheel to use harmonious and contrasting colours.</p>	<p>Artist – Jill Peltos Painting.</p> <p>Know how to use graphs to identify trends.</p> <p><u>Assessment Indicator</u> Using their graph of global warming statistics, children to sketch and create their own representation of climate change.</p> <p>Use the colour wheel to use harmonious and contrasting colours.</p>

						Use water colours or chosen medium to complete art work.	Use water colours or chosen medium to complete art work.
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> Perform, record and evaluate
Enhancements Visits and Visitors			Stockport Academy Head Visits to Class 22.09.23		Chester Zoo Visit 02.10.23	Local Visit into Cheadle 10.10.23 11.10.23	
Parental Engagement							DEAR Parent Engagement in Class - 16.10.23 2.30pm
Whole School and National Events				European Day of Languages 26.09.23 Individual and sibling photographs 27.09.23	Black History Month.	Black History Month. World Mental Health Day 10.10.23	Black History Month. Harvest Celebration 18.10.23

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.