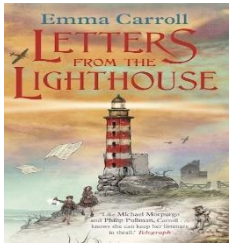
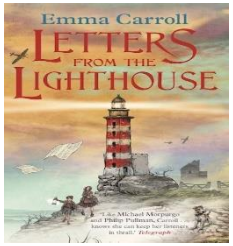
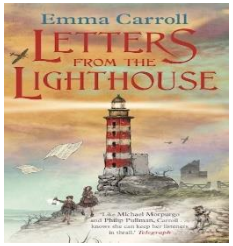
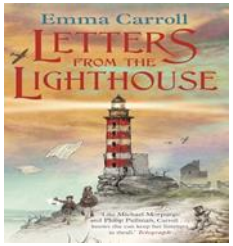
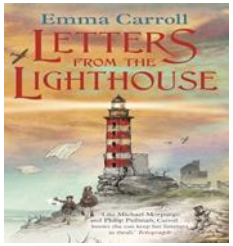
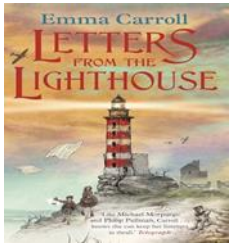
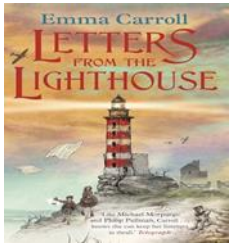
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Upper Key Stage 2 Year Group 6

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 9.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
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 Influential**	**Cause and Effect Power Influential**	**Cause and Effect Power Influential**	**Cause and Effect Power Influential**	**Cause and Effect Power Influential**	**Cause and Effect Power Influential**	**Cause and Effect Power Influential**
Key Concepts	**Conflict Alliances**	**Conflict Alliances**	**Conflict Alliances**	**Conflict Alliances**	**Conflict Alliances**	**Conflict Alliances**	**Conflict Alliances**
Book Studies	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 	**Letter from the Lighthouse by Emma Carrol** 
Children steering learning….	How did WW11 start? Why was there another 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 -Vocabulary, Grammar and Punctuation	**Whole Class Text – Letter from the Lighthouse by Emma Carrol** **Genre Focus – Letter writing** **<u>Phase 1 – Understanding as reader.</u>** Identify character profiles for each protagonist	**Whole Class Text – Letter from the Lighthouse by Emma Carrol.** **Genre Focus – Letter writing** **<u>Phase 2 – Understanding as writer.</u>** Use figurative language to describe the light houses	**Whole Class Text – Letter from the Lighthouse by Emma Carrol** **Genre Writing – News reports on the Battle of Britain** **<u>Phase 1 – Understanding as reader.</u>** Read and retrieve key information from examples about the	**Whole Class Text – Letter from the Lighthouse by Emma Carrol** **Genre Writing – News reports on the Battle of Britain** **<u>Phase 2 – Understanding as writer.</u>** Explore tier 11 and powerful vocabulary to use correctly within context.	**Letter from the Lighthouse by Emma Carrol** **Genre Writing – News reports on the Battle of Britain** **<u>Phase 3 – Composition.</u>** Plan, draft and write news reports on the Battle of Britain and Edit and revise for publication.	**Letter from the Lighthouse by Emma Carrol** **Genre of Writing – Narrative Perspective Switch** **<u>Phase 1 – Understanding as reader.</u>** Complete emotions maps for each character Olivia / Pilot	**Letter from the Lighthouse by Emma Carrol** **Genre of Writing - Narrative Perspective Switch** **<u>Phase 3 – Composition</u>** Plan, draft and write chapter in the alternative perspective. Edit and revise against success criteria.

	Use evidence-based comprehension to inference emotions Break down events into arrival , settling in and current status using all five senses **Phase 2 – Understanding as writer** Read through example letters home to retrieve key features and their purpose. Identify meaning of tier 11 vocabulary and use correctly within context. Practise and apply sentence threading techniques including noun echo, emotion bridge.	Practise and apply dash detail to explain feelings and emotions **Phase 3 – Composition** Plan, draft and edit letter home in the roll of Olivia or Suki.	order of events of the Battle of Britain. Map out the feelings of those involved and compare perspectives. **Phase 2 – Understanding as writer.** Practise headline, strap line and leading paragraph construction for different turning points. Explore key features of reports and comment on the purpose, and effect.	Practise and apply the use of passive and active voice.		**Phase 2 – Understanding as writer.** Identify meaning of tier 11 vocabulary and use correctly within context. Practise and apply show not tell sentence structures. Practise and apply the use of short sentences for effect.	
Tier 11 Vocabulary	Apprehensive Desolate Perseverance Resilience Melancholy Treacherous Solace Turmoil Despondent Reconciliation	Apprehensive Desolate Perseverance Resilience Melancholy Treacherous Solace Turmoil Despondent Reconciliation	Juncture Valiantly Indomitable Infrastructure Resilience Critical Solidarity Barrage (of explosions) Formidable	Juncture Valiantly Indomitable Infrastructure Resilience Critical Solidarity Barrage (of explosions) Formidable	Juncture Valiantly Indomitable Infrastructure Resilience Critical Solidarity Barrage (of explosions) Formidable	Foreboding – Desperation Vulnerability Relentless Turbulence Disorientated Apprehension Devastation Conscience Conflict	Foreboding Desperation Vulnerability Relentless Turbulence Disorientated Apprehension Devastation Conscience Conflict
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions**	**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?** ***Assessment Indicator:*** *Complete the prior knowledge and questions pupil agency grid.* 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?** ***Assessment Indicator:*** *Plan and carry out an experiment into how exercise impacts the body, making recordings and conclusions.*	**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 of 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	**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 ort 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	**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	**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)	**PSHEE Jigsaw SOW Celebrating difference.** **Explain ways in which difference can be a source of celebration to show empathy with people in either situation.** ***Assessment Indicators:*** *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?*

		important for welcoming a community. (BV-Rule of Law and Respect) (All protected characteristics)	allowed to gain power over others. (BV-Individual Liberty) (All protected characteristics)	bullying behaviour and how these can make the recipient feel. (BV-Individual Liberty) (All protected characteristics)		(All protected characteristics)	*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 ***Assessment Indicator*** *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, 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. ***Assessment Indicator*** *Perform the different roles and then practise through breakdown steps for forward, straddle, and backward.* **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.	**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 deciding when to pass and when to dribble Practising changing direction while dribbling and stepping forward to pass with more power and accuracy.	**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. ***Assessment Indicator*** *Revise and introduce three new actions within the sequence and perform.* **Get Set 4 PE SOW** **Outdoor PE – Hockey** 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. ***Assessment Indicator:*** *Apply moving tactics in a short skill based game.*	**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** 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.	**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** To apply rules, skills and principles to play a tournament. ***Assessment Indicator:*** *Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game.*	**Get Set 4 PE SOW** Indoor PE – Dance **To select, order, structure and perform movements in a bhangra style, showing various group formations.** **Assessment Indicator:** 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** **Outdoor PE– Hockey** To apply rules, skills and principles to play a tournament. ***Assessment Indicator:*** *Apply dribbling, defending and scoring technique into a tournament, showing an understanding of the rules of the game*

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 and 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?** ***Assessment Indicator:*** *Edit their webpage to include hyperlinks, explaining the implications of linking content owned by others.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Minor:** **Who was involved in WW11?** **Name and locate some cities and counties of the UK.** Locate and label the countries who played a Signiant part in world war two, identifying the axes and the allies	**-**	**Minor:-** **How can we develop precision when locating areas on maps?** **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 follows 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.				
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. ***Assessment Indicator:*** *Respond to the Big question - How did the "darkest hours" of WW11 change Britain's fate? To share their currently knowledge.*	**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** **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	**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.** **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.	**Sticky Knowledge** *Acquire and Apply:* **To be able to retrieve the following acquired knowledge:** 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 these were turning points for the Axes or Allies. Explain why children were evacuated from their homes	**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 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.	**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 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.*

		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?					
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. What are the impacts of religious commitments on life? ***Assessment Indicator:*** *Write a response to the question.*	**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 of the prophet and the Quran. Deliver as a P4C lesson (BV-Democracy) (PC-Race & Religion)	**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 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)	**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 charity is inspired by teachings related to sewa in Hinduism. How are sewa and ahimsa linked? (PC-Race & Religion)	**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 with his friends and the significance of the last supper. Use primary and secondary sources of information to clarify understanding. (PC-Race & Religion)	**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' 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)	**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? 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** **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** **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** **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**	**Design and Technology.** **Food Technology and Seasonality** **How did rationing change what people ate?** Sort foods in the following categories Plentiful / Rationed / Seasonal / Difficult to obtain. Complete research based task into rationing during war time.	**Design and Technology.** **Food Technology and Seasonality** **What ingredients could a wartime cook realistically use?** Investigate foods that are available and different times of the year.	**Design and Technology.** **Food Technology and Seasonality** **What makes a successful wartime-inspired dish?** Taste popular war time dishes Vegetable/potato soup Potato cakes Carrot-based dish Simple wartime-inspired fruit dessert Rate appearance, smell, texture and taste.	**Design and Technology.** **Food Technology and Seasonality** **How can I design a dish within wartime constraints?** Share design brief - Design and make a nutritious WWII-inspired dish for a wartime family, using seasonal ingredients and demonstrating how people could "make do" with limited or rationed foods. Generate 2 – 3 ideas with ingredient lists and sketches. Complete product questionnaires for allergens and food preferences. Provide list of available ingredients school will have.	**Design and Technology.** **Food Technology and Seasonality** **How can I design a dish within wartime constraints?** Share design brief - Design and make a nutritious WWII-inspired dish for a wartime family, using seasonal ingredients and demonstrating how people could "make do" with limited or rationed foods. Generate 2 – 3 ideas with ingredient lists and sketches. Complete product questionnaires for allergens and food preferences. Provide list of available ingredients school will have.	**Design and Technology.** **Food Technology and Seasonality** **Can I turn my design into a successful food product?** Demonstrate preparations and cooking techniques. Prep and cook design dishes. ***Assessment Indicator:*** Evaluate product and identify areas for improvement.	-

Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Creative Music Curriculum** 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 Creative Music Curriculum** 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 Creative Music Curriculum** 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 Creative Music Curriculum** 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 Creative Music Curriculum** 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 Creative Music Curriculum** 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 Creative Music Curriculum** **How Does Music Connect Us with Our Past?** ***Assessment Indicator:*** *Share a take responsibility for performing as a class and in groups to record a final presentation*
Enhancements Visits and Visitors			Past Productions Workshop WW11 16.11.26				
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm	KS2 Writing Workshops Tell me, Show Me 17.11.26 9.00 – 10.00				
Whole School Engagement	Bonfire Night 05.11.26 Outdoor learning day 05.11.26	Remembrance Day 11.11.26 Children in need 13.11.26	Anti-Bullying week Odd Socks Day 16.11.26			Christmas Dinner 09.11.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

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.