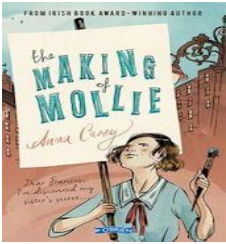
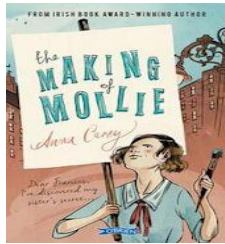
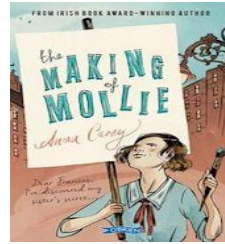
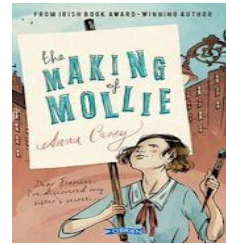
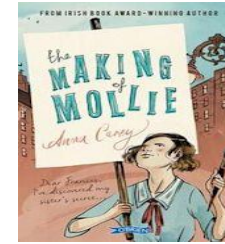
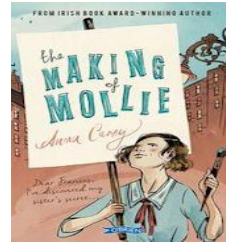
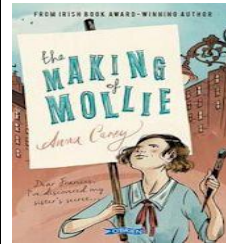




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 2025**  
**Phase Upper Key Stage 2 Year Group 6**



	<b>Week 1</b> <b>Wk Beg 09.06</b>	<b>Week 2</b> <b>Wk Beg 16.06</b>	<b>Week 3</b> <b>Wk Beg 23.06</b>	<b>Week 4</b> <b>Wk Beg 30.07</b>	<b>Week 5</b> <b>Wk Beg 07.07</b>	<b>Week 6</b> <b>Wk Beg 14.07</b>	<b>Week 7</b> <b>Wk Beg 21.07</b>
<b>Big Question</b>	How did the rise of industry revolutionise Manchester and what other changes did it lead to throughout history? The industrial revolution of Great Britain						
<b>Connected Concepts</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>
<b>Book Studies</b>	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 
<b>Children steering learning....</b>	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?						
<b>English Reading</b> <b>-Word reading</b> <b>-Comprehension</b>  <b>Writing</b> <b>-Transcription</b> <b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b>	<b>Text focus - The Making of Molly.</b> Read up to page 45. Practise retrieval, inference and vocabulary.  <b>Text focus - Dialogue to move action forward linked to Matchbox Diary</b>  <b>Phase 1 - Understanding as a reader.</b> Sequence the story of Match box diary	<b>Text focus - The Making of Molly.</b> Read up to page 88. Compare Molly to other protagonist from the year, identifying similarities and differences.  <b>Text focus - Diary Writing</b>  <b>Phase 1 - Understanding as a reader.</b>	<b>Text focus - The Making of Molly.</b> Read up to page 136. Describe the characters of Molly and Phyllis, using PEE and PETERS.  <b>Text focus - Persuasive Speech Writing</b>  <b>Phase 1 - Understanding as a reader.</b> Understanding as a reader	<b>Text focus - The Making of Molly.</b> Read up to page 192. Practise retrieval, inference and vocabulary.  Generate their own questions to host group discussions.  <b>Text focus - Persuasive Speech writing</b>  <b>Phase 3 - Composition</b>	<b>Text focus - The Making of Molly.</b> 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.  <b>Text focus - Debate Writing. Was the Industrial Revolution</b>	<b>Whole Class Text Focus - The Making of Molly</b> Read to the end of the book. Discuss events, vocabulary and characters actions through whole class discussion.  <b>Text focus - Debate Writing. Was the Industrial Revolution a positive or negative</b>	<b>Whole Class Text Focus - The Making of Molly</b> 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><b><u>Phase 2 - Understanding as a writer.</u></b></p> <p>Practise the use of SCAPS for different purposes.</p> <p>Explore vocabulary and use correct within context.</p> <p><b><u>Phase 3 - Composition</u></b></p> <p>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><b><u>Phase 2 - Understanding as a writer.</u></b></p> <p>Explore powerful vocabulary within context</p> <p>Gather key information</p> <p><b>Phase 3 - Composition</b></p> <p>Plan and write a diary entry as a child working at Quarry Bank Mill</p>	<p>Respond to inferences from a model text.</p> <p><b><u>Phase 2 - Understanding as writer.</u></b></p> <p>Explore key vocabulary and features of report writing.</p> <p>Explore a range of examples and compare tone.</p>	<p>Plan, draft, evaluate, revise and edit persuasive writing as to why the conditions in the cotton mills need to change in support of the 1833 legislation</p>	<p><b>a positive or negative change for Manchester?</b></p> <p><b><u>Phase 1 - Understanding as a reader.</u></b></p> <p>Explore research regarding child working conditions and slave labour in South American for cotton production and retrieve key ideas.</p> <p><b><u>Phase 2 - Understanding as a writer.</u></b></p> <p>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><b>change for Manchester?</b></p> <p><b><u>Phase 3 - Composition</u></b></p> <p>Generate own arguments and revise and prioritise.</p> <p>Present arguments as a formal class debate.</p>	
<b>Tier ii Vocabulary</b>		<p>Gruelling</p> <p>Blistered</p> <p>Drudgery</p> <p>Overseer</p> <p>Whimper</p> <p>Carding</p> <p>Meagre</p> <p>Apprenticeship</p> <p>Indentured</p>	<p>Inhumane</p> <p>Exploited</p> <p>Deprived</p> <p>Hazardous</p> <p>Oppressed</p> <p>Neglected</p> <p>Burdened</p> <p>Entitled</p> <p>Reform</p>	<p>Transformative</p> <p>Innovative</p> <p>Revolutionary</p> <p>Mechanized</p> <p>Inhumane</p> <p>Exploitative</p> <p>Oppressive.</p>			
<b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b>	<p><b>Statistics.</b></p> <p>Read and interpret Line graphs.</p> <p>Construct pie charts to represent gathered data.</p> <p>Naming parts of a circle.</p>	<p><b>Statistics.</b></p> <p>Read and interprets pie charts.</p> <p>Construct pie charts.</p>	<p><b>Properties of Shape.</b></p> <p>Explore nets of 3D shapes.</p> <p>Construct nets and problem solve.</p> <p>Create and construct pizza boxes in</p>	<p><b>Theme Based Maths Project.</b></p> <p>Calculate ratio and scale up and down using table knowledge.</p> <p>Identify profit and net income.</p>	<p><b>Theme Based Maths Project.</b></p> <p>Calculate Ratio and scale up and down using table knowledge.</p> <p>Identify profit and net income.</p>	<p><b>Residential.</b></p>	

<b>-Multiplication and Division</b> <b>-Fraction</b>  <b>Measurement</b> <b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b>	Calculate diameter and radius of circles.		preparation for D&T project.	Apply and follow simple formulae.	Apply and follow simple formulae.		
<b>Retrieval work through maths rehearsal sequence</b>	Multiplying and dividing by 10, 100 and 1000 with links to measures	Finding multiples of 10 for percentages of amounts	Converting between fractions, decimal and percentages	Substituting values in algebraic equations	Adding and subtracting with decimals, bridging and exchange with values of 10	Adding and subtracting fractions	Multiplying and dividing fractions
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<b>Light.</b> 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.  <u><b>Assessment Indicator:</b></u> <i>To know the parts on the eye and create a labelled diagram.</i>	<b>Light.</b> 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.	<b>Light.</b> 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.	<b>Light.</b> 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.	<b>Light.</b> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  <u><b>Assessment Indicator:</b></u> <i>Understand 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).</i>	<b>Residential.</b>	
<b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b> <b>-Health and Well-Being</b>	<b>PSHEE JIGSAW SOW:</b> Changing me.  To be aware of my own self-image and how my body image fits into that.	<b>PSHEE JIGSAW SOW</b> Changing me.  To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself	<b>PSHEE JIGSAW SOW</b> Changing me.  To explain how sexual intercourse leads to conception and that is how babies are usually made.	<b>PSHEE JIGSAW SOW</b> Changing me.  To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	<b>PSHEE JIGSAW SOW</b> Changing me.  To understand how being physically attracted to someone changes the nature of the relationship and	<b>PSHEE JIGSAW SOW</b> Changing me.  To be aware of the importance of a positive self-esteem and what I can do to develop it.	<b>PSHEE JIGSAW SOW</b> Changing me.  To identify what I am looking forward to and what worries me about the transition to secondary school

<p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>To know how to develop my own self esteem. 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. (PC all 9) (BV Individual liberty)</p>	<p>physically and emotionally.</p> <p>To express how I feel about the changes that will happen to me during puberty. To sort puberty myths into true and false to aid discussion. Children to generate questions they ask to discuss in safe space for everyone. (PC sex, gender orientation) (BV Mutual respect)</p>	<p>To recognise that sometimes people need IVF in or to assist with conception Children to look at characteristics of relationships and the reasons behind why people chose to have a baby. Investigate reproduce parts recognising which part from a male and female is required to make a baby. Watch animation explain the process then order each stage. Time for anonymous questions. (PC sex, gender orientation) (BV Mutual respect)</p>	<p>To recognise how I feel when I reflect on the development. To represent the eight stages of conception to birth and explore the thoughts and feelings at different stages.  (PC sex, gender orientation, pregnancy and maternity)</p>	<p>what that might mean about having a girlfriend/boyfriend. 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 want to. Sort, "should I/shouldn't I" scenario cards into headings and reflect within groups. (PC sex, gender orientation, pregnancy and maternity) (BV Mutual respect)</p>	<p>To express how I feel about my self-image and know how to challenge negative 'body-talk'.  <u>Assessment Indicator:</u> Write a support toolkit for reducing negative body talk within friendships.</p>	<p>/or moving to my next class.  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 their anxieties moving forward and what they are exited for. (BV Individual liberty)</p>
<p><b>Physical Education</b></p> <p><b>-Gymnastics</b></p> <p><b>-Dance</b></p> <p><b>-Games</b></p> <p><b>-Athletics</b></p> <p><b>-Swimming</b></p>	<p>Get set for PE SOW</p> <p><b>Sale Sharks - Tag Rugby</b> To improve handling skills and begin to use dodging techniques</p> <p><b>Send and receive consistently using a range of techniques with increasing control under pressure.</b> Introduce techniques for throwing backwards through skill practise, breaking down into steps. Practise through drill games including target ball and bull dog tag.</p>	<p>Get for PE SOW</p> <p><b>Sale Sharks - Tag Rugby</b> To understand handling kills, forward pass and the offside rule</p> <p><b>Send and receive consistently using a range of techniques with increasing control under pressure.</b> Practise throwing and passing skills through skill development games including snake, 6V2, moving as team.  <u>Assessment indicator</u> Show accurate passing and handling skills</p>	<p>Get set for PE SOW</p> <p><b>Sale Sharks - Tag Rugby</b> To use defending skills to gain possession.</p> <p><b>Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</b> Understand the role of the defender within a game - delaying opponents, stopping goals, gaining possession. Practise defence skills through skill development games such as top tags and 3 V 2.</p>	<p>Get set for PE SOW</p> <p><b>Tag Rugby</b> To work as a defending unit to prevent attackers from scoring.</p> <p><b>Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</b> Consolidate defending strategies and progress skills through close down and 5 v 5 practises.</p>	<p>Get set for PE SOW</p> <p><b>Tag Rugby</b> To apply rules, skills and tactics learnt to play in a game. <b>Understand and make quick decisions about when, how and who to pass to.</b>  <b>Choose the appropriate skill for the situation under pressure</b>  <u>Assessment Indicator</u> Split into teams of 4 - 6, playing against each team within a tournament. Reflect upon the rule of the game and defensive and handling tactics.</p>	<p>Residential.</p>	

	<p>Outdoor PE Athletics.</p> <p>To develop my own and others sprinting technique.</p> <p><b>Demonstrate good control, strength, speed and stamina.</b></p> <p>Explain how to improve techniques in a variety of events</p> <p>Practise changing pace, sprint techniques to complete the 400m challenge.</p>	<p>Outdoor PE Athletics.</p> <p>To identify a suitable pace for the event.</p> <p><b>Demonstrate good control, strength, speed and stamina.</b></p> <p>Explain how to improve techniques in a variety of events.</p> <p>Practise pace setting through skill development tasks across different length races including 100m, 400m and 6-minute run.</p>	<p>Outdoor PE Athletics.</p> <p>To develop power, control and technique for the triple jump</p> <p><b>Develop power, control and technique in the triple jump.</b></p> <p>Understand that a run up builds speed and power and leads to a further jump.</p> <p>Recap understanding of the triple jump.</p> <p>Break down triple jump into hop, step, and jump repeat before completing a standing triple jump and then introducing a run up.</p>	<p>Outdoor PE Athletics.</p> <p>Develop, power, control and technique when throwing for distance</p> <p><b>Develop power, control and technique when throwing discus and shot put.</b></p> <p>Practise skills through development games such as roll to me, measuring a throw and fling for accuracy, using Discus as a focus sport.</p>	<p>Outdoor PE - Athletics</p> <p>Develop throwing with force and accuracy for longer distances</p> <p><b>Develop power, control and technique when throwing discus and shot put.</b></p> <p>Break down shot put into small steps, from a one handed push, throwing for accuracy, shuffle step to a whole throw.</p>		
<p><b>Computing</b></p> <p><b>-Code</b></p> <p><b>-Connect</b></p> <p><b>-Communicate</b></p> <p><b>-Collect</b></p>	<p>The Micro Bit</p> <p><b>To create a program to run on a controllable device</b></p> <p>Create programme on makemode, download it and "flash" to a microbit</p>	<p>Go with the flow</p> <p><b>To explain that selection can control the flow of a program.</b></p> <p>Explore program flow and how these affect how a program runs.</p>	<p>Sensing inputs</p> <p><b>To update a variable with a user input.</b></p> <p>Identity inputs/outputs on a microbit including the accelerometer, compass, microphone, and GPIO pins.</p>	<p>Finding your way</p> <p><b>To use a conditional statement to compare a variable to a value.</b></p> <p>Use comparison operators in selection to determine the flow of a program.</p> <p>Modify a program, which will enable the micro:bit to be used as a navigational device by adapting a previous code.</p>	<p>Designing and making step counter</p> <p><b>To design a project that uses inputs and outputs on a controllable device.</b></p> <p>Pick out features of a step counter, then relate those features to the sensors on a micro:bit.</p> <p>Design an algorithm and program flow for a step counter project.</p>	<b>Residential.</b>	
<p><b>Geography</b></p> <p><b>-Locational and Place Knowledge</b></p> <p><b>-Field Work</b></p> <p><b>-Using Globes, Maps and Plans</b></p>		<p><b>Minor:</b></p> <p>Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p>	<p><b>Minor:</b></p> <p>Describe the distribution of natural resources including energy, food, minerals and water in the continents &amp; countries studied.</p> <p>Use maps, atlases, globes and digital/computer</p>	<p><b>Minor:</b></p> <p>Explain in detail the impact of geographical influences/ effects on people place or themes studied.</p> <p>To explore changes that were inflicted upon the British landscape during the industrial revolution,</p>	<p><b>Sticky Knowledge- Children are expected to retrieve:</b></p> <p>The key features of villages, towns and cities</p> <p>Identify key changes to local landscapes in Manchester from the 1700;s</p>	<b>Residential.</b>	<p><b>Minor:</b></p> <p>Explain in detail the impact of geographical influences/ effects on people place or themes studied.</p> <p><b><u>Assessment Indicator:</u></b></p> <p>To focus on a significant invention during the era of the industrial revolutions</p>

		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?	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	discussing whether these were positive or negative and why - focusing on the development of transport	Locate key industrial cities across Britain and identify natural resources that lead to the rise in industry Identify push and pull factors of Manchester then and now.		(cotton mill, railways etc.) and must create a presentation to explain how their chosen invention is important to Manchester and us today?
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major: When did the revolution take place within British History?  Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.  Place the period of the industrial revolution on a wider timeline and zoom into to the period between 1760-1840. Explore the factors that lead to the beginning of the industrial revolution and create a timeline.  To annotate the timeline with how these inventions impacted the lives of people at the time and us today.	Major: What changes did the revolution led to?  Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period,  Place the period of the industrial revolution on a wider timeline and zoom into to the period between 1760-1840.  Interpret the achievements of the Anglo-Saxons, Vikings, Tudors and Victorians and make a judgement on their significance - which achievements were more impressive? To annotate the timeline from the previous session with how the inventions impacted the lives of people at the time -	Major: Were the conditions in the cotton factories as bad as they say?  Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.  Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester/Stockport Explore the living and working conditions for people living in Manchester during the industrial revolution through images and sources.  Focus on housing, crime, pollution and health.	Major: Why it is important action was taken to change the working conditions?  Build a coherent understanding of Manchester/ Stockport's industrial history during the Victorian period.  Compare independently how typical similarities, differences and changes within and across periods of national history were reflected in Manchester/Stockport Explore how and why working conditions changed during the period - focusing on child labour and laws in which were passed.  Explore the conditions for those working to produce the cotton in South America.	Sticky Knowledge Children are expected to retrieve: Key inventions from the period of the industrial revolution important to Manchester's cotton industry; The working conditions of children at the cotton mills and how Quarry Bank Mill played a role in this; Identify why primary and secondary resources do not always give the full picture Identify the living conditions in Manchester through primary resources Recall the key legislation bringing about revolutionary change	Residential.	Major: How the rise in industrial revolution Manchester today?  Understand why others might choose alternative achievements as most impressive.  <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>listing positive and negatives.</p> <p>Challenge the children to identify patterns in the timeline of discoveries.</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><b>Religious Education, Beliefs and Values</b></p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p><b>What do Muslims think and do about caring for the earth and working to improve the environment?</b></p> <p>Explore the beliefs that Allah is the creator of Earth and all its beauty.</p> <p>Retrieve key knowledge about Muslim wisdom from holy texts and Muslim "climate justice activists" to make connections.</p> <p>(BV -Tolerance/Mutual respect)</p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p><b>What do Christians think and do about caring for the earth and working to improve the environment?</b></p> <p>P4C. Share a video of Christian beliefs for looking after our world. Working in groups, generate questions for discussion and provide scaffolds like - What is a green Christian? Whose responsibility is it to look after our world?</p> <p>(BV -Tolerance/Mutual respect)</p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p>2 Part Lesson -What do Hindu people think and do about caring for the earth and working to improve the environment?</p> <p><b>P4C Session</b></p> <p><b>Share the question - why do religions feel it is important to care for our environment?</b></p> <p><b>Share an image with the children to spark discussion and generate further questions.</b></p> <p>(BV-Tolerance/Mutual respect)</p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p>2 Part Lesson -What do Hindu people think and do about caring for the earth and working to improve the environment?</p> <p>Explore Hindu beliefs of Hindu Goddess, Bhumi and the teachings/ work of Priya.</p> <p>(BV-Tolerance/Mutual respect)</p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p>2 Part Lesson - What do Jewish people think and do about caring for the earth and working to improve the environment?</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.</p> <p>(BV-Democracy)</p>	<p><b>Residential.</b></p>	<p>LIVING</p> <p><b>Green religion? How and why should religious communities do more to care for the Earth?</b></p> <p>What have we been learning about the different ways to make religions 'greener'?</p> <p><b><u>Assessment Indicator:</u></b></p> <p><i>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.</i></p>
<p><b>Modern Foreign Languages-French</b></p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>			<p>Primary French Project Module 3 - Lesson 11</p> <p><b>Speaking and Listening</b></p> <p>Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt.</p>	<p>Primary French Project Module 3 - Lesson 12</p> <p><b>Speaking and Reading</b></p> <p>Tell and understand the time on the hour, the half hour, the quarter hour; Understand and use numbers 0-60.</p>	<p>Primary French Project Module 3 - Lesson 13</p> <p><b>Speaking and Writing</b></p> <p>Use speaking frames to create simple, complex and compound sentences</p> <p>Form spoken and written compound sentences using world</p>	<p><b>Residential.</b></p>	

			<p>Understand the use of masculine and feminine noun and when to use un or une</p> <p>Explore the Paris arrondissements, Il y a combien d'arrondissements à Paris ?</p> <p><b>New vocabulary</b>  une banque  une gare  une mairie  une piscine  une poste</p>	<p>Explore telling the time in quarters - show a clock time written as a number to be spoken as a formal sentence <i>il est midi moins le quart, il</i></p> <p><b>New vocabulary:</b>  moins le quart</p>	<p>clock times - <i>Quand il est cinq heures à Paris, il est sept heures à Moscou</i></p>		
<p><b>Art and Design</b>  -Structuring and Creating  -Art Elements  -Evaluate and Appraise</p> <p><b>Design and Technology</b>  -Design  -Make  -Evaluate  -Food Technology</p>		<p>LS Lowry Painting</p> <p>Compare and contrast artists, designers and explain why they have chosen specific techniques to create their work.</p> <p>Create a mood board to explore the life and work of LS Lowry, identifying colour palette and style.</p>	<p>LS Lowry Painting</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art.</p> <p>To replicate the work of LS Lowry using the time limits of 1min, 3 min, 7mins and 20mins to show detail progression and attention to detail.</p>	<p>LS Lowry Painting</p> <p>Use a variety of techniques to create form and texture.</p> <p>To design their own landscape drawing of Manchester during the height of the industrial revolution.</p>	<p>LS Lowry Painting</p> <p>Use a variety of techniques to create form and texture</p> <p><u>Assessment Indicator</u>  Use a chosen medium (including water colours and pastels) to create a landscape representation of Manchester during the industrial revolution.</p> <p>Evaluate work using key vocabulary and explain techniques and colours used.</p>	Residential.	
<p><b>Music</b>  -Listen and Appraise  -Singing  -Instruments  -Improvisation  -Composition</p>	<p>Charanga Model Music Curriculum B</p> <p>Farewell Tour Respecting Each Other through Composition.</p> <p>Listening and Appraising</p> <p>Understand and express opinions on the different meanings and purposes of music.</p>	<p>Charanga Model Music Curriculum B</p> <p>Farewell Tour Respecting Each Other through Composition.</p> <p>Playing an instrument</p> <p>Understand and express opinions on the different meanings and purposes of music.</p>		<p>Charanga Model Music Curriculum B</p> <p>Farewell Tour Respecting Each Other through Composition.</p> <p>Listening and Singing</p> <p>Understand and express opinions on the different meanings and purposes of music.</p>	<p>Charanga Model Music Curriculum B</p> <p>Farewell Tour Respecting Each Other through Composition.</p> <p>Composing and Improvising</p> <p>Develop increased leadership skills within an ensemble group.</p>	Residential	



	Learn to sing the song, Heal the Earth Part 1.	Learn and practise different instrument parts to the song, using <i>Glockenspiels</i> . Heal the Earth Part 2		Learn to sing the song and perform as a class Let's Go Surfin' Part 1.	<b>Improvise within a group combining different musical devices.</b> Compose with the song, using the notes FGA, FGACD and F, G, A, B $\flat$ , C, D, E by completing a melody using 3 to 7 notes. Let's Go Surfin' Part 2		
<b>Outdoor Learning Opportunities</b>	<b>Major: (Geography)</b> Field work walk to Kingsway. Creating a map on route and then comparing this to google maps, discussing which route would be preferable.		<b>Major: (Literacy)</b> Presenting persuasive speech on the stones. Children to sit around in the circle and take it in turns to present		<b>Major: (PE)</b> Year 6 rounders tournament	Robinwood residential	
<b>Enhancements Visits and Visitors</b>						Robinwood Residential 16.07.25-18.07.25	
<b>Parental Engagement</b>	Parental Residential Meeting 11.06.25 5.00 pm			Year 6 Transition Day to High Schools 4.07.25	A night at the musical performance 14.07.25 1:30pm and 6:00pm		Year 6 Leavers Assembly 24.07.25 2.00pm
<b>Whole School and National Events</b>				Summer Fair 04.07.25			

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.