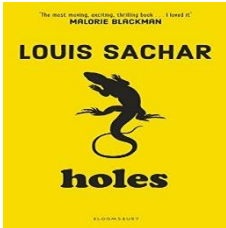
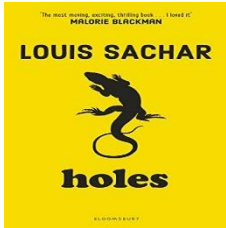
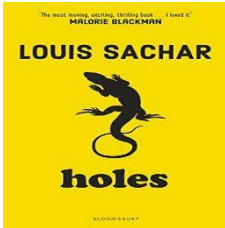
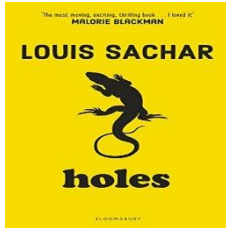
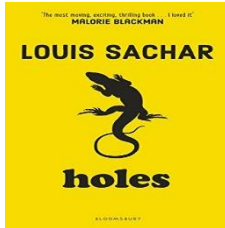
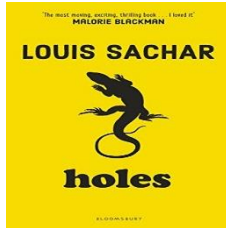
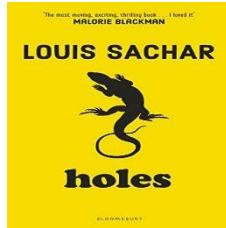




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2023**  
**Phase Upper Key Stage 2 Year Group 6**



	<b>Week 1</b> Wk Beg 05.01	<b>Week 2</b> Wk Beg 9.01	<b>Week 3</b> Wk Beg 16.01	<b>Week 4</b> Wk Beg 23.01	<b>Week 5</b> Wk Beg 30.01	<b>Week 6</b> Wk Beg 06.02	<b>Week 7</b> Wk Beg 13.02
<b>Big Question</b>	<b>Crime and Punishment – how has it evolved over the years?</b>						
<b>Weekly Questions</b>	What is crime and punishment?	Why do we have a legal system?	Robin hood – a legend or a criminal?	How has crime and punishment changed since the 18th Century?	Why was there so much change to crime and punishment system in the 19 <sup>th</sup> Century?	The criminal justice system today – how effective is it? Who are some of the 21 <sup>st</sup> century most infamous criminals?	The Great escape – why were they punished and how did they break out?
<b>Key Concepts</b>	<b>Justice/Change/Law/Crime/Punishment</b>						
<b>Book Studies</b>	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 	<b>Holes by Louis Sachar</b> 
<b>Children steering learning... See front of books</b>	Why is it important that people get punished?	Why do people go to jail? Do you get sent to prison for every crime? Are there different types of prison?	Who was Robin Hood? Would we class him as good or bad?	Have crimes been punished the same ways throughout history? What are some examples of historical punishments?	In what ways has the justice system changed?	Who are some famous criminals? What crimes did they commit?	Is it possible to escape from prison?
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription	Whole Text - Holes Develop fluency when reading aloud. Develop skim and scanning skills to justify retrieval skills.	Whole Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text.	Whole Text - Holes Identity the meaning of words within context Summarise themes and justify using evidence.	Whole Text - Holes Develop fluency when reading aloud. Develop oracy skills through book discussion talk.	Whole Text - Holes Develop fluency when reading aloud. Use PEE and PETER to structure inferences and respond to a text.	Whole Text - Holes Develop fluency when reading aloud. Application of skills fraction to unfamiliar texts.	Whole Text - Holes Develop fluency when reading aloud. Make comparisons of characters within and across the text.

<p><b>-Composition</b> <b>-Vocabulary,</b> <b>Grammar and</b> <b>Punctuation</b></p>	<p>Instructions for surviving Camp Green Lane</p> <p>Phase 1 – Hook and understanding as a reader. Order and sequence a set of instructions.</p> <p>Retrieve key information about Stanley and Camp Lake.</p>	<p>Instructions for surviving Camp Green Lane</p> <p>Phase 2 – Understanding as a writer. Explore features of instructional writing.</p> <p>Determine and use technical and subject specific vocabulary Practise the use of imperative verbs and dash detail to structure instructions</p>	<p>Instructions for surviving Camp Green Lane</p> <p>Phase 3 – Composition and Editing. Edit and improve an ineffective set of instructions.</p> <p>Plan steps to surviving Camp Green Lake. Explore effective openings of instructions.</p> <p>Write instructions in detail and mark against success criteria.</p>	<p>Debate Writing</p> <p>Phase 1 – Hook and understanding as a reader. Explore historical evidence about Robin Hood including images, reimagine clips.</p> <p>Discuss initial responses to whether he is a hero or a criminal. Read and respond to historical evidence using VIPERS .</p>	<p>Debate Writing</p> <p>Phase 2 – Understanding as a writer. Explore the key features of debate writing.</p> <p>Generate and justify arguments with OREO.</p> <p>Phase 3 – Composition and Editing Edit and improve ineffective arguments. Generate arguments for and against the motion using evidence.</p>	<p>Diary Writing</p> <p>Phase 1 – Hook and understanding as a reader. Read appropriate chapters within the text.</p> <p>Complete story mountain.</p> <p>Justify characters feeling through the use of PEE and PETER structures.</p>	<p>Diary Writing</p> <p>Phase 2 – Understanding as a writer. Explore and label features of diary writing.</p> <p>Define technical and ambitious vocabulary.</p> <p>Practise sentence structures including rule of three, outside (inside)</p> <p>Phase 3 – Composition and Editing Write a diary entry in the role of a main character from the text.</p>
<p><b>Oracy</b> <b>-Social and Emotional</b> <b>-Linguistic</b> <b>-Cognitive</b> <b>-Physical</b></p>			<p>Move discussion forward in different roles by questioning and challenging peer's ideas. Concept Mapping - Group discussions through oracy role cards to record learning across subject disciplines.</p>	<p>Show understanding of others' ideas by making valid contributions. Express and justify complex ideas and opinions.</p> <p>Children to use the oracy role cards to discuss the motion</p> <p><b>Robin Hood – a legend or a criminal?</b> Generate arguments for and against as a class to support discussion</p>	<p>Explain information and ideas clearly, using appropriate ways to support main points. Express and justify complex ideas and opinions.</p> <p><u>Assessment Indicator</u> <u>Children to host debate for the motion</u> <b><u>Robin Hood – a legend or a criminal?</u></b> <u>Children to use their writing from Literacy to support arguments presented using OREO.</u> <u>Nominate chairmen, time keep and two argument teams.</u></p>	<p>Move discussion forward in different roles by questioning and challenging peer's ideas. Concept Mapping - Group discussions through oracy role cards to record learning across subject disciplines.</p>	

<p><b>Mathematics</b>  <b>Number</b>  <b>-Number and Place Value</b>  <b>-Addition and Subtraction</b>  <b>-Multiplication and Division</b>  <b>-Fractions</b></p> <p><b>Measurement</b>  <b>-Geometry</b>  <b>Properties of shapes</b>  <b>-Geometry Position and Direction</b></p>	<p><b>Fractions</b>  Multiply proper fractions.  Divide proper fractions by a whole number.</p>	<p><b>Fractions</b>  Divide fractions by fractions.  Convert between improper and mixed numbers.</p>	<p><b>Decimals, percentages equivalence</b>  Identify equivalence across fractions, decimals and percentages.  Compare and order mixed decimal, fractions and percentages.  Problem Solving and reasoning with equivalence.</p>	<p><b>Percentages</b>  Calculate percentage tables using scaling - one step.  Calculate percentage tables using scaling - two step.  Calculate percentages of and off amounts.</p>	<p><b>Percentages</b>  Calculate percentages of and off amounts - missing values and working backwards.  Calculate percentages of and off amounts - problem solving and reasoning.</p>	<p><b>Ratio and Proportion</b>  Identify and represent ratio and proportion.  Scale ratio using times tables knowledge.  Use scale factors to scale ratios to problem solve.</p>	<p><b>Ratio and Proportion</b>  Use scale factors to scale ratios to problem solve.  Use ratio and scale factor to scale up and down shape.</p>
<p><b>Science</b>  <b>-Working Scientifically to observe, connect, respond</b>  <b>-Biology</b>  <b>-Chemistry</b>  <b>-Physics</b></p>	<p><b>Living things</b>  <u>Assessment Indicator</u>  <i>Children to identify prior learning and knowledge linked to science unit.</i></p>	<p><b>The History of Classification</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Children to research and learn about Carl Linnaeus.</p>	<p><b>Classifying Micro-Organisms</b>  Use test results to make predictions to set up further comparative &amp; fair tests.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Children to carry out experiment into what makes yeast grow the best and explore how different microorganisms are classified.</p>	<p><b>Classifying Plants</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Children to identify the characteristics of different plants - flowering and non-flowering and then sort flowers into flowering plants, mosses, ferns and conifers based on their characteristics.</p>	<p><b>Classifying Animals</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Children to sort animals into the classification and then complete animals' studies to identify their 7 level classification and make comparison.</p>	<p><b>Classifying Animals</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Children to sort animals into the classification and then complete animals' studies to identify their 7 level classification and make comparison.</p>	<p><b>Using and Devising Classification Keys</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  <u>Assessment Indicator</u>  <i>Children to imagine a new species of animal found - they must describe then classify it, using the universal classification system species name</i></p>

<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b>  <b>-Health and Well-Being</b>  <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>		<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  To know my learning strengths and can set challenging but realistic goals for myself.</p> <p>Children to identify two goals (in school and out) they want to achieve by the end of the year.</p>	<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>Children to identify the steps they need to follow using the totem pole goal setting.</p>	<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  To identify problems in the world that concern me and talk to other people about them.</p> <p>Children to present their "Dreams for the World" to overcome the world issues.</p>	<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  To work with other people to help make the world a better place.</p> <p>Children to work collaboratively to plan and create a project plan to help raise money for charities around the world dealing with the issues explored in the previous week.</p>	<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  To describe some ways in which I can work with other people to help make the world a better place.</p> <p>Children to prepare and present action project through posters, PowerPoints or their own choice of presentation.</p>	<p><b>PSHEE Jigsaw SOW Dreams and Goals</b>  I know what some people in my class like or admire about me and can accept their praise.</p> <p><u>Assessment Indicator</u></p> <p><u>Children to reflect upon their presentation within their group and provide feedback to each member.</u></p>
<p><b>Physical Education</b>  <b>-Gymnastics</b>  <b>-Dance</b>  <b>-Games</b>  <b>-Athletics</b>  <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW Outdoor PE - Volleyball</b>  Lesson 1 - To develop the fast catch volley.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 1 - To develop an awareness of what your body is capable of.</p> <p><b>Outdoor PE - Volleyball</b>  Lesson 2 - To be able to volley the ball using a set shot.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 2 - To develop speed and stamina.</p> <p><b>Outdoor PE - Volleyball</b>  Lesson 3 - To develop the dig and understand when to use it.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 3 - To develop strength using my own body weight.</p> <p><b>Outdoor PE - Volleyball</b>  Lesson 4 - To keep a continuous rally going over the net.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 4 - To develop co-ordination through skipping.</p> <p><b>Outdoor PE - Volleyball</b>  Lesson 5 - To develop the underarm serve and learn the rules of serving.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 5 - To perform actions that develop agility.</p> <p><b>Outdoor PE - Volleyball</b>  Lesson 6 - To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Fitness</b>  Lesson 6 - To develop control whilst balancing.</p> <p><b>Outdoor PE - Volleyball</b>  <u>Assessment Indicator</u>  <u>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</u></p>
<p><b>Computing</b>  <b>-Code</b>  <b>-Connect</b>  <b>-Communicate</b>  <b>-Collect</b></p>		<p><b>Code-it</b>  <b>To know and understand how to work with variables and various forms of input and output.</b>  Explore procedures in everyday life to assimilate the idea.</p>	<p><b>Code-it</b>  <b>To know and understand how to work with variables and various forms of input and output.</b>  Explore procedures in scratch to identify what they create - give clear explanations of algorithm functions</p>	<p><b>Code-it</b>  <b>Create procedures to further improve efficiency in algorithms.</b>  Explore procedures and tinker with them to explore possibilities.</p>	<p><b>Code-it</b>  <b>Create procedures to further improve efficiency in algorithms.</b>  Modify algorithms including procedures.</p>	<p><b>Code-it</b>  <b>Design and write a program solution for a multi-step problem.</b>  Create procedures to improve algorithms.</p>	<p><b>Code-it</b>  <b>Design and write a program solution for a multi-step problem.</b>  Create procedures to improve algorithms.</p>
<p><b>Geography</b>  <b>-Locational and Place Knowledge</b>  <b>-Field Work</b></p>		<p>To use atlases, maps and globes to name and locate the world's countries, focusing on South</p>	<p>Visit/Visitors Focus.</p>	<p>To use eight points of a compass, six figure grid references.</p>	<p>To describe and understand key aspects of physical and human geography, including:</p>	<p>To describe and understand key aspects of physical and human geography, including:</p>	

<p><b>-Using Globes, Maps and Plans</b></p>		<p><b>America, concentrating on their environmental regions, key physical characteristics, countries and major cities.</b> Children to label a map of south America with countries, capitals, biome and climate zones and main landforms.</p>		<p>Children to locate countries of South America using a 6 figure grid references and complete the "Guess Where" making statements to describe relative location of countries and landlords, using the eight points of a compass and directional language</p>	<p><b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of South America.</b> Children to sort examples of human and physical geography examples from South American looking at key landforms and landmarks and write Guess What? Clues for each example using key terminology.</p>	<p><b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of South America.</b> Explore the main trade and export of South America.</p>	
<p><b>History</b> <b>-Chronology</b> <b>-Concepts</b> <b>-Interpretation</b> <b>-Enquiry</b> <b>-Communication</b></p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> Children to explore the key terminology of crime and punishment, reflecting upon what the children know already.</p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> <b>To use sources of evidence as the basis for an opinion and justification</b> Children to explore what crime and punishment was like 800 years ago, through the story of the fox and the goose. Children to use images to determine information about the past and make conclusions.</p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> <b>To use sources of evidence as the basis for an opinion and justification</b> Children to explore the story of Robin Hood (stole from the rich to give to the poor) and the medieval justice system, focusing on the theme of beliefs and power. Children to summarise the main themes from the story of Robin Hood and gather evidence to source</p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> To use sources of evidence as the basis for an opinion and justification. Children to explore why punishments were so "Bloody" in the 18<sup>th</sup> century through the analyse of the "Bloody Code" introduced in 1688 focusing on the theme of beliefs and power.</p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> <b>To use sources of evidence as the basis for an opinion and justification.</b></p>	<p><b>To build a coherent understanding of post 1066 Britain through the study of changes in crime and punishment from the Anglo-Saxons to the present.</b> <b>To use sources of evidence as the basis for an opinion and justification.</b> Children to explore data from line graphs showing how the prison population has increased in the last 75 years, discussing reasons as to why this make have happened, focusing on the theme of society. From this, children make deductions and statements as to</p>	<p>Explain this lesson is to bridge next half term's big question and focus on - Prisoners of war. Children to explore to story of the great escape, looking at how prisoners of war were treated and why. Children to sequence events chronological and provide justification for and against soldiers being imprisoned, focusing on the theme of invasion and power.</p>

			their debate within Literacy.			whether they think the crime and punishment system has improved over the year.	
<b>Religious Education, Beliefs and Values</b> <b>-Believing</b> <b>-Expressing</b> <b>-Living</b>		<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Respectfully express own ideas and thoughts on how different religious and non-religious communities convey their beliefs and values and challenge ignorance and intolerance</p> <p>Lesson 1 - Racism: what is it, and why is it unfair? What can we learn from 6 examples?</p> <p>Explore examples of stereotype and racism and children to create posters to promote "Stomp out Bullying?"</p>	<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Know and understand varied examples of religions and worldviews, ultimately respecting the values, beliefs and traditions of the diversity of religious and non-religious communities.</p> <p>Lesson 2 - What can we learn from the stories of two statues in Bristol? Colston &amp; Wesley</p> <p>Children to take part in a class discussion about slavery, justice and racism and whether Colston statue should be removed?</p>	<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Lesson 3 - How did Saint Peter learn that 'God has no favourites'?</p> <p>Children to design a welcome poster to go outside of church to express the idea that "God has no favourite" and that difference should be celebrated.</p>	<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Lesson 4 - The Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions? Can following the Golden Rule reduce racism?</p> <p>Children to create story boards to show scenarios where the golden rule is followed and where it is not.</p>	<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Lesson 5 - Anti-racist people from different religions - what can we learn from some examples?</p> <p>Children to share and respond to the story examples through circle time discussion.</p>	<p>U2.9 (Expressing) What can be done to reduce racism? Can religion help?</p> <p>Respectfully express own ideas and thoughts on how different religious and non-religious communities convey their beliefs and values and challenge ignorance and intolerance</p> <p>Lesson 6 - How can I express my own vision for justice and equality? 'More unites us than divides us.' (Jo Cox MP)</p> <p>Children to reflect upon their own ideas about racial justice to create a piece of inspirational art and write about what message their art work is portraying.</p>
<b>Modern Foreign Languages-French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>		<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 1</b></p> <p>Focus: Form simple sentences and change them.</p> <p>Vocabulary: <b>Buildings on the high street</b> un marché, un magasin, un</p>	<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 2</b></p> <p>Focus: Identify the position of adjectives in a sentence.</p> <p>Vocabulary: <b>Directions</b> A gauche, à droite, <b>Revision of connectives</b> - et, aussi</p>	<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 3</b></p> <p>Focus: Take part in a simple conversation, asking for and giving directions.</p> <p>Vocabulary: <b>Asking where places are</b></p>	<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 11</b></p> <p>Focus: Substitute quantifiers and adjectives in a sentence.</p> <p>Vocabulary <b>Revision of days of the week</b> <b>Times of day</b></p>	<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 11</b></p> <p>Focus: Write short sentences, substituting vocabulary in model sentences</p> <p>Vocabulary <b>Revision of days of the week</b> <b>Revision of hobbies introduced in Y4</b></p>	<p><b>Catherine Cheater SOW</b></p> <p><b>Year 5 Lesson 11</b></p> <p>Focus: Understand and express simple opinions</p> <p>Vocabulary <b>Revision of days of the week</b> <b>Revision of hobbies introduced in Y4</b></p>

		supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	Revision of adjectives grand, petit	Il y a? C'est, au coin Pause words Et alors, voyons, eh bien,	Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez		Simple future tense Je vais... encore
<b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise	Children to create their "Big question" book front covers using a combination of drawing and printing skills	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b> <b>Research the work of an artist and use this knowledge to replicate a style.</b>  Children to emulate the work of Luciana Cian through a mood board	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b> <b>Compare and contrast artists and designers, explaining why they have chosen specific techniques in their work.</b>  Children to critical evaluate the work of Luciana Cian, looking at tone, colour, shape, message, context and subtext.	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b> <b>Use printing to 'overprint', creating different patterns</b>  Children to practise using wax resistance techniques.	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b> <b>Use printing to 'overprint', creating different patterns</b>  Children to practise using pastel printing to replicate examples of Luciana	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b>  Children to design 4 images in the style of Luciana Cian and justify their chosen design and printing style.	<b>Artist - Luciana Cian</b> <b>Skill Focus - Printing</b> <b>Use printing to 'overprint', creating different patterns</b> <b>Know complementary colours to create texture and effects.</b>  <u>Assessment Indicator</u> <u>Children to use taught printing technique to create their design and evaluate against Luciana Cian, drawing comparing and identifying areas of success and improvement.</u>
<b>Design and Technology</b> -Design -Make -Evaluate -Food Technology	<b>Understanding-</b> Understand how cams can be used to produce different types of movement and change the direction of movement.  Evaluate a range of vehicles that use cams for movement	<b>Design- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</b>  Children to carry out pupil voices with FS1&2 to determine the vehicles they would like for their classrooms	<b>Design- Develop a simple design specification to guide their thinking.</b>  Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Children to work in groups to design emergency vehicles	<b>Make-Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</b>  Children to work as a team to plan out materials and equipment needed.	<b>Make -Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</b>  <u>Assessment indicator-</u> <u>Children to work as a team to create their vehicle using materials and tools effectively and safely.</u>	<b>Evaluate- Compare the final product to the original design specification.</b>  -Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Gain feedback form children following their use of the vehicles.	
<b>Music</b> -Listen and Appraise -Singing -Instruments		<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>	<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>	<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>	<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>	<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>	<b>Charanga Model</b> <b>Music Curriculum</b> <b>Unit 3 - How Does Music Improve Our World?</b>

<b>-Improvisation -Composition</b>		Disco Fever - Listen and appraise and sing in unison	Disco fever - Play instruments and compose.	La Bamba - Listen and appraise and sing in unison.	La Bamba - Play instruments and compose	Change - Listen, sing and play to music.	<i>Assessment Indicator</i> <u>Sing and play instruments as a performance.</u>
<b>Enhancements Visits and Visitors</b>			16.01.23 - Judge Visitor into school to discuss role and legal system  17.01.23 - Buggy Malone Dress Rehearsal at Fox lands Kingsway @10am	24.01.23 - Past Productions Crime and Punishment Workshop	01.02.23- Young voices		
<b>Parental Engagement</b>			Bible Encounters Assembly 27.01.23				15.02.23 - Parent Participation 9.30am
<b>Whole School and National Events</b>	Staff Team Member for the day 12.01.23	Ukraine Charity Event-Wear something yellow 20.01.23	Chinese New Year 22.01.23		Safer Internet day 07.02.2023 Mental Health Week Let's Connect	Valentine's day 14.02.23	

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.