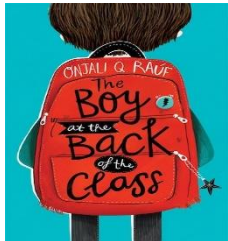
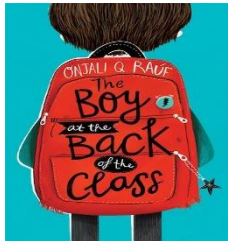

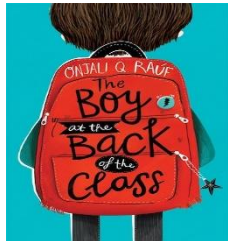






Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024
Phase Upper Key Stage 2 Year Group 6



	Week 1 WB 19.02.24	Week 2 WB 26.02.24	Week 3 WB 04.03.24	Week 4 WB 11.03.24	Week 5 WB 18.03.24	Week 6 WB 25.03.24
Big Question	How did the "darkest hours" of WW11 change Britain's fate? The turning points of WW11 and the lasting impact					
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	The Boy at the Back of the Class by Onjali Rauf 	The Boy at the Back of the Class by Onjali Rauf 	The Boy at The Back of the Class The Comet 	The Boy at the Back of the Class by Onjali Rauf 	The Boy at The Day The Back of War came the Class 	The Boy at The Day The Back of War came the Class 
Children steering learning...	Why do wars start? What would life have been live if WW2 hadn't happened? Are there key events that changed the path of the war? What was life like for people who were not involved in the physical fighting? How did life change for children during war? Were there any positives that came from the war? Who are the key people from the wars? How and why do we remember people who have fought in wars?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<p>Whole Class Book Focus - The Boy at the Back of the Class Explore a recall the events of the story.</p> <p>Summarise the main themes and messages portrayed.</p> <p>Genre Focus - To write a description of a battlefield in the perspective of the enemy.</p> <p>Phase 1: Understanding as a reader. Complete text detectives to retrieve key</p>	<p>Whole Class Book Focus - The Boy at the Back of the Class Generate questions for discussion.</p> <p>Use evidence to support inferences.</p> <p>Genre Focus - To write a description of a battlefield in the perspective of the enemy.</p> <p>Phase 2: Understanding as a writer. Use of tenses, past and present perfect</p>	<p>WBD Whole Class Text Focus - The Comet</p> <p>Genre Focus - Poetry.</p> <p>Phase 1: Understanding as a reader. Use book codes to unpick the authors and illustrations unspoken words.</p> <p>Map out the emotions of Nyla throughout the story, providing reasons and evidence to support this.</p> <p>Phase 2: Understanding as a writer.</p>	<p>Whole Class Text - The Boy at the Back of the Class Make comparisons within and across literature - characters, settings, behaviours.</p> <p>Genre Focus - News Report Writing.</p> <p>Phase 1: Understanding as a reader. Read and retrieve key information from examples about the order of events of the Battle of Britain.</p>	<p>Whole Class Text - The Boy at the Back of the Class Develop fluency when reading aloud.</p> <p>Use evidence to summarise themes and make comparisons across a text.</p> <p>Genre - News Report Writing.</p> <p>Phase 2: Understanding as a writer. Explore active and passive voice. Explore direct and reported speech.</p>	<p>Whole Class Text - The boy at the Back of the Class Develop fluency when reading aloud.</p> <p>Develop skim and scanning skills to justify retrieval skills.</p> <p>Genre - Short Narrative using dialogue to move action forward.</p> <p>Phase 1: Understanding as reader. Identify the feeling of the main character on an emotions map.</p>

	<p>descriptions from WAGOLLS and images</p> <p>Phase 2: Understanding as writer. Explore figurative language and technical and emotive language.</p> <p>Explore the five senses.</p>	<p>Phase 3: Composition and editing. Edit and improve examples to develop structures.</p> <p>Plan and write descriptions</p>	<p>Share model poem - This is not my home - and identify key features of tense, language and vocabulary use</p> <p>Generate metaphors for the different points of the story where Nyla feels lost</p> <p>Phase 3: Composition and Editing. Plan and write abstract poems to portray Nyla's emotions throughout the story</p>	<p>Map out the feelings of those involved and compare perspectives.</p> <p>Phase 2: Understanding as a writer. Revisit key features and comment on purpose and effect.</p> <p>Explore technical and powerful vocabulary.</p>	<p>Develop the use of brackets and dashes for detail.</p> <p>Phase 3: Composition. Plan and write news report Prepare and present as a new story.</p>	<p>Break down the story into a story mountain to show build up, characters, dilemma, resolution and ending.</p> <p>Phase 2: Understanding as writer. Explore the different uses of dialogue with writing through toolkits.</p> <p>Write own examples to the different points of the story.</p> <p>Phases 3: Composition and editing. Plan using a story mountain structure.</p> <p>Write out short narrative with dialogue focus.</p> <p>Peer assess writing.</p>
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Percentages. Percentages of amounts.</p> <p>Calculating inverse percentages.</p>	<p>Ratio and Proportion. Revisit Scaling amounts.</p> <p>Scale shapes up and down.</p> <p>Alter recipe measurements by identifying relationships between amounts</p>	<p>Geometry. Explore the properties of 2D and 3D shapes.</p> <p>Identify the nets of common 3D shapes.</p>	<p>Measure Calculate the area of simple and compound shapes.</p> <p>Calculate the perimeter of simple and compound shapes.</p>	<p>Measures. Calculate the volume of 3D shapes.</p> <p>Understand recording the unit of measure in cubic cm, m, km</p>	<p>Algebra. Generate and describe linear sequences,</p> <p>Express missing number algebraically.</p> <p>Find pairs of numbers that satisfy equations with unknowns.</p>
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p>	<p>Electricity Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Electricity Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Electricity Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of</p>	<p>Electricity Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of</p>

<p>-Biology -Chemistry -Physics</p>	<p>Identify symbols used in circuits and draw circuits from given criteria.</p> <p>Assessment Indicator: <i>Complete as concept map with the following key concept in relation to the unit of work from their prior learning to return to at the end of the unit.</i></p>	<p>Experiment with circuit equipment and follow circuit diagram cards to test out circuits and identify whether they work or not and make justifications.</p>	<p>Make predictions about what will happen to a buzzer, light or motor within a circuit based on voltage.</p> <p>Record their observations.</p>		<p>buzzers and the on/off position of switches. They must make justified predictions.</p> <p>Carry out planned investigation and record observations and make conclusions.</p> <p>Assessment Indicator: Decide on a line of enquiry to plan and uncover: Does wire length effect how the component of a circuit work?</p> <p>Plan what variables they will control, they will change and they will measure within their experiment.</p>	<p>buzzers and the on/off position of switches They must make justified predictions.</p> <p>Carry out planned investigation and record observations and make conclusions.</p> <p>Assessment Indicator: Decide on a line of enquiry to plan and uncover: Does wire length effect how the component of a circuit work?</p> <p>Plan what variables they will control, they will change and they will measure within their experiment.</p>
<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 Healthy Me.</p> <p>To know about positive and negative effects on physical, mental and emotional health. Take responsibility for health and make choices that benefit health and well-being.</p> <p>Act as agony aunts, providing advice for the character needing to take responsibility for the 'problem' (Individual Liberty)</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>List the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these. Know about different types of drugs and their uses and their effects on the body. Particularly the liver and heart.</p> <p>Define what a drug is and sort the different drugs into categories and hold a whole class discussion on why people take drugs - both positive and negative. (Tolerance, Respect and Rule of Law)</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Understand that some people can be exploited and made to do things that are against the law</p> <p>Identify the danger points and choice points within a scenario shared as a class.</p> <p>Hold class discussion and identify what the children should have done instead. (Rule of Law and Individual Liberty)</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Know why some people join gangs and the risks this involves.</p> <p>Play the "Gangs are..." game, matching people to reasons as to why they are in a gang. Explore the different reasons through group discussion; identify ways in which to overcome peer pressure. (Individual Liberty and Respect)</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>To know about positive and negative effects on physical, mental and emotional health (including the media). Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>Identify events and scenarios that can affect their mental health positive and negatively. Label positive and negative emotions people may have and how they could support someone to feel better. (Individual Liberty and Respect)</p>

<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To develop inverted movements with control Outdoor PE Tennis To develop placement of the ball using a forehand.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To develop inverted movements with control. Outdoor PE Tennis To develop placement of the ball using a backhand groundstroke.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To use flight from hands to travel over apparatus. Outdoor PE Tennis To develop the volley and understand when to use it.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To use flight from hands to travel over apparatus. Outdoor PE Tennis Assessment Indicator: To employ tactics when playing with a partner.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics Assessment Indicator To create a group sequence using formations and apparatus. Outdoor PE Tennis To develop accuracy and consistency using the underarm serve.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics Assessment Indicator: To create a contrasting group sequence using formations and apparatus. Outdoor PE- Tennis Assessment Indicator To apply rules, skills and principles to play against an opponent.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Identify questions which can be answered using data. Spreadsheets on excel - Children to locate cells and use the SUM function. 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>Explain that objects can be described using data. Spreadsheets and excel - Children practise inputting data and using the SUM function to calculation total, difference. 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>Explain that formulas can be used to produce calculated data. Spreadsheets and excel - Children to look at league table and input formula to calculate data and represent his data using the graph function. 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. Discuss information that should never be shared online and why.</p>	<p>Apply formulas to data including duplicating. Spreadsheets on excel- Children to calculate averages and the average function. 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>Apply formulas to data including duplicating. Spreadsheets on excel - Children to input collected data and calculate averages, using formula. 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>Create a spreadsheet to plan an event. Assessment Indicator: Apply taught skills to budget and plan an event in school. Know and understand that the use of technology has consequences. Assessment Indicator: Generate an online safety quiz using PowerPoint and hyperlinks to deliver to the class</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>		<p>Minor:- Name and locate some cities and counties of the UK. Locate and label the countries who played a significant part in world war two.</p>	<p>Minor:- 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.</p>			<p>Minor:- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Carry out a focused in depth study, looking at</p>

			<p>Use compass points to follow clues and locate army bases around the world on a world map.</p> <p>Identify 4 figure and 6 figure grid references of army bases around the world</p>			<p>issues/ changes in the area.</p> <p>Describe how & why an area may change in the future.</p> <p>Assessment Indicator: Identify the physical features of the River Mersey - identifying width and speed and uses.</p> <p>Use secondary sources to then make comparisons for uses of the Amazon compared to the Mersey.</p>
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>	<p>Major:-</p> <p>Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p> <p>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.</p> <p>Identify the concepts of power, society and legacy and focus discussion points for each event.</p> <p>Assessment Indicator: Respond to the Big question - How did the "darkest hours" of WW11 change Britain's fate? To share their currently knowledge.</p>	<p>Major:-</p> <p>Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain</p> <p>-power -invasion -society -legacy</p> <p>Identify the Battle of Britain as a turning point in British history in the context of then and now</p> <p>How was Britain able to stand firm against the German threat?</p> <ol style="list-style-type: none"> 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 	<p>Major:-</p> <p>Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain</p> <p>-power -invasion -society -legacy</p> <p>Identify the Battle of Britain as a turning point in British history in the context of then and now</p> <p>What were the turning points of the war? Explore the turning points of WW11 Battle of Britain - 10th July 1940 he bombing of Pearl Harbour - 7th December 1941 German Invasion of Russia - 22d June 1941 The Normandy Landings - 6th June 1944 Nagasaki Nuclear Bombing - 9Th August 1945</p>	<p>Major:-</p> <p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p>Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain</p> <p>-power -invasion -society -legacy</p> <p>Identify the Battle of Britain as a turning point in British history in the context of then and now</p> <p>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.</p>	<p>Major:</p> <p>Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain</p> <p>-power -invasion -society -legacy</p> <p>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.</p>	<p>Major:-</p> <p>Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact.</p> <p>Identify the continuity and change from WWII and the Battle of Britain to today.</p> <p>-power -invasion -society -legacy (and housing, food, entertainment) on the world.</p> <p>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).</p>

		<p>10. The Home Guard - Dad's Army Work out which part of the cartoon shows each element of resistance against the Germany threat.</p> <p>In groups research their given resistance to prepare for them to "speak like an expert".</p> <p>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?</p>	<p>Retrieve the key information of who, when and what happened and then analysis whether this was a positive or negative event for the UK and its Allies, justifying their reasoning.</p> <p>Using sources as evidence in a debate - Battle of Britain/WWII</p> <p><u>Assessment Indicator:</u> Take part in class held debate in relation to the motion - Which event was the most significant turning point of WW11?</p>	<p>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.</p>		<p>Assessment Indicator Write formal response to the Big question, identifying what new learning has taken place over the half term.</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>BELIEVING What do religions say to us when life gets hard?</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>What questions have you got about what happens when we die?</p> <p><u>Assessment Indicator:</u> Complete a pre concept diagram in relation to the enquiry question.</p> <p>Discuss and record the questions they have about death and get them to explain their thoughts behind the question. (Respect)</p>	<p>BELIEVING What do religions say to us when life gets hard?</p> <p>Explain what difference belief in judgement, heaven/karma/ reincarnation might make to how someone lives, giving examples.</p> <p>What do some people think carries on after we have died? What is our soul?</p> <p>Draw a portrait of themselves on one side, describing their physical appearance and write their characteristics and personality traits down the other side to model how our soul is an extension of who we are inside. (Respect)</p>	<p>BELIEVING What do religions say to us when life gets hard?</p> <p>Explain what difference belief in judgement heaven/karma/ reincarnation might make to how someone lives, giving examples.</p> <p>Do some people believe that you come back to life as something different? What is reincarnation?</p> <p>Explore the terms: Moksha, Dharma, Karma and Reincarnation. Draw and annotate the ladder of life with what actions and behaviours would move people up and down. (Respect)</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>BELIEVING What do religions say to us when life gets hard?</p> <p>Outline and explain some similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Do you get to heaven if you do things wrong? Make a ticket for a Christian and a Muslim for heaven or paradise. On the ticket, they must show 'terms and conditions' for reaching heaven or paradise. What is the difference between the two tickets? What would be on the ticket for a Hindu? (Respect)</p>	<p>BELIEVING What do religions say to us when life gets hard?</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>What do Christians think happens when we die? Explore the poem "Heaven" as a class and discuss before looking through an order of service for a Christian funeral. Children to write a eulogy in groups for a famous person of their choice. (Respect)</p> <p><u>Assessment Indicator:</u> Complete a post concept diagram in relation to the enquiry question.</p>

<p>Modern Foreign Languages-French</p> <ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Intercultural Understanding 	<p><i>Catherine Cheater SOW.</i> Use knowledge of grammar correctly. Revise questions with focus on spelling. What questions can the children remember? Can they answer these questions?</p>		<p><i>Catherine Cheater SOW.</i> Show understanding of known verbs and adverbs. Know and identify known adjectives in feminine and masculine form. Use a dictionary to consolidate understanding of masculine and feminine form.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><i>Catherine Cheater SOW</i> Show understanding of known verbs and adverbs. Know and identify known adjectives in feminine and masculine form. <i>Assessment Indicator:</i> <i>Use vocabulary (masculine and feminine forms) to write a short conversation between friends.</i></p>	
<p>Art and Design</p> <ul style="list-style-type: none"> -Structuring and Creating -Art Elements -Evaluate and Appraise <p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology 	<p>J Howard. Miller Drawing - Propaganda</p> <p>Know and understand message the artist is trying conveying To explore and evaluate examples of popular propaganda using the ARTIST acronym.</p>	<p>J Howard. Miller Drawing - Propaganda</p> <p>Use a range of pencils, charcoal, or pastels when creating a piece of observational art To replicate artists, work through different timings to focus on how detail can be developed to create the finish piece (children to replicate an example in 1min, 3min, 7mins and 20mins and comment of the differences)</p>	<p>J Howard. Miller Drawing - Propaganda</p> <p>Use a variety of techniques to create form and texture To experiment with a range of paint strokes and blotting to create texture</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>J Howard. Miller Drawing - Propaganda</p> <p>Make adaptations to work To plan and create propaganda poster linked to the current news focus on the Ukraine.</p>	
<p>Music</p> <ul style="list-style-type: none"> -Listen and Appraise -Singing -Instruments -Improvisation -Composition 	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Teach Us about Our Community?</p> <p>Perform parts from memory whilst singing. Let's Rock Part 1 Listening and Singing.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Teach Us about Our Community?</p> <p>Improvise within a group combining different musical devices. Let's Rock Part 2. Playing and Performing.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Teach Us about Our Community?</p> <p>Understand and express opinions on the different meanings and purposes of music. Simple Gifts Part 1 Appraise, Listening and Singing.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Teach Us about Our Community?</p> <p>Communicate compositions combining different musical devices musically. Simple Gifts Part 2 Singing, Playing and Performing.</p>	<p>Charanga Model Music Curriculum B</p> <p>How Does Music Teach Us about Our Community?</p> <p>Understand and express opinions on the different meanings and purposes of music. Friendship should never end. Appraise, Sing and Perform.</p>
<p>Enhancements</p> <p>Visits and Visitors</p>				<p>Climate Action Debate 13.03.24 9.30am - 12.30pm Stockport Town Hall (2 pupils)</p>		<p>Local Field Work Study - River Mersey 25.03.24</p>

Parental Engagement					Book Fair 18.03.24-20.03.24 Parent Consultation meetings 19.03.24 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

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.