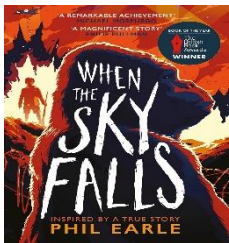
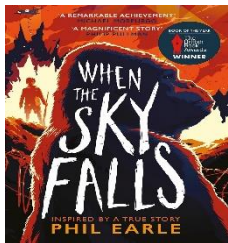
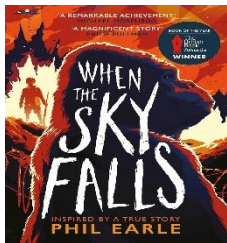
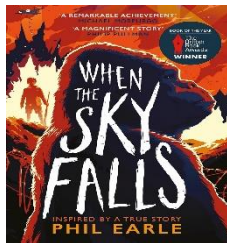




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2025
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 03.11	Week 2 Wk Beg 10.11	Week 3 Wk Beg 17.11	Week 4 Wk Beg 24.11	Week 5 Wk Beg 01.12	Week 6 Wk Beg 08.12	Week 7 Wk Beg 15.12
Biq Question	How did the "darkest hours" of WW11 change Britain's fate? The turning points of WW11 and the lasting impact						
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Key Concepts	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict
Book Studies	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the The Day Sky Falls the War came 	When the The Day Sky Falls the War came 	When the The Sky Falls Arrival 
Children steering learning....	How did WW11 start? Why was there another world world so close after the first? Which countries were involved in the war and why? How did the war influence the lives of people? How did the war come to an end? What battle took place during the duration of the war? Why do countries go to war? Who decides?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition	Whole Class Text - When the Sky Falls Cover & Chapters 1 - 4 Read with fluency and accuracy. Make reasoned predictions from the author's choice of illustrations and blurb.	Whole Class Text - When the Sky Falls Chapters 5 - 7 Read with fluency and accuracy. Explain the meaning of author's word choices. Unpick the characteristics of the main protagonist.	Whole Class Text - When the Sky Falls Chapters 8 - 10 Read with fluency and accuracy. Retrieve key information with accuracy. Make plausible predictions what Joseph would find it he	Whole Class Text - When the Sky Falls Chapters 11 - 15 Read with fluency and accuracy. Make reasoned inferences from a text. Identity the meaning of the vocabulary and authors word choices.	When the Sky Falls. Chapters 15 - 20 Read with fluency and accuracy. Enjoy and share a text as a class. Identify the characteristics of the protagonist and how these have developed over the text so far.	Whole Class Text - When the Sky Falls Chapter 20+ Read with fluency and accuracy. Enjoy and share a text as a class Identify the main themes of the next and make comparisons to other books.	Whole Class Stimuli - Use of John Lewis Christmas adverts Make reasoned and detailed inferences Remembrance Poetry Phase 2: <u>Understanding as a reader</u>

-Vocabulary, Grammar and Punctuation	Make inferences and use evidence from the text to support this (How do you know he was angry at the other evacuees? Do you think he wanted to stay in London) Descriptive Writing Phase 1: <u>Understanding as a reader.</u> Infer the feelings of the soldier using evidence from the text. Phase 2: <u>Understanding as writer.</u> Explore powerful tier 11 vocabulary Explore figurative language and the use of SMOAP.	Descriptive Writing Phase 2: <u>Understanding as a writer.</u> Identify key features and structure of descriptive writing Use of tenses, past and present perfect Phase 3: Composition and editing. Edit and improve examples to develop structures. Plan and write descriptions. Peer feedback using co-constructed success criteria.	followed the long band of smoke in the sky? Why Mr F was holding the rifle? Genre - Letter writing in the role of a soldier. Phase 1: <u>Understanding as a reader.</u> Read model example and label key features, emotive language and annotate how the writers draws emotion from the reader. Compare examples for effectiveness and retrieve key content. Phase 2: <u>Understanding as writer.</u> Explore tier 2 vocabulary in isolation and within context. Develop the use of sentence structures.	Genre - Letter writing in the role of a soldier. Phase 3: Composition and editing. Revise and redraft ineffective examples following given feedback criteria. Write letter home to a loved one. Peer feedback using co-constructed success criteria Revise, edit and Publish writing	Short Narrative using dialogue to move action forward. Phase 1: <u>Understanding as reader.</u> Identify the feeling of the main character on an emotions map. Break down the story into a story mountain to show build up, characters, dilemma, resolution and ending. Phase 2: <u>Understanding as writer.</u> Explore the different uses of dialogue with writing through toolkits. Write own examples to the different points of the story.	Generate questions for peer discussions. Short Narrative using dialogue to move action forward Phases 3: Composition and editing. Plan using a story mountain structure. Write out short narrative with dialogue focus. Peer assess writing.	Read through modelled examples of remembrance poems and explore thoughts and feelings each evoke. Phase 2: <u>Understanding as a writer</u> Explore and define tier 11 vocabulary. Explore of powerful metaphors and their effect. Phase 3: Composition and editing. Write, edit and revise poems ready to share.
Tier 11 Vocabulary	Billowing Reverberated Comrades Tumultuous Relentless Succumbed cacophonous Mercy Demise	Billowing Reverberated Comrades Tumultuous Relentless Succumbed cacophonous Mercy Demise	Harrowing Yearning Camaraderie Bittersweet Endure Solace Reprieve Dote	Harrowing Yearning Camaraderie Bittersweet Endure Solace Reprieve Dote	Ragged Loathing Melancholy Eerie Traipse Immeasurable Unfolded Asphyxiate Brusque	Ragged Loathing Melancholy Eerie Traipse Immeasurable Unfolded Asphyxiate Brusque	Fortitude Endurance Unity Valour Liberation Chaos

Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Multiplication and Division Multiply whole numbers within a range of toolkits and application.	Multiplication and Division Factors, prime numbers, square and cubed numbers Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals.	Multiplication and Division Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals. Order of Operations Understanding the use of BODMAS.	Fractions Simplifying, comparing and exploring equivalence fractions through fluency toolkits and reasoning.	Fractions Using methods of addition and subtraction through fluency and reasoning.	Fractions Multiplication and division through fluency and reasoning.	Fractions Problem solving application with all four operations.
Retrieval work through maths rehearsal sequence	Times table application with multiples of 10	Number bonds to 1.0, 100, 1000 etc.	Multiplying and Dividing by 10, 100 and 1000	Times table application with multiples of 10 including decimals	Number bonds to 1.0, 100, 1000 etc.	Decimal addition with varying decimal places	Multiplying and Dividing by 10, 100 and 1000 applied to measures
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Animals including Humans Know the function of the heart, blood vessels and blood. How does our body work and why do we need to look after it? <u>Assessment Indicator</u> <i>Complete the prior knowledge and questions pupil agency grid.</i> Label the chambers, vessels and valves of the heart and identify how blood is pumped around the body.	Animals including Humans Know the function of the heart, blood vessels and blood. How does our body work and why do we need to look after it? Explore blood composition and function -observational drawings of blood cells and label key functions to the body.	Animals including Humans Know the ways in which nutrients and water are transported in animals, including Humans. How does our body work and why do we need to look after it? Explore how nutrients move through the body and their functions.	Animals including Humans Identify and name the main parts of the human circulatory system. How does our body work and why do we need to look after it? Label the circulatory system, exploring how the lungs and heart work together.	Animals including Humans Know the impact of diet, exercise, drugs and lifestyle on health. How does our body work and why do we need to look after it? Explore what makes healthy body - focusing on balanced diet and lifestyle. (Rule of the law)	Animals including Humans Know the impact of diet, exercise, drugs and lifestyle on health. How does our body work and why do we need to look after it? <u>Assessment Indicator</u> <i>Plan and carry out an experiment into how exercise impacts the body, making recordings and conclusions.</i>	Animals including Humans Know the impact of diet, exercise, drugs and lifestyle on health. How does our body work and why do we need to look after it? Explore what makes healthy body - focusing on drugs and alcohol and how these can have a negative impact. (BV-Rule of the law)

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 Celebrating difference. Understand what the term normal means and how people perceive this term in different ways. Explore statements to identify whether they are true or false regarding society prejudice over the years, reflecting on these through discussion linked back to the term "normal". (BV-Respect) (All protected characteristics)	PSHEE Jigsaw SOW Celebrating difference. Understand how being different can affect people's lives and recognising their attitudes towards people who are different. Share the equality act with the children and that people's rights are respected even if they have differences. Reflect on the story of Robert Cowell and work through questioning and then work in groups to generate rights and responsibilities important for welcoming a community. (BV-Rule of Law and Respect) (All protected characteristics)	PSHEE Jigsaw SOW Celebrating difference. Explain some of the ways in which one person or a group can have power over another and know how it can feel to be excluded or reacted badly by being different in some way. Working in groups, discuss the power scenarios to establish what gives power to the people in each scenario. Discuss together to compare debrief, making a class list of the ways people can be allowed to gain power over others. (BV-Individual Liberty) (All protected characteristics)	PSHEE Jigsaw SOW Celebrating difference. Recognise some of the reasons why people use bullying behaviours. To explain a range of strategies for managing feelings in bullying situations and for problem solving. Explore bullying scenes through drama and role play - It happens more than once - It is deliberate - It is unfair Children to debrief each scenario discussing the reasons for the bullying behaviour and how these can make the recipient feel. (BV-Individual Liberty) (All protected characteristics)	PSHEE Jigsaw SOW Celebrating difference. To give examples of people with disabilities who lead amazing lives appreciate people for who they are. To research in groups a chosen Paralympian / athlete/ sportsperson to present to class as a poster presentation, celebrating their achievements. (BV-Respect) (PC-Disabilities)	PSHEE Jigsaw SOW Celebrating difference. Explain ways in which difference can be a source of conflict. Share the following differences that can cause conflict - race, religion, disability, gender, sexuality, age, the use of technology - and how these can create conflict. Create and present a storyline in groups, which challenges the conflict, devising an ending to overcome it. (BV-Tolerance, Respect and Individual Liberty) (All protected characteristics)	PSHEE Jigsaw SOW Celebrating difference. Explain ways in which difference can be a source of celebration to show empathy with people in either situation. <u>Assessment Indicators</u> Present their role play from last week as a freeze frame and peers to use peer assessment scaffolds to reflect. What conflict did the scenario portray? What are your thoughts and feelings? What have you learnt about differences from their performance? (BV-Respect)
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Outdoor PE - Hockey To develop dribbling to beat a defender <u>Assessment Indicator</u> Revise stick dribbling and changing direction/speed to beat a defender	Get Set 4 PE SOW Indoor PE Dance To copy and repeat dance phrases showing confidence in movements. Practise stamp, clasp sequences collaboratively, focusing on 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>	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. Get Set 4 PE SOW Outdoor PE - Hockey To select the appropriate skill	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> Revise and introduce three new actions within the sequence and perform. Get Set 4 PE SOW Outdoor PE - Hockey	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. Get Set 4 PE SOW Outdoor PE - Hockey	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. Get Set 4 PE SOW Outdoor PE - Hockey	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. Get Set 4 PE SOW

		<i>Perform the different roles and then practise through breakdown steps for forward, straddle, and backward.</i> Get Set 4 PE SOW Outdoor PE – Hockey To send and receive the ball with control under pressure. Practise sending and receiving the ball through skill based games – 3V1 and 4V4.	deciding when to pass and when to dribble Practising changing direction while dribbling and stepping forward to pass with more power and accuracy.	To move into and create space to support a team mate Practise moving around defenders and into free spaces when reaching the goal area to score. <u>Assessment Indicator</u> <i>Apply moving tactics in a short skill based game.</i>	To use the appropriate defensive technique for the situation. Practise moving their hockey stick in and out like a snake strike and place the stick low on the ground when timing tackles.	To apply rules, skills and principles to play a tournament. <u>Assessment Indicator</u> <i>Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game.</i>	Outdoor PE- Hockey To apply rules, skills and principles to play a tournament. <u>Assessment Indicator</u> <i>Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game</i>
Computing -Code -Connect -Communicate -Collect		Creating Media Webpage creation Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. What makes a good webpage? Distinguish the difference between a website and a webpage, identifying examples and categorising them. Evaluate webpages from a list of given criteria.	Creating Media Webpage creation Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. What is copyright? Become familiar with the terms 'fair use' and 'copyright'. To gain an understanding of why websites should only use copyright-free images and will find appropriate images to use from suggested sources.	Creating Media Webpage creation Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. How will a webpage look? Edit and play around with a template webpage, to familiarise with editing tools.	Creating Media Webpage creation Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. How will your webpage look? Recognise common and popular features of webpages in order to plan own webpage.	Creating Media Webpage creation Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. Why is the structure of a webpage important? Use plans to create own website, paying attention to the navigation paths (the way that pages are linked together). Create multiple web pages for site and use hyperlinks to link them together.	Creating Media Webpage creation Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content. How can we use hyperlinks effectively? <u>Assessment Indicator</u> <i>Edit their webpage to include hyperlinks, explaining the implications of linking content owned by others.</i>
Geography -Locational and Place Knowledge -Field Work		Minor:- Who was involved in WW1?	Minor:- How can we develop precision when locating areas on maps?			Minor:- Name and locate the world's countries, focusing on South America concentrating on their environmental	

-Using Globes, Maps and Plans		Name and locate some cities and counties of the UK. Locate and label the countries who played a significant part in world war two, identifying the axes and the allies	Use eight points of a compass, six figure grid references. Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Use compass points to follow clues and locate concentration camps around the world on a world map. Identify 4 figure and 6 figure grid references of army bases around the world.			regions, key physical and human characteristics, counties and major cities. Label a map of South America, focusing and locating the Amazon Basin, as well as the key countries and capital cities and identifying biomes across the continent.	
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major:- Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact. Why did Britain have to go to war in 1939? Explore how and why wars start - looking at conflict and power rivalry. They must place the early events of WW11 (starting from the end of WW11 on a map) identifying how these triggered war to break out. Identify the concepts of power, society and legacy and focus discussion points for each event.	Major:- Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now How was Britain able to stand firm against the German threat? 1. Dunkirk evacuation 2. Battle of Britain 3. The Blitz	Major:- Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history	Major:- Sticky Knowledge. Acquire and Apply To to be able to retrieve the following acquired knowledge and: Determine the events that lead to the outbreak of WW1 and reason as to what these meant. Justify the meaning of appeasement and explain why France and Britain appeased Germany. Identify key influences that enabled Britain to stand strong against the German threat. Identify key events within the war, why they happened, when they happened and how	Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now. Why were Germany defeated during the Battle of Britain? Reveal a selection of clues They must use skills of inference to identify what the evidence tells us about	Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy What was life like for children and soldiers during the war? Explore what life was like in Britain during the war, focusing on Women in the work force, Rationing and Evacuation of children comparing this to the life as a soldier on the front line.	Major:- Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact. Identify the continuity and change from WWII and the Battle of Britain to today. -power -invasion -society -legacy (and housing, food, entertainment) on the world. How did world war 11 influence the World we know today? Explore the positive and negatives impacts that WW11 has had on

	Assessment Indicator Respond to the Big question - How did the "darkest hours" of WW11 change Britain's fate? To share their currently knowledge.	4. Rationing 5. Women in the factories 6. Evacuation - not to be done here as already covered in KQ2 7. Firefighting service 8. Air-raid shelters 9. Gas masks 10. The Home Guard - Dad's Army Work out which part of the cartoon shows each element of resistance against the Germany threat. In groups research their given resistance to prepare for them to "speak like an expert". Give criteria questions for each resistance. E.g. The Battle of Britain How did this battle help? Did the fact that the Germans lost the Battle of Britain make them more determined to use the Blitz tactics on British cities?	- WWII and The Battle of Britain. -power -invasion -society -legacy Why was it necessary for children to be evacuated and what was evacuation really like? Explore images as primary sources of evidence in order to complete the zones of inference, before exploring a bias recount of life as an evacuee and generating questions.	these were turning points for the Axes or Allies.	Britain and Germany at the time. Arrange the explanation builder cards into a shape of their choosing, providing reasoning for this before writing a 60 word argument of why Germany were defeated in the battle of Britain.		society today include controversial changes which were not initially welcome by everyone (women in the workforce). Assessment Indicator Write formal response to the Big question, identifying what new learning has taken place over the half term.
Religious Education, Beliefs and Values -Believing -Expressing -Living	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Think about commitments that they make in their lives and the commitments religious people make.	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Think about the 4 ways of sharing in the Ummah: Zakat and Qurbani; charity across the world, Hajj, stories	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Identify some of the values that Gandhi showed in his life. Make links between Gandhi's beliefs and the	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Describe what 'sewa' means and what some acts of sewa may be. Investigate and interpret how one	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Identify Jesus thoughts on Grace and forgiveness linked to key stories from the Bible, with a particular focus on his late been	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Recognise key Christ and figures and how aspects of their lives show 'grace'	LIVING What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Compare beliefs and commitments of Hindus, of Muslims, of Christians Why? Which are hardest to classify?

	What are the impacts of religious commitments on life? <u>Assessment Indicator</u> Write a response to the question.	of the prophet and the Quran. Deliver as a P4C lesson (BV-Democracy) (PC-Race & Religion)	way he chose to live his life How does the impact of some of Gandhi's principles be used to address contemporary situations? (PC-Race & Religion)	charity is inspired by teachings related to sewa in Hinduism. How are sewa and ahimsa linked? (PC-Race & Religion)	with his friends and the significance of the last supper. Use primary and secondary sources of information to clarify understanding. (PC-Race & Religion)	Understand the quote "You know the grace of our Lord Jesus Christ. Although he was rich, he became poor for our sakes, so that you could become rich through his poverty." 2 from Corinthians 8:9. How can this be seen in prayers or meditations. (PC-Race & Religion)	Think about what would a Hindu, Muslim or a Christian's top 4 beliefs and commitments be? How does it show? Why are these ones so important? Compare this to what would their own top 4 beliefs and commitments be? Why? How do these commitments show? (PC-Race & Religion)
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Primary French Project Lesson 25 Writing Create "purpose clauses" to express actions Je vais au parc pour jouer au football, Je vais au café pour boire une lemonade, New vocabulary : activities in and around the town			Primary French Project Lesson 26 Speaking Practise speaking where someone else is going using the pronoun elle Que fait Nora? Elle va à la...	Primary French Project Lesson 27 Speaking Revision - mon animal Préféré Practise speaking where "I am going" Je vais à la.../au.../à l' Et toi? Practise speaking where someone else is going using the pronoun il Que fait Julien? Il va à la...		Primary French Project Lesson 28 Writing Revision - ma couleur Préférée Write 4 written sentences through the use of clauses to describe what Nora will do today.
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	Major: Art Drawing Howard Miller What is propaganda? Why was art used in WWII? Explore examples of WWII posters (Howard Miller, Abram Games, etc.) and discuss purpose, colour, and symbolism.	Major: Art Drawing Howard Miller How did Howard Miller use design elements to persuade? Deconstruct the well-known "We Can Do It!" poster — looking at colour palette, line, font, pose, emotion. Sketch and label key design features.	Major: Art Drawing Howard Miller How can we develop accuracy when drawing? Complete a 1 min, 3 min, 7min and 20min replication of a well-known propaganda poster and reflect upon how detail and precision develop the more time allocated.	Major: Art Drawing Howard Miller How can we design a message that persuades or inspires? Plan a poster using pencil thumbnails and experiment with slogans, layout, and proportion. Choose a modern cause or wartime theme such as teamwork, hope, resilience.	Major: Art Drawing Howard Miller How can we use colour and texture to create impact? Explore bold primary colours, flat paint areas, and simple shading. Mix paints to achieve wartime tones (reds, yellows, navy, khaki).	Major: Art Drawing Howard Miller Produce final art piece applying understanding of peritextuals within the piece and the use of colour and texture.	Major: Art Drawing Howard Miller How well does our artwork influence our intended audience? Peer-evaluate using key visual language against construction success criteria. Write a short artist statement about the key message of the piece.

		Compare to other British posters (such as "Keep Calm and Carry On").			Experiment with brush control and poster-style blending.		
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Appraise and Listening. How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir. Play and perform an instrumental as part of the song. My best friend.	Charanga Model Music Curriculum B Singing and Playing. How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song Share a take responsibility for performing. My best friend.	Charanga Model Music Curriculum B Singing and Playing How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir Play and perform an instrumental as part of the song. Singing swing star.	Charanga Model Music Curriculum B Singing and Performing How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir. Play and perform an instrumental as part of the song. Share a take responsibility for performing. Singing swing start.	Charanga Model Music Curriculum B Appraise and Listening How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir. Play and perform an instrumental as part of the song. Roll Alabama.	Charanga Model Music Curriculum B Singing and Performing How Does Music Connect Us with Our Past? Learn to sing the song as an ensemble and choir. Play and perform an instrumental as part of the song. Share a take responsibility for performing. Roll Alabama.	Charanga Model Music Curriculum B How Does Music Connect Us with Our Past? <u>Assessment Indicator</u> <i>Share a take responsibility for performing as a class and in groups to record a final presentation</i>
Enhancements Visits and Visitors					A day in the life of an evacuee 05.12.25		
Parental Engagement		Parent Forum Parent Consultation Meetings 11.11.25 and 13.11.25 3.40pm-5.50pm			VE Day celebration 05.12.25		
Whole School Engagement	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	

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.