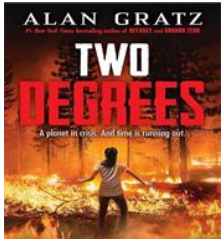
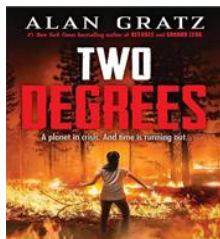
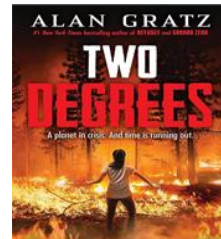
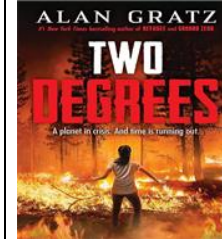
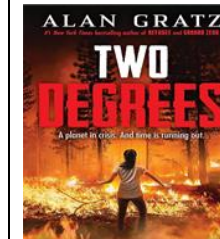
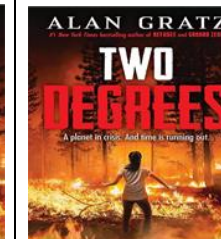
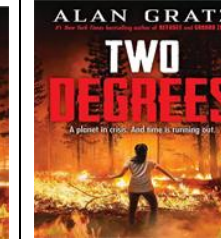
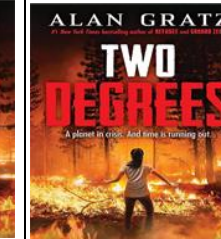




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2026
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 31.08	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 5.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Big Question	Why are “WE” the problem? How can we protect our earth for future generations? The growing climate crisis and how we can promote sustainability							
Connected Concepts	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change	Influence Significance Cause and Effect Sustainability Climate Change
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	Whole Class Text – Two Degrees Develop fluency when reading aloud. Retrieval skill development and practise. Text Focus – Descriptive writing	Whole Class Text – Two Degrees Develop fluency when reading aloud. Word Meaning skill development and practise. Text Focus – Descriptive Writing 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 for Sustainability	Whole Class Text – Two Degrees Develop fluency when reading aloud. Retrieval, word meaning and inference application. Text Focus – Formal Letters of Persuasion for Sustainability	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	Whole Class Text – Two Degrees Develop fluency when reading aloud. Summarise and justify key themes. Make comparisons of characters. Text Focus – Speech Writing	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

-Vocabulary, Grammar and Punctuation	Phase 1 - Understanding as reader Identify all five senses from WAGOLL and sort into categories Phase 2 - Understanding as writer Explore key features and identify examples and purpose using a WAGOLL	Explore tier 11 vocabulary - define and use correctly within context Practise and apply figurative language including similes, metaphors and personification. Practise and apply sentence threading techniques including noun echo and synonym echo, Edit and revise an ineffective description Phase 3 - Composition Assessment Indicator <i>Plan and present descriptive writing linked to the Climate disasters in Two Degrees</i>	Phase 1 - Understanding as reader Open with Drama - looking at the story of sustainability Explore through story whoosh and tableaux Explore the Stockport climate initiatives in Stockport - identify initiative, the problem it solves and why (solar panels etc). Explore examples of letters to head teacher and government about tackling change and make comparisons about effectiveness and impact on the reader. Phase 2 - Understanding as writer Explore key features of formal and persuasive letters. Rewrite informal phrases using formal tone. Explore tier 11 - defining and using within context.	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 <i>Edit focus sections using strips.</i>	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.	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.	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.	Assessment Indicator <i>Plan, write and perform their monologue in the role of the world.</i>
	Tier Two Vocabulary	Surge Devour Voracious Ferocious Engulf Haze	Inevitable Paramount Influential Throwaway-culture Consequential Egocentric	Critical Endangered Encroaching Teeming Vulnerable Exploited	Sanctuary Elucidate Impinge Scarce Adverse Unsustainable			

	Charred Inferno Billow		Exacerbate Sustainable Human-induced		Unabated Crisis			
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
Mathematics - 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	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	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	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	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,	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	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>

	Inheritance - distinguish between inherited and acquired characteristics and compare offspring to parents.	have to overcome these	<i>has adapted to survive in its habitat.</i>	survival of the fittest and evolution.	using different sized tweezers to identify which bird was located on which island and how their beaks were adapted to suit their environment.			<i>Post unit question and respond and post learning KWL</i>
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 basic 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?	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 agree 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. (BV-Democracy) (All 9 protected characteristics)

			4. What is your ambition for when you leave school? 5. What is your favourite chocolate bar? (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 Get Set 4 PE SOW Indoor PE Dance To copy and repeat dance phrases showing confidence in movements. Practise stamp, clamp sequences collaboratively, focusing of timing and practise in pairs to choreograph a sort sequence using loud confident actions to create the music in a performance. <u>Assessment Indicator:</u> <i>Perform the different roles and then practise through breakdown steps for forward, straddle, and backward.</i> <u>Assessment Indicator:</u> <i>Perform the different roles and then practise through breakdown steps for forward, straddle, and backward.</i>	Get Set 4 PE SOW Indoor PE - Dance To work with others and explore and develop the dance idea. Practise different ways to add in steps, jumps and turns into a routine, using counts of 8 to keep in time. Outdoor PE - Netball To move into and create space to support a teammate. Practise travelling through skill based practises.	Get Set 4 PE SOW Indoor PE - Dance To use changes in dynamics in response to a stimuli. Explore actions to represent the sounds swish, pop and bang. <u>Assessment Indicator:</u> <i>Revise and introduce three new actions within the sequence and perform.</i> 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.	Get Set 4 PE SOW Indoor PE - Dance To demonstrate a sense of rhythm and energy when performing bhangra style motifs. Practise five new bhangra style motifs using counts of 8 to maintain timing and rhythm. Outdoor PE - Netball To develop accuracy when scoring under pressure. Practising shooting technique, introducing defenders through skill based practises.	Get Set 4 PE SOW Indoor PE - Dance To perform a bhangra dance, showing an awareness of timing, formations and direction. Practise a whole class dance of bhangra motifs with changing formations. Perform and provide feedback on aesthetics. Outdoor PE - Netball To use and apply skills, principles and tactics to a game situation. Play a friendly to practise skills in action	Get Set 4 PE SOW Indoor PE - Dance To perform a bhangra dance, showing an awareness of timing, formations and direction. Practise a whole class dance of bhangra motifs with changing formations. Perform and provide feedback on aesthetics. 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>	Get Set 4 PE SOW Indoor PE - Dance To select, order, structure and perform movements in a bhangra style, showing various group formations. <u>Assessment Indicator</u> Work in groups of 6 to choreograph a sequence of bhangra motifs to create a dance using direction, timing and formation. 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>

		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.						
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, and non-digital tools to create the other. Compare and contrast the two approaches.	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.	-
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	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. Retrieve the natural and human-induced causes of climate change and Global Warming.	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. Retrieve the causes and effects of Global Warming	<u>Sticky Knowledge</u> Acquire and Apply: To be able 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	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	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> <i>Write a balance or bias argument as to whether major events over the last 100 years have been positive or negative</i>

		change and global warming. Locate and label countries and continents on a world map, identifying the average carbon emissions per person.	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. Challenge - children to identify how climate change is impacting each biome "Because of climate change, I ...	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.		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.	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> <i>Analysis data collected to make inferences about local pollution and annotate digital photos with labels and captions linked to learning.</i>	<i>for us and whether everyone agrees.</i>
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	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.	-	<u>Sticky Knowledge</u> Acquire and Apply: To be able 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	-

		whether these have had a positive or negative impact on Global Warming and Climate Change.	Identify developments over history contributing to Climate Change in the Local Area.				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> 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?	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, offering different points of view.
Modern Foreign Languages- French - Listening - Speaking - Reading - Writing - Intercultural Understanding	Primary French Project 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	Primary French Project 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 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 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	-	Primary French Project 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	-	Primary French Project 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

	preposition and feminine nouns Revise preposition use.			e.g. l'hôtel, l'hôpital, l'école and l'église				
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. <u>Assessment</u> <u>Indicator:</u> 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. <u>Assessment</u> <u>Indicators:</u> 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. <u>Assessment</u> <u>Indicators:</u> 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.
Music		Charanga Model Music Curriculum 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 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 Curriculu 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 Curriculu 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	Charanga Model Music Curriculu How Does Music Help Us Connect with The Environment? Performing. Communicate compositions combining different musical devices musically.	Charanga Model Music Curriculum How Does Music Help Us Connect with The Environment? <u>Assessment</u> <u>Indicator:</u> Perform, record and evaluate.	Charanga Model Music Curriculum How Does Music Help Us Connect with The Environment? <u>Assessment</u> <u>Indicator:</u> Perform, record and evaluate.

					Musical devices. Let's Go Surfin' Part 2			
Enhancements Visits and Visitors				Kingsway arts day 24.09.26				
Parental Engagement							Celebrating work on climate change. 19.10.26	
Whole School and National Events	INSET day 01.09.26	Rosh Hashanah 11.09.26-13.09.26	Yom Kippur 20.09.26-21.09.26	Individual photographs 23.09.26 European Day of Languages 24.09.26	Black History Month	Black History Month	Black History Month	Harvest festival 21.10.26

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.