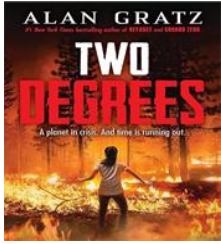
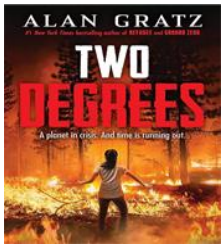
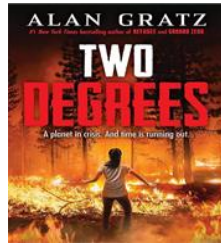
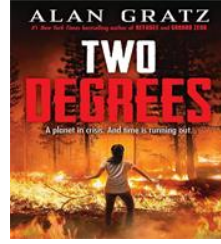
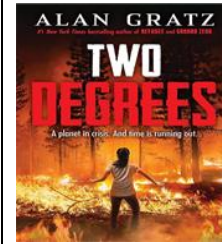
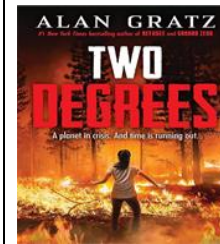
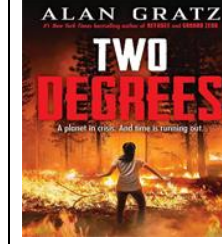
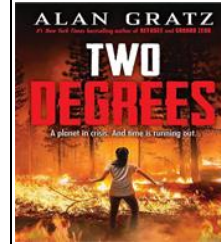




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2025
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 6.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
Biq Question	Are “WE” the problem? The growing Climate Crisis and Global Warming							
Connected Concepts	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect	Influence Significance Cause and Effect
Book Studies	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	Two Degrees By Alan Gratz 	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	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	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	Whole Class Text - Two Degrees Develop fluency when reading aloud. Retrieval, word meaning and inference application. Text Focus - Formal Letters of Persuasion	Whole Class Text - Two Degrees Develop fluency when reading aloud. Retrieval, word meaning and inference application. Text Focus - Rhyming Couplets Poetry	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	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	Whole Class Text - Two Degrees Develop fluency when reading aloud. Summarise and justify key themes. Make comparisons of characters. Text Focus - Speech Writing Phase 3 - Composition

	<p>knowledge of Global Warming through Gimme 5.</p> <p><u>Phase 1 - Understanding as reader</u> Read and retrieve key information from teacher WAGOLL to build own knowledge.</p> <p><u>Phase 2 - Understanding as writer</u> Explore key features of non-chronological reports.</p> <p>Explore subject specific vocabulary - defining and using within context.</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><u>Phase 3 - Composition Assessment Indicator</u> <i>Plan and present non-chronological reports.</i></p>	<p><u>Phase 1 - Understanding as reader</u> Explore examples of letters and make comparisons about effectiveness and impact on the reader.</p> <p><u>Phase 2 - Understanding as writer</u> 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><u>Phase 2 - Understanding as writer</u> Practise sentence structures focusing on conditional sentences, rhetorical questions, three of a kind and short sentences for effect.</p> <p><u>Phase 3 - Composition</u> Plan write up letters to post to local council.</p> <p><u>Assessment Indicator</u> <i>Edit focus sections using strips.</i></p>	<p>There's an Orangutan in my bedroom</p> <p><u>Phase 1 - Hook</u> Watch the Greenpeace video clip - respond through discussion and questioning.</p> <p><u>Phase 1 - Understanding as reader</u> 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><u>Phase 2 - Understanding as writer</u> Explore subject specific vocabulary - defining and using within context.</p>	<p><u>Phase 2 - Understanding as writer</u> Practise identifying rhyming couplets and generate examples.</p> <p>Explore and use figurative language - metaphors, personification and similes</p> <p><u>Phase 3 - Composition</u> Plan and write up Poetry.</p> <p>Perform Poems to KS1.</p>	<p>Read and retrieve key information from teacher WAGOLL to build own knowledge. Watch examples of effective speeches and monologues</p> <p><u>Phase 2 - Understanding as writer</u> Explore key features of subject specific vocabulary - defining and using within context.</p>	<p><u>Assessment Indicator</u> <i>Plan, write and perform their monologue in the role of the world.</i></p>
Tier Two Vocabulary	<p>Sustainability Projections Emissions Human-induced Precipitation Renewable Pollution Ecosystem</p>		<p>Inevitable Paramount Influential Throwaway-culture Consequential Egocentric Contamination Exacerbate</p>		<p>Critical Endangered Encroaching Teeming Vulnerable Exploited Unabated Crisis</p>		<p>Sanctuary Elucidate Impinge Scarce Adverse Unsustainable</p>	

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 to 1, 000, 000 Compare 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. <u>Assessment Indicator</u> Half termly summative assessment of Year 6 ARE.	Multiplication and Division. Divide whole numbers by larger double digits using long division methods
Retrieval work through maths rehearsal sequence	Number bonds to 100 and 1000	Number bonds to 100 and 1000	Multiplying by 10, 100 and 1000	Dividing by 10, 100 and 1000	Adding decimals under 10	Adding decimals under 10	Subtracting 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. <u>Assessment Indicator</u> Pre-unit question and respond and prior learning KWL Inheritance - distinguish between inherited and acquired characteristics and	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 adaptations 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. <u>Assessment Indicator</u> Adaptation - consolidation and application through designing an animal and justifying how it has adapted to survive in 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	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.	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. <u>Assessment Indicator</u> Post unit question and respond and post learning KWL

	compare offspring to parents.				beaks were adapted to suit their environment.			
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. To reflect on their biggest achievements and identify worries they have for the year ahead and their hopes. (BV-Individual liberty) (All 9 protected characteristics)	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 school 3. Write 3 words to describe how you feel about going to secondary school? 4. What is your ambition for when you leave school? 5. What is your favourite chocolate bar?	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. 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 Consequences (BV-Democracy) (All 9 protected characteristics)	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. <u>Assessment Indicator</u> <i>Explain how individual's behaviours can impact a group in the local community and globally by responding to scenarios through drama.</i> (BV-Democracy) (All 9 protected characteristics)	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) (All 9 protected characteristics)	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. Explore scenarios and discuss appropriate consequences. Model how decisions are made through voting. (B- Democracy) (All 9 protected characteristics)

			(BV-Individual liberty) (All 9 protected characteristics)					
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	GetSet4PE SOW Outdoor PE – Netball To develop attacking skills to maintain possession. Practise chest pass and bounce pass and when best to use in different scenarios	GetSet4PE SOW Indoor PE – Gymnastics To develop the straddle, forward and backward roll. <u>Assessment Indicator</u> <i>Perform the different roles and then practise through breakdown steps for forward, straddle, and backward.</i> Outdoor PE – Netball To use a variety of attacking skills to lose a defender. Develop defending and dodging skills through overload, cone goal and getting free practises.	GetSet4PE SOW Indoor PE – Gymnastics To develop rolling into sequence work and on apparatus. Organise apparatus and perform rolls in a sequence of jump, travel roll course. Provide shape sequence for scaffolds. Outdoor PE – Netball To move into and create space to support a teammate. Practise travelling through skill based practises.	GetSet4PE SOW Indoor PE – Gymnastics To develop counter balance and counter tension. Explore counter balance and counter tension through paired stretches and balances Outdoor PE – Netball To use defending skills to gain possession. Introduce different positions in the game and practise defending skills through 2v2 and ball side practises. .	GetSet4PE SOW Indoor PE – Gymnastics To develop counter balance and counter tension into sequence work with apparatus. Recall counter balance and apply into a planned sequence using apparatus. Outdoor PE – Netball To develop accuracy when scoring under pressure. Practising shooting technique, introducing defenders through skill based practises.	GetSet4PE SOW Indoor PE – Gymnastics To develop jumps and explore the effect of height. Recall prior understanding on jumps and practise broken down into steps before incorporating jumping from height. Outdoor PE – Netball To use and apply skills, principles and tactics to a game situation. Play a friendly to practise skills in action	GetSet4PE SOW Indoor PE – Gymnastics To explore jump sequence work with consideration of performance tools. <u>Assessment Indicator</u> <i>Plan, perform and refine sequences incorporating the use of apparatus.</i> Outdoor PE – Netball To use and apply skills, principles and tactics to a game situation. <u>Assessment Indicator</u> <i>Reflect on rules and best practise to run a tournament.</i>	GetSet4PE SOW Indoor PE – Gymnastics To explore jump sequence work with consideration of performance tools. <u>Assessment Indicator</u> <i>Plan, perform and refine sequences incorporating the use of apparatus. Peer evaluate and self-reflect.</i> Outdoor PE – Netball To use and apply skills, principles and tactics to a game situation. <u>Assessment Indicator</u> <i>Reflect on rules and best practise to run a tournament.</i>
Computing -Code -Connect -Communicate -Collect	Computing systems and Networks How does a digital device work? Introduce the concepts of input, process, and output and how to protect devices using secure passwords	Computing systems and Networks What parts make up a digital device? Develop knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that are familiar from everyday surroundings.	-	Computing systems and Networks How do digital devices help us? Use programs in conjunction with inputs and outputs on a digital device Create two pieces of work with the same focus, using digital devices to create one piece of work,	Computing systems and Networks How am I connected? Understands that benefit of connecting digital devices is that it allows information to be shared between users and systems.	Computing systems and Networks How are computers connected? Explore feature and device functionality and look at the benefits of networking computers.	Computing systems and Networks What does our school network look like? Explore examples of network infrastructure in a real-world setting.	

				and non-digital tools to create the other. Compare and contrast the two approaches.				
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. Use of salt dough maps to create contrasting biomes.	<u>Sticky Knowledge</u> Acquire and Apply: Children are expected to retrieve: 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. Compare photos of Cheadle from 100 years ago to now and make deductions about change and development. Plan local study enquiry - through questionnaire and observations - into local area to gather data on pollution and factors affecting Global Warming.	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. <u>Assessment Indicator</u> Analysis data collected to make inferences about local pollution and annotate digital photos with labels	Major Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today. <u>Assessment Indicator</u> Write a balance or bias argument as to whether major events over the last 100 years have been positive or negative for us and whether everyone agrees.

							and captions linked to learning.	
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 <u>Sticky Knowledge</u> Acquire and Apply: Children are expected to retrieve: 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 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.	
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? <u>Assessment Indicator</u>	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	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'.	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?	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. <u>Assessment Indicator</u> Suggest and justify reasons why it might be helpful to follow a moral code and why it might be difficult,

		Write a detailed written response to questions.	Christian and Humanist values. Who is a humanist? What codes for living do non-religious people use?		What codes for living do Christians try to follow?			offering different points of view.
Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Primary French Project Lesson 21 Speaking Revise numbers from 1 – 40 and introduce cinquante for 50. New Vocabulary Model question and answer for: Où vas-tu ? Je vais à la... and practise with speaking frame for preposition and feminine nouns Revise preposition use	Primary French Project Lesson 22 Speaking Revise and practise number from 1 – 50. Practise Où vas-tu ? Je vais à la...and move onto masculine nouns with au	Primary French Project Revision Writing Revise and practise number from 1 – 50. Practise Où vas-tu ? Je vais à la...and move onto masculine nouns with au	Primary French Project Lesson 23 Speaking and Writing Practise Où vas-tu ? Je vais à la / au with feminine and masculine nouns Explore that noun sounds starting vowel sound are replace with apostrophes e.g. l'hôtel, l'hôpital, l'école and l'église	-	Primary French Project Lesson 24 Speaking and Listening Revise Où vas-tu ? Je vais à la.../au.../à l' with masculine and feminine nouns New Vocabulary à quelle heure...? à + clock time	Parental Engagement	Primary French Project Lesson 24 Writing Revise world clocks Quand il est une heure à Paris, il est onze heures à Sydney Using the preposition à to create adverbial phrases of time and place in sentences with a writing frame
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology		Evaluating Carry out sensory evaluations of a range of seasonal products and ingredients. Record the evaluations using tables/graphs/chart s such as star diagrams. Use first hand and secondary sources to carry out relevant research into existing produce with a focus on seasonal ingredients which need to be grown, reared or caught in the UK.	Design Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Design a questionnaire to gather data from audience.	Design Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.. Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. Generate a range of ideas encouraging innovative responses.	Make Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge,	Make Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <u>Assessment Indicator</u> Demonstrate how to measure out, cut, shape and combine.	Make Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <u>Assessment Indicator</u> Demonstrate how to measure out, cut, shape and combine.	Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.

		Recognise why we get different foods at different times of this year and how eating these can impact our carbon footprint.		Agree on design criteria that can be used to guide the development and evaluation of the children's product.		Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.	Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.	
Music	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? <u>Assessment Indicator</u> Perform, record and evaluate.	Charanga Model Music Curriculum B How Does Music Help Us Connect with The Environment? <u>Assessment Indicator</u> Perform, record and evaluate.
Enhancements Visits and Visitors					Chester Zoo Educational Visit 02.10.25			
Parental Engagement							Parent event, celebrating work on climate change. 13.10.25	
Whole School and National Events				Individual and sibling photographs 24.09.25 European Day of languages 25.09.25	Black History Month	Black History Month World Mental Health Day 10.10.25	Black History Month	Black History Month Harvest Celebration 22.10.25

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.