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| H:\School documents\School logos\Logo 2016.jpgH:\School documents\School logos\Logo 2016.jpg **Meadowbank Primary School** **Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2024** **Phase Upper Key Stage 2 Year Group 6** |
|  | **Week 1****Wk Beg 02.09**  | **Week 2****Wk Beg 07.09** | **Week 3****Wk Beg 14.09**  | **Week 4****Wk Beg 21.09** | **Week 5****Wk Beg 30.09** | **Week 6****Wk Beg 7.10** | **Week 7****Wk Beg 14.10** |
| **Biq Question** | **Are “WE” the problem?****The growing Climate Crisis and Global Warming** |
| **Connected Concepts** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** | **Power****Cause and Effect Influence Appreciation Significance Structures** |
| **Book Studies** | **Two Your** **Degrees Planet**  **needs you!****C:\Users\staylor\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D5F6B4EA.tmp**Two Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books | **Two The Biggest****Degrees Footprint****C:\Users\staylor\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B01B1FA7.tmp**Two Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books | **Two Degrees****By Alan Gratz** | Two Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books**Two Degrees****By Alan Gratz** | **Two There’s a** **Degrees Rangatan in**Two Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books **my bedroom**There's a Rang-Tan in My Bedroom | **Two There’s a** **Degrees Rangatan in** **my bedroom**There's a Rang-Tan in My BedroomTwo Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books | Two Degrees: Amazon.co.uk: Gratz, Alan: 9781338735673: Books**Two Degrees****By Alan Gratz** |
| **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.**Phase 1 - Understanding as reader**Read and retrieve key information from teacher WAGOLL to build own knowledge. **Phase 2 - Understanding as writer** Explore key features of non-chronological reports.Explore subject specific vocabulary – defining and using within context.  | **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 information) for children to edit and improve and then generate themselves.**Phase 3 - Composition*****Assessment Indicator*** *Plan and present non-chronological reports.*  | **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 effectiveness and impact on the reader. **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. | **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 kind and short sentences for effect. **Phase 3 – Composition**Plan write up letters to post to local council.**Assessment Indicator** *Edit focus sections using strips*.  | **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 discussion and questioning.**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.**Phase 2 - Understanding as writer** Explore subject specific vocabulary – defining and using within context.  | **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** Practise identifying rhyming couplets and generate examples.Explore and use figurative language – metaphors, personification and similes **Phase 3 – Composition**Plan and write up Poetry.Perform Poems to KS1.  | **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.Watch examples of effective speeches and monologues**Phase 2 - Understanding as writer** Explore key features of subject specific vocabulary – defining and using within context.**Phase 3 - Composition*****Assessment Indicator*** *Plan, write and perform their monologue in the role of the world.* |
| **Tier 11 Vocabulary**  | **Sustainability** **Projections** **Emissions** **Human-induced** **Precipitation****Renewable****Pollution****Ecosystem**  | **Inevitable** **Paramount****Influential** **Throwaway-culture** **Consequential** **Egocentric****Contamination****Exacerbate**  | **Critical** **Endangered** **Encroaching** **Teeming****Vulnerable** **Exploited** **Unabated** **Crisis** | **Sanctuary****Elucidate** **Impinge****Scarce****Adverse****Unsustainable** |
| **Mathematics****Number****-Number and Place Value****-Addition and Subtraction****-Multiplication and Division****-Fractions****Measurement****-Geometry Properties of shapes****-Geometry Position and Direction** | **Number and Place Value.**Numbers to1, 000, 000Compare and order numbers. | **Number and Place Value** Multiplying by 10, 100 and 1000, with application to measures and units  | **Number and Place Value.**Rounding to whole numbers and decimals.Negative numbers. | **Addition and Subtraction.**Add and subtract whole numbers with 4 digits through a range of toolkit fluency and reasoning. | **Addition and Subtraction.**Inverse operations and multistep problems.  | **Multiplication and Division.**Multiply whole numbers within a range of toolkits and application. | **Multiplication and Division.**Divide whole numbers by single and double digits.***Assessment Indicator*** *Half termly summative assessment of Year 6 ARE.* |
| **Retrieval work through maths rehearsal sequence** | **Number bonds to 100 and 1000** | **Number bonds to 100 and 1000** | **Multiplying by 10, 100 and 1000** | **Diving by 10, 100 and 1000** | **Adding decimals under 10**  | **Adding decimals under 10**  | **Subtracting decimals under 10**  |
| **Science****-Working Scientifically to observe, connect, respond****-Biology****-Chemistry****-Physics** | **Evolution and Inheritance.** **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*****Assessment Indicator****Pre-unit question and respond and prior learning KWL*Inheritance – distinguish between inherited and acquired characteristics and compare offspring to parents.  | **Evolution and Inheritance.** **Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.**Variation and Adaption – explore how animals have adapted to their habitats for survival.Identify challenges and adaptions they have to overcome these  | **Evolution and Inheritance.** **Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*****Assessment Indicator****Adaptation – consolidation and application through designing an animal and justifying how it has adapted to survive it its habitat.*  | **Evolution and Inheritance.****Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution**.Evolution - Explore the different theories of evolution over time, making comparisons between natural selection, survival of the fittest and evolution.  | **Evolution and Inheritance.****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.**Evolution – 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. | **Evolution and Inheritance.** **Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago**.Uncovering fossils – Explore fossils and what they tell us about the past.  | **Evolution and Inheritance.** **Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.**Fossil Formation – explain the process of fossil formation as a flow chart. ***Assessment Indicator****Post unit question and respond and post learning KWL.* |
| **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. Being Me in My World.****What goals will I set for myself?** **Identify goals for the year and understand fears and worries for the future and how to express them.****T**o reflect on their biggest achievements and identify worries they have for the year ahead and their hopes. (BV-Individual liberty) | **PSHEE Jigsaw SOW. Being Me in My World.****What are my rights?****Know that there are universal rights for ALL children but explore how not all children have their basis needs met.**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? Answer the following set of questions as themselves and then in the role as a child from Ghana. 1. What is your favourite subject at school?2. Write 3 words to describe how you feel about coming to this school3. Write 3 words to describe how you feel about going to secondaryschool?4. What is your ambition for when you leave school?5. What is your favourite chocolate bar?(BV-Individual liberty) | **PSHEE Jigsaw SOW. Being Me in My World.****Does every action have a consequence?** **Understand that actions can affect other people – locally and globally (linked to Climate Change and current crisis).** Highlight and annotate Maslow’s hierarchy triangle and how these needs may or may not be met for children living in Ghana. (BV-Individual liberty) | **PSHEE Jigsaw SOW. Being Me in My World.****What impacts my behaviour?** **Make choices about behaviour and understand rewards and consequences and how these relate to rights and responsibilities.****T**o work collaboratively to agreed and generate a class learning charter, in relation to the mission and vision of the school for:RightsResponsibilitiesRewardsConsequences (BV-Democracy) | **PSHEE Jigsaw SOW. Being Me in My World.****How does my behaviour impact others?****Understand how an individual’s behaviour can impact on a group.****A*ssessment Indicator*** *Explain how individual’s behaviours can impact a group in the local community and globally by responding to scenarios through drama.*(BV-Democracy) | **PSHEE Jigsaw SOW. Being Me in My World.****What does Democracy look like in our school?****Understand how democracy and having a voice can benefit a school community.** Discuss the definition of democracy and what this looks like in the school and community. (BV-Democracy) | **PSHEE Jigsaw SOW. Being .Me in My World.****How do we have a voice?** **Understand how democracy and having a voice can benefit a school community.**Children to explore scenarios and discuss appropriate consequences. Model how decisions are made through voting. (BV Democracy) |
| **Physical Education****-Gymnastics****-Dance****-Games****-Athletics****-Swimming** | Outdoor PE – NetballTo develop passing and moving. | **GetSet4PE 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. | **GetSet4PE 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. | **GetSet4PE 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. | **GetSet4PE 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. | **GetSet4PE 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. | **GetSet4PE SOW****Indoor PE – Dance*****Assessment Indicator****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** | **Spreadsheets.****Identify questions which can be answered using data.**Spreadsheets on excel – cells and SUM function. | **Spreadsheets.****Explain that objects can be described using data.** Spreadsheets and excel – cells and SUM function. | **Spreadsheets.** **Explain that formulas can be used to produce calculated data.**Spreadsheets – add and edit data.  | **Spreadsheets.** **Apply formulas to data including duplicating.** Spreadsheets – Calculate averages. | **Spreadsheets.** **Apply formulas to data including duplicating.** Spreadsheets – Calculate averages. | **Spreadsheets.** **Create a spreadsheet to plan an event.** ***Assessment Indicator****Apply taught skills to budget and plan an event in school.* | **Spreadsheets.****Choose suitable ways to present data.** ***Assessment Indicator*** *Apply taught skills to budget and plan an event in school and present excel data using graphs* Work from the half term saved in the pupil shared area |
| **Geography****-Locational and Place Knowledge****-Field Work****-Using Globes, Maps and Plans** | **Major** **What is our Carbon footprint?** **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.**Identify the natural and human induced causes of climate change and global warming. Locate and label countries and continents on a world map, identifying the average carbon emissions per person.  | **Major** **How does Climate vary across the Globe?****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.  | **Major****How does Climate vary across the Globe?****Understand geographical similarities and differences through the study of human and physical geography of a region of South America.**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.  | **Major** **How is Cheadle contributing to the current climate?****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. Plan questionnaire and observations to observe and record when completing field work in Cheadle the following week. | **Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.**Recall: The causes and effects of Global Warming.The world’s biomes and climate zones, identifying key characteristics and countries.Key changes in local climate over time. | **Major** **How is Cheadle contributing to the current climate?****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.**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.* | **Major** **Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.*****Assessment Indicator****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.* |
| **History****-Chronology****-Concepts****-Interpretation****-Enquiry****-Communication** |  | **Minor** **How can we place Global Warming within history?****Know how to place historical events and people from the past societies and periods in a chronological framework.**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.  | **Minor****How has our local area developed?** **Identify change across different time periods.****Use sources of evidence as the basis for an opinion and justification.**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. | **Minor** **Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester and****Stockport.** Make deductions from image sources about pollution and global warming in Stockport and Manchester, determine whether these are positive or negative.  | **Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.**Recall:Key events that have had a positive impact on Global Warming Key events that have had a positive impact on Global Warming Changes in the local environment as a result of climate change and that have had an impact  | **-** | **Minor** **Are we the problem?****Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.*****Assessment Indicator****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.* |
| **Religious Education, Beliefs and Values****-Believing****-Expressing****-Living** | **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?***Assessment Indicator*** Write *a detailed written response to questions*.. | **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? | **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? | **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? |  **Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.** | **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.**P4C Peace: is it more valuable than any money? | **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****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.*  |
| **Modern Foreign Languages-French****-Listening****-Speaking****-Reading****-Writing****-Intercultural Understanding** | **Catherine Cheater SOW**Speaking **Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.****Know how to use indefinite and definite articles with singular nouns.**A range of words used to disagree with something you have heard. | **Catherine Cheater SOW**Writing **Understand the main points and some of the detail from short written texts or passages in clear printed script.****Write a few short sentences with support using expressions which they have clearly learnt.****Developing accurate pronunciation and intonation.****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.  | **Catherine Cheater SOW**Listening **Understand the main points and some of the detail from short written texts or passages in clear printed script.****Know and begin to notice that verbs must agree with the subject.****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.  | **Catherine Cheater SOW**Speaking **Understand the main points and some of the detail from short written texts or passages in clear printed script.****Know and begin to notice that verbs must agree with the subject.****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.  | **Catherine Cheater SOW**Writing **Understand the main points and some of the detail from short written texts or passages in clear printed script.****Developing accurate pronunciation and intonation.****Use a negative to answer questions.****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. ***Assessment Indicator*** *Write a few short sentences using known vocabulary and phrases.*  | **Catherine Cheater SOW**Speaking **Show understanding of known verbs and adverbs,****Know and identify known adjectives in feminine and masculine form.****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. *Assessment Indicator**Know language structures to be able to speak in sentences.*  | **Catherine Cheater SOW**Intercultural Understanding**Read a short story or factual text to be able to note the main points.** **Ask and answer questions in chorus.** **Listen to French pop music whilst performing a dance routine.**Ask and answer questions with the class. Respond to French music with actions. Reflect on their learning in French to celebrate their success.  |
| **Art and Design****-Structuring and Creating****-Art Elements****-Evaluate and Appraise****Design and Technology****-Design****-Make****-Evaluate****-Food Technology** | **Use shading and perspective to create form and texture.*****Assessment Indicator****Complete yearly self-portrait.* | **Artist – Jill Peltos** **PAINTING****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.  | **Artist – Jill Peltos** **PAINTING****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. | **Artist – Jill Peltos** **PAINTING****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. | **Artist – Jill Peltos** **PAINTING****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. | **Artist – Jill Peltos** **PAINTING****Know how to use graphs to identify trends.****Use a variety of techniques to create form and texture.*****Assessment Indicator*** *Using their graph of global warming statistics, children to sketch and create their own representation of climate change.* *Use the colour wheel to use* harmonious and contrasting colours.Use water colours or chosen medium to complete art work. | **Artist – Jill Peltos** **PAINTING****Know how to use graphs to identify trends.****Use a variety of techniques to create form and texture.***Assessment Indicator* *Using their graph of global warming statistics, children to sketch and create their own representation of climate change.* *Use the colour wheel to use harmonious and contrasting colours.**Use water colours or chosen medium to complete art work****.*** |
| **Musics** | **Charanga Model Music Curriculum B** **How Does Music Help Us Connect with The Environment?**Understanding Music.**Understand and express opinions on the different meanings and purposes of music.**Heal the Earth Part 1. | **Charanga Model Music Curriculum B** **How Does Music Help Us Connect with The Environment?**Appraise and Listening.**Understand and express opinions on the different meanings and purposes of music.**Heal the Earth Part 2. | **Charanga Model Music Curriculum B** **How Does Music Help Us Connect with The Environment?**Listening and Singing.**Understand and express opinions on the different meanings and purposes of music.**Let’s Go Surfin’ Part 1 | **Charanga Model Music Curriculum B** **How Does Music Help Us Connect with The Environment?**Composing and Improvising.**Develop increased leadership skills within an ensemble group.****Improvise within a group combining different** **Musical devices.**Let’s Go Surfin’ Part 2  | - | **Charanga Model Music Curriculum B** **How Does Music Help Us Connect with The Environment?**Performing.**Communicate compositions combining different musical devices musically.** | **Charanga Model Music Curriculum B** How Does Music Help Us Connect with The Environment?***Assessment Indicator****Perform, record and evaluate.* |
| **Outdoor Learning Opportunities** |  |  | **Minor: (Art)**Chalk drawings of Jill Peltos work on the playground |  | **Major: (Geography)**Visit to Cheadle Village to conduct field work into local pollution and contributing factors to Climate change.  |  |  |
| **Enhancements****Visits and Visitors**  |  |  |  |  | Field work research – CheadleWC 7.10.24  |  |  |
| **Parental Engagement** |  |  |  |  |  |  | Collaborative art using recycled materials 16.10.24 |
| **Whole School and National Events** |  |  |  |  | European Day of Languages 26.09.24Individual and sibling photographs 25.09.24Year 6 Charity Event: wear an animal accessory for the World Wildlife Foundation 27.09.24 | World Mental Health Day 10.10.24 | Harvest Celebration 16.10.24 |

**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.**