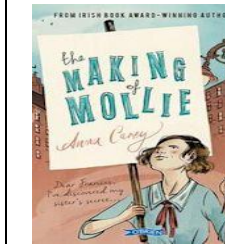
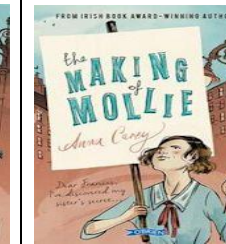




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Summer 2024
Phase Upper Key Stage 2 Year Group 6



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6 Wk Beg 15.07	Week 7 Wk Beg 22.07
Big Question	How did the rise of industry revolutionise Manchester and what other changes did it lead to throughout history? The industrial revolution of Great Britain						
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
Book Studies	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 	The Making of Molly by Anna Carey 
Children steering learning...	What was the industrial revolution and when did it happen? Why was the industrial revolution significant for Manchester? What impact did the revolution have on life today? What events led to the revolution? Was the industrial revolution a positive or negative change for everyone? What significant inventions were there during the revolution? What was life like for during working in the factories? How was life different from them to us now? What changes followed the industrial revolution?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Text focus - The Making of Molly. Read up to page 45. Practise retrieval, inference and vocabulary. Text focus - Dialogue to move action forward linked to Matchbox Diary Phase 1 - Understanding as a reader. Sequence the story of Match box diary	Text focus - The Making of Molly. Read up to page 88. Compare Molly to other protagonist from the year, identifying similarities and differences. Text focus - Setting Descriptions of the workhouses. Phase 1 - Understanding as a reader.	Text focus - The Making of Molly. Read up to page 136. Describe the characters of Molly and Phyllis, using PEE and PETERS. Text focus - Report of the conditions of working conditions for children. Phase 1 - Understanding as a reader. Understanding as a reader	Text focus - The Making of Molly. Read up to page 192. Practise retrieval, inference and vocabulary. Generate their own questions to host group discussions. Text focus - Report of the conditions of working conditions for children. Phase 3 - Composition Plan, draft, evaluate, revise and edit report	Text focus - The Making of Molly. Read up to page 224. Children to practise retrieval of key information through questioning and correct or incorrect toolkits. Identify the meaning of words within context. Text focus - Debate Writing. Was the Industrial Revolution a positive or negative change for Manchester?	Whole Class Text Focus - The Making of Molly Read to the end of the book. Discuss events, vocabulary and characters actions through whole class discussion. Text focus - Debate Writing. Was the Industrial Revolution a positive or negative change for Manchester?	Whole Class Text Focus - The Making of Molly Read to the end of the book. Discuss events, vocabulary and characters actions through whole class discussion.

	<p>Infer the character feelings during different parts of the story.</p> <p>Respond to the text using VIPERS.</p> <p>Phase 2 - Understanding as a writer. Practise the use of SCAPS for different purposes.</p> <p>Explore vocabulary and use correct within context.</p> <p>Phase 3 - Composition Plan a write a story using dialogue only to share a fond memory that has shaped life</p>	<p>Read model examples and identify key features.</p> <p>Phase 2 - Understanding as a writer. Explore powerful vocabulary and figurative language.</p> <p>Phase 3 - Composition Plan and write a setting description of the workhouses.</p>	<p>Respond to inferences from a model text.</p> <p>Phase 2 - Understanding as a writer. Explore key vocabulary and features of report writing.</p> <p>Explore a range of examples and compare tone.</p>	<p>writing to present to the workhouse owner</p>	<p>change for Manchester?</p> <p>Phase 1 - Understanding as a reader. Explore research regarding child working conditions and slave labour in South American for cotton production and retrieve key ideas.</p> <p>Phase 2 - Understanding as a writer. Identify oppositional and preposition arguments.</p> <p>Explore key vocabulary.</p> <p>Practise sentence structures and formal tone.</p> <p>Structure arguments into OREO.</p>	<p>Phase 3 - Composition Generate own arguments and revise and prioritise.</p> <p>Present arguments as a formal class debate.</p>	
Tier ii Vocabulary	Apprize, nostalgia, amiable, elated, significant.	Grim, bleak, suffocating, dreary, cramped, squalid, stark.	Harsh, oppressive, degrading, penal, brutal, subjugating.	Transformative, innovative, revolutionary, mechanized, inhumane, exploitative, oppressive.			
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions	<p>Statistics. Read and interpret Line graphs.</p> <p>Construct pie charts to represent to represent gathered data.</p> <p>Naming parts of a circle.</p> <p>Calculate diameter and radius of circles.</p>	<p>Statistics. Read and interprets pie charts.</p> <p>Construct pie charts.</p>	<p>Properties of Shape. Explore nets of 3D shapes.</p> <p>Construct nets and problem solve.</p> <p>Create and construct pizza boxes in preparation for D&T project.</p>	<p>Theme Based Maths Project. Calculate ratio and scale up and down using table knowledge.</p> <p>Identify profit and net income.</p> <p>Apply and follow simple formulae.</p>	<p>Theme Based Maths Project. Calculate Ratio and scale up and down using table knowledge.</p> <p>Identify profit and net income.</p> <p>Apply and follow simple formulae.</p>	<p>Residential.</p>	

<p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>							
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Light. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. To explore how we see and how our eyes process images.</p> <p><u>Assessment Indicator:</u> To know the parts on the eye and create a labelled diagram.</p>	<p>Light. Recognise that light appears to travel in straight lines. Carry out a selection of investigation into light to understand that light travels in straight lines and reflect upon their findings, working collaborative and comparing their findings across investigations.</p>	<p>Light. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explore light reflections and refractions, completing diagrams to identify the angle of refractions.</p>	<p>Light. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Make predictions and observations to how light travels and behaves when shining light through water and into mirrors.</p>	<p>Light. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Assessment Indicator:</u> <u>Understand</u> how the size of shadows changes relative to distance from a light source and conduct investigations in order to make generalisations (See TAPS focuses assessment plan).</p>	Residential.	
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>To be aware of my own self-image and how my body image fits into that.</p> <p>To know how to develop my own self esteem.</p> <p>Explore and discuss positive ideas that can help fight away negative thoughts and associations with their self-image - they will rewrite their negative thoughts as positive thoughts.</p>	<p>PSHEE JIGSAW SOW Changing me.</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To express how I feel about the changes that will happen to me during puberty.</p> <p>To sort puberty myths into true and false to aid discussion. Children</p>	<p>PSHEE JIGSAW SOW Changing me.</p> <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognise how I feel when I reflect on the development.</p> <p>To represent the eight stages of conception to birth and explore the thoughts and feelings at different stages.</p>	<p>PSHEE JIGSAW SOW Changing me.</p> <p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't</p>	<p>PSHEE JIGSAW SOW Changing me.</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>To express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p><u>Assessment Indicator:</u> Write a support toolkit for reducing negative body talk within friendships.</p>	Residential.	<p>PSHEE JIGSAW SOW Changing me.</p> <p>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>To know how to prepare myself emotionally for the changes next year. Spend time together as a class reflecting on their memories from across school and what they will miss; discuss</p>

	(Individual liberty)	to generate questions they ask to discuss in safe space for everyone.		want to. Sort, "should I/shouldn't I" scenario cards into headings and reflect within groups. (Mutual respect)			their anxieties moving forward and what they are exited for. (Individual liberty)
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To build communication and trust whilst showing an awareness of safety. Outdoor PE Athletics. Improve and sustain running techniques at different speeds. To work collaboratively with a partner to set a steady pace	Get Set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To work as a team to solve problems, sharing ideas and collaborating with one another. Outdoor PE Athletics. Demonstrate good control, strength, speed and stamina. To develop power, control and technique for the triple jump Explain how to improve techniques in a variety of events. To develop your own and others sprinting technique	Get Set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To develop tactical planning and problem solving. Outdoor PE Athletics. Demonstrate good control, strength, speed and stamina. To develop power, control and technique for the triple jump	Get Set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To work as a team and use critical thinking to determine the best approach. Outdoor PE Athletics. Demonstrate good control, strength, speed and stamina. To develop, power, control and technique when throwing for distance	Get Set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To develop navigational skills and map reading. Outdoor PE - Athletics Demonstrate good control, strength, speed and stamina. Explain how to improve techniques in a variety of events. To develop throwing with force and accuracy for longer distances	Residential.	Get Set 4 PE SOW. Outdoor PE Outdoor Adventurous Activities OAA. To use a key to identify objects and locations. Outdoor PE - Athletics Improve and sustain running techniques at different speeds. Demonstrate good control, strength, speed and stamina in a variety of athletic events. Explain how to improve techniques in a variety of events. Know how to improve health and fitness and comment on the effects of exercise on the body and demonstrate safe practice. <u>Assessment Indicator:</u> <i>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</i>
Computing -Code -Connect -Communicate	Identify questions which can be answered using data. Spreadsheets on excel. Locate cells and use the SUM function.	Explain that objects can be described using data. Spreadsheets and excel.	Explain that formulas can be used to produce calculated data. Spreadsheets and excel .Look at league	Apply formulas to data including duplicating. Spreadsheets on excel. Calculate averages and the average function.	Apply formulas to data including duplicating. Spreadsheets on excel.	Residential.	Create a spreadsheet to plan an event. <u>Assessment Indicator:</u>

<p>-Collect</p>	<p>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Look at similarities and differences between cyber and in-person bullying and identify strategies on how to deal with it.</p>	<p>Practise inputting data and using the SUM function to calculation total, difference.</p> <p>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Identify how to identify secure websites.</p>	<p>table and input formula to calculate data and represent his data using the graph function.</p> <p>Know and understand they should not publish other people's pictures or tag them on the internet. Identify consequences of publishing personal data on the internet.</p> <p>Discuss information that should never be shared online and why.</p>		<p>Input collected data and calculate averages, using formula.</p> <p>Know and understand they should not publish other people's pictures or tag them on the internet. Identify how the internet can impact both girls and boys and the role media plays in people's attitudes and behaviours.</p>		<p><i>Apply taught skills to budget and plan an event in school.</i></p> <p>Know and understand that the use of technology has consequences.</p> <p><u>Assessment Indicator:</u> <i>Generate an online safety quiz using PowerPoint and hyperlinks to deliver to the class.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>		<p>Minor: Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time. Describe the topographical features of what constitutes a city and make comparisons of Manchester before and after the industrial revolution - how did it change and why?</p>	<p>Minor: Describe the distribution of natural resources including energy, food, minerals and water in the continents & countries studied.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To locate the major industrialised cities during the industrial revolution on a map and identify the resources around them and how the location played an impact in their development. Manchester - Cotton Liverpool - Canals</p>	<p>Minor: Explain in detail the impact of geographical influences/ effects on people place or themes studied. To explore changes that were inflicted upon the British landscape during the industrial revolution, discussing whether these were positive or negative and why - focusing on the development of transport</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Residential.</p>	<p>Minor: Explain in detail the impact of geographical influences/ effects on people place or themes studied.</p> <p><u>Assessment Indicator:</u> <i>To focus on a significant invention during the era of the industrial revolutions (cotton mill, railways etc.) and must create a presentation to explain how their chosen invention is important to Manchester and us today?</i></p>
<p>History -Chronology -Concepts</p>	<p>Major: Chronology.</p>	<p>Major: Chronology.</p>	<p>Major: Continuity and Change.</p>	<p>Major: Continuity and Change.</p>	<p>Sticky Knowledge- Retrieval Focus on</p>	<p>Residential.</p>	<p>Major: Significance and Interpretation.</p>

<p>-Interpretation -Enquiry -Communication</p>	<p>When did the revolution take place within British History?</p> <p>Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.</p> <p>Place the period of the industrial revolution on a wider timeline and zoom into to the period between 1760-1840.</p> <p>Explore the factors that lead to the beginning of the industrial revolution and create a timeline.</p> <p>To annotate the timeline with how these inventions impacted the lives of people at the time and us today.</p>	<p>Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period,</p> <p>Place the period of the industrial revolution on a wider timeline and zoom into to the period between 1760-1840.</p> <p>Interpret the achievements of the Anglo-Saxons, Vikings, Tudors and Victorians and make a judgement on their significance - which achievements were more impressive?</p> <p>To annotate the timeline from the previous session with how the inventions impacted the lives of people at the time - listing positive and negatives.</p> <p>Challenge the children to identify patterns in the timeline of discoveries.</p>	<p>Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.</p> <p>Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester/Stockport</p> <p>Explore the living and working conditions for people living in Manchester during the industrial revolution through images and sources.</p> <p>Focus on housing, crime, pollution and health.</p>	<p>Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.</p> <p>Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester/Stockport</p> <p>Explore how and why working conditions changed during the period - focusing on child labour and laws in which were passed.</p> <p>Explore the conditions for those working to produce the cotton in South America.</p> <p>Identify their views as to whether the rise in industry was positive or negative.</p> <p>Generate and order in term of significance for both sides of the debate (linked to Literacy)</p>	<p>Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Residential.</p>	<p>Understand why others might choose alternative achievements as most impressive.</p> <p><u>Assessment Indicator:</u> Focus on a significant invention during the era of the industrial revolutions (cotton mill, railways etc.) and must create a presentation to explain how their chosen invention is important to Manchester and us today?</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth? 2 Part Lesson -What do Hindu people think and do about caring for the earth and working to improve the environment?</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth? 2 Part Lesson -What do Hindu people think and do about caring for the earth and working to improve the environment?</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth? 2 Part Lesson - What do Jewish people think and do about caring for the earth and working to improve the environment?</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth? 2 Part Lesson - What do Jewish people think and do about caring for the earth and working to improve the environment?</p>	<p>LIVING Green religion? How and why should religious communities do more to care for the Earth? What have we been learning about the different ways to make religions 'greener'?</p>		

	<p>P4C Session Share the question – why do religions feel it is important to care for our environment? Share an image with the children to spark discussion and generate further questions. (Tolerance/Mutual respect)</p>	<p>Explore Hindu beliefs of Hindu Goddess, Bhumi and the teachings/ work of Priya. Tolerance/Mutual respect)</p>	<p>Explore Rabbi Katy's story and the work of JCAN. They must consider what they think her three most important contributions to 'greener Jewish ways of living' might be and present this as an argument to share with the class. (Democracy)</p>	<p>Explore Rabbi Katy's story and the work of JCAN. They must consider what they think her three most important contributions to 'greener Jewish ways of living' might be and present this as an argument to share with the class. (Democracy)</p>	<p>Assessment Indicator: Collate their learning over the unit to create a Tree of Life. Exhibition in groups of 5 to present to the class – they must represent each religion and the belief they each have for caring for our Earth.</p>																						
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW Explore the phoneme for 'n' Read and tell the time using clock faces. New vocabulary : Quelle heure est-il ? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures</p>	<p>Catherine Cheater SOW Explore the phoneme for 'r' Ask and answer questions about what animals are doing and how to put definite articles before nouns. Write these out in longer complex sentences. New vocabulary: Que fait...? Revision of definite article: le, la, l' Revision of subject pronouns: il, elle</p>	<p>Catherine Cheater SOW Explore the phoneme for 'd' To substitute verbs into sentences to change the meaning. Practise taking it in turns to disagree and correct sentences.</p>	<p>Catherine Cheater SOW Explore the phone for 'o'. To explore and understand word class.</p> <table border="1"> <tr> <td>faire</td> <td>to do (infinitive)</td> <td>entendre</td> <td>to hear (infinitive)</td> </tr> <tr> <td>je fais</td> <td>I do</td> <td>l'entends</td> <td>I hear</td> </tr> <tr> <td>tu fais</td> <td>you do</td> <td>ils entendent</td> <td>they hear</td> </tr> <tr> <td>il fait</td> <td>he does</td> <td>ils entendent</td> <td>they hear</td> </tr> <tr> <td>elle fait</td> <td>she does</td> <td>elle entend</td> <td>she hears</td> </tr> </table>	faire	to do (infinitive)	entendre	to hear (infinitive)	je fais	I do	l'entends	I hear	tu fais	you do	ils entendent	they hear	il fait	he does	ils entendent	they hear	elle fait	she does	elle entend	she hears		<p>Residential.</p>	
faire	to do (infinitive)	entendre	to hear (infinitive)																								
je fais	I do	l'entends	I hear																								
tu fais	you do	ils entendent	they hear																								
il fait	he does	ils entendent	they hear																								
elle fait	she does	elle entend	she hears																								
<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design</p>	<p>LS Lowry Painting Compare and contrast artists, designers and explain why they have chosen specific techniques to create their work. Create a mood board to explore the life and work of LS Lowry, identifying colour palette and style.</p>	<p>LS Lowry Painting Use a full range of pencils, charcoal or pastels when creating a piece of observational art. To replicate the work of LS Lowry using the time limits of 1min, 3 min, 7mins and 20mins to show detail</p>	<p>LS Lowry Painting Use a variety of techniques to create form and texture. To design their own landscape drawing of Manchester during the height of the industrial revolution.</p>	<p>Michelangelo Sculptures Compare and contrast artists, designers and explain why they have chosen specific techniques to create their work. Explore the work of Michelangelo.</p>	<p>Michelangelo Sculptures Use a variety of techniques to create form and texture. To reflect on their own achievement to plan and create a canvas celebrating their successes.</p>	<p>Residential.</p>	<p>Michelangelo Sculptures Use a variety of techniques to create form and texture. To reflect on their own achievement to plan and create a canvas celebrating their successes. Assessment Indicator:</p>																				

-Make -Evaluate -Food Technology		progression and attention to detail.					<i>Self-assess their sculpture, identifying decisions and artistic methods.</i>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Understanding Music Understand and express opinions on the different meanings and purposes of music. Heal the Earth Part 1.	Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Appraise and Listening Understand and express opinions on the different meanings and purposes of music. Heal the Earth Part 2.	Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Listening and Singing Understand and express opinions on the different meanings and purposes of music. Let's Go Surfin' Part 1.	Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Composing and Improvising Develop increased leadership skills within an ensemble group. Improvise within a group combining different musical devices. Let's Go Surfin' Part 2.	Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Appraise, Sing and Perform Develop increased leadership skills within an ensemble group. So Amazing.		Charanga Model Music Curriculum B Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? Performing Sing and Perform Communicate compositions combining different musical devices musically.
Outdoor Learning Opportunities				Den building.		Residential.	
Enhancements Visits and Visitors			Careers Week 24.06.24			Robinwood Residential 17.07.24-19.07.24	
Parental Engagement	Parental Residential Meeting 12.06.24 5.30 pm				Sports Day KS2 11.07.24 9.15 am Matilda performance 11.07.24 6:00 pm 12.07.24 1:45 pm		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm Leavers assembly 26.07.24 2:00 pm
Whole School and National Events		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		

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.