



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



	Week 1 WB 24.02.25	Week 2 WB 03.3.25	Week 3 WB 10.03.25	Week 4 WB 17.03.25	Week 5 WB 24.03.25	Week 6 WB 31.03.25	Week 7 WB 07.04.25
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	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Key Concepts	Influential Influence Impact Change Conflict	Influence Impact Change	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict	Influential Influence Impact Change Conflict
Book Studies	When the Sky Falls by Phil Earle 	Dear Earth by Isabelle Otter 	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the Sky Falls by Phil Earle 	When the War Came By Nicola Davies 	When the War Came by Nicola Davies 
Children steering learning...	How did WW11 start? Why was there another world world so close after the first? Which countries were involved in the war and why? How did the war influence the lives of people? How did the war come to an end? What battle took place during the duration of the war? Why do countries go to war? Who decides?						
English Reading - Word reading - Comprehension Writing - Transcription - Composition	Whole Class Text – When the Sky Falls Cover & Chapters 1 – 4 Read with fluency and accuracy. Make reasoned predictions from the author’s choice of illustrations and blurb. Make inferences and use evidence from the	World Book Day Text – Dear Earth Debate writing <u>Phase 1:</u> <u>Understanding as a reader.</u> Use book codes to unpick the authors and illustrations unspoken words.	Whole Class Text – When the Sky Falls Chapters 5 – 7 Read with fluency and accuracy. Explain the meaning of authors word choices Make comparisons of the main protagonists to different texts from across the year: Stanley, Holes	Whole Class Text – When the Sky Falls Chapters 8 – 10 Read with fluency and accuracy Retrieve key information with accuracy Make plausible predictions what Joseph would find it he followed the long band of smoke	Whole Class Text – When the Sky Falls Chapters 11 – 15 Read with fluency and accuracy Make reasoned inferences from a text Identity the meaning of vocabulary and authors word choices News Report Writing.	Whole Class Text – When the Sky Falls Chapters 15 – 20 Read with fluency and accuracy Enjoy and share a text as a class. Identify the characteristics of the protagonist and how these have developed over the text so far	Whole Class Text – When the Sky Falls Chapter 20+ Read with fluency and accuracy Enjoy and share a text as a class Identify the main themes of the next and make comparisons to other books

<p>-Vocabulary, Grammar and Punctuation</p>	<p>text to support this (How do you know he was angry at the other evacuees? Do you think he wanted to stay in London)</p> <p>Descriptive Writing</p> <p>Phase 1: <u>Understanding as a reader.</u> Infer the feelings of the soldier using evidence from the text</p> <p>Phase 2: <u>Understanding as a writer.</u> Explore powerful tier 11 vocabulary Explore figurative language and the use of SMOAP</p>	<p>Phase 2: <u>Understanding as a writer</u> Recall features of debate writing Decide on key motion inspired by Dear Earth Use OREO to structure argument for a better future</p> <p>Phase 3: <u>Composition and Editing.</u> Edit and revise ineffective examples Work collaboratively to prepare debate arguments Host debate</p>	<p>Alexa - Boy at the back of the class Fred - The Explorer</p> <p>Descriptive Writing</p> <p>Phase 2: <u>Understanding as a writer.</u> Identify key features and structure of descriptive writing Use of tenses, past and present perfect</p> <p>Phase 3: <u>Composition an editing.</u> Edit and improve examples to develop structures.</p> <p>Plan and write descriptions</p>	<p>in the sky? Why Mr F was holding the rifle?</p> <p>News Report Writing.</p> <p>Phase 1: <u>Understanding as a reader.</u> Read and retrieve key information from examples about the order of events of the Battle of Britain.</p> <p>Map out the feelings of those involved and compare perspectives.</p> <p>Phase 2: <u>Understanding as a writer.</u> Revisit key features and comment on the purpose, and effect.</p> <p>Explore technical and powerful vocabulary.</p>	<p>Phase 2: <u>Understanding as a writer.</u> Explore active and passive voice.</p> <p>Explore direct and reported speech.</p> <p>Develop the use of brackets and dashes for detail.</p> <p>Phase 3: <u>Composition.</u> Plan and write news report Prepare and present as a new story.</p>	<p>Short Narrative using dialogue to move action forward.</p> <p>Phase 1: <u>Understanding as reader.</u> Identity the feeling of the main character on an emotions map.</p> <p>Break down the story into a story mountain to show build up, characters, dilemma, resolution and ending.</p> <p>Phase 2: <u>Understanding as writer.</u> Explore the different uses of dialogue with writing through toolkits.</p> <p>Write own examples to the different points of the story.</p>	<p>Generate questions for peer discussions</p> <p>Short Narrative using dialogue to move action forward</p> <p>Phases 3: <u>Composition and editing.</u> Plan using a story mountain structure.</p> <p>Write out short narrative with dialogue focus.</p> <p>Peer assess writing.</p>
<p>Tier Two Vocabulary</p>	<p>Billowing Reverberated Comrades Tumultuous Relentless Succumbed cacophonous Mercy Demise</p>	<p>Sustainable Mother Nature Fragile Accountable Unabated Intentions Upcycle Conservation Renewable</p>	<p>Billowing Reverberated Comrades Tumultuous Relentless Succumbed cacophonous Mercy Demise</p>	<p>Juncture Valiantly Indomitable Infrastructure Resilience Critical Solidarity Barrage (of explosions) Formidable</p>	<p>Ragged Loathing Melancholy Eerie Traipse Immeasurable Unfolded Asphyxiate Brusque</p>		
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division</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</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>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>-Fractions</p> <p>Measurement</p> <p>-Geometry</p> <p>Properties of shapes</p> <p>-Geometry</p> <p>Position and Direction</p>		relationships between amounts					
<p>Retrieval work through maths rehearsal sequence</p>	Finding fractions of amounts.	Converting between fractions, decimals and percentages.	Number bonds including decimals.	Multiplying and divided by 10, 100 and 100.	Times table application to multiples of 0.1, 10, 100 and 1000.	Calculating percentages of amounts.	Using known percentages.
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Living things and their habitats</p> <p>Classifying Plants</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>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>Living things and their habitats</p> <p><u>Assessment Indicator</u></p> <p>Choose an unfamiliar habitat e.g. desert, tropical island, ocean, seashore, rainforest, high mountains, Antarctic and research the animals found in their habitat and choose two different types of animal (e.g. a mammal and a fish or a reptile and an arthropod) to compare Work out where their animal belongs in the classification system explaining why their animals belong in certain Groups.</p>	<p>Electricity</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Identify symbols used in circuits and draw circuits from given criteria.</p> <p><u>Assessment Indicator:</u></p> <p>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.</p>	<p>Electricity</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</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><u>Sticky Knowledge</u></p> <p>Acquire and Apply:</p> <p>Retrieve the following knowledge:</p> <p>Identify and match symbols to the components of a circuit.</p> <p>Identify whether circuits are complete and reason.</p> <p>Build circuits from given instructions and create own.</p>	<p>Electricity</p> <p>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>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>Electricity</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>They must make justified predictions.</p> <p>Carry out planned investigation and record observations and make conclusions.</p> <p><u>Assessment Indicator</u></p> <p>Decide on a line of enquiry to plan and uncover:</p> <p>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</p> <ul style="list-style-type: none"> -Relationships -Health and Well-Being -Living in the Wider world <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' (BV-Individual Liberty)</p>	<p>Transition lesson linked to high school places.</p> <p>Recognise feelings linked to transition and how these can be managed</p> <p>Think about all aspects of transition that may cause worry. Recognise whether these a big or small worries, scaling how easily they could be solved.</p> <p>Use scenarios to consider situations which may be more complex. (BV-Individual liberty) (All 9 protected characteristics)</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.</p> <p>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. (BV-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</p> <p>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. (BV-Rule of Law and Individual Liberty)</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</p> <p>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. (BV-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.</p> <p>Label positive and negative emotions people may have and how they could support someone to feel better. (BV-Individual Liberty and Respect)</p>	<p>PSHEE Jigsaw SOW Healthy Me.</p> <p>To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse</p> <p>Understand how different strategies can be used to manage stress and pressure in order to prevent drug and alcohol misuse.</p> <p>Identify whether a trigger is small or big and how feelings associated may spiral.</p> <p>Using scenarios to recognise how internal stress can cause misuse of substances and how 5 ways to wellbeing can support this.</p>
<p>Physical Education</p> <ul style="list-style-type: none"> -Gymnastics -Dance -Games -Athletics -Swimming 	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To develop counter balance and counter tension.</p> <p><u>Assessment Indicator</u> Practise balances and techniques for moving between balances.</p> <p>Create a sequence of both counter tension and balances linking with travelling actions</p> <p>Outdoor PE Tennis</p> <p>To develop placement of the ball using a forehand.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To develop counter balance and tension into a sequence and on apparatus.</p> <p><u>Assessment Indicator</u> In groups of 4, decide on layout of apparatus and work collaboratively on a short sequence to incorporate counter balance and tension interestingly in the space and perform.</p> <p>Outdoor PE Tennis</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To develop jumps and the effect of height</p> <p>Practise straddle, straight and tuk jumps exploring the use of apparatus to create height.</p> <p>Create a sequence of rolls, balances and jumps in partners.</p> <p>Outdoor PE Tennis</p> <p>To develop the volley and understand when to use it.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To explore jump sequence work with consideration of performance tools.</p> <p>Groups of 5 to sequence together 5 jumps using the perfect performance tool and consider how to connect their jumps</p> <p>Outdoor PE Tennis</p> <p>To employ tactics when playing with a partner.</p> <p><u>Assessment Indicator</u> Apply tactics working</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To develop inverted movements with control.</p> <p>Practise shoulder stand, bridge to handstand progression.</p> <p>In pairs, create a sequence of five actions including one inverted movement</p> <p>Outdoor PE Tennis</p> <p>To develop accuracy and consistency using the underarm serve.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To develop inverted movements with control.</p> <p>Practise control through the inverted movements' carousel course - wall walking, cartwheeling and bridging.</p> <p>Outdoor PE - Tennis</p> <p>To apply rules, skills and principles to play against an opponent.</p> <p>Tennis Ladder - in pairs, play for a set</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE Gymnastics</p> <p>To use flight from hands to travel over apparatus.</p> <p><u>Assessment Indicator</u> Sequence and link movements incorporating apparatus and using rolls, balances and jumps to travel</p>

	<p>Practise an recap forehand stroke using racket.</p> <p>Assessment Indicator Keep a rally going with a partner using forehand stroke.</p>	<p>To develop placement of the ball using a backhand groundstroke. Recap backhand stroke and practise through skill based games - ocean break and playing to six.</p>	<p>Apply the volley through skill development practise - Forehand and backhand volley, bumps and doubles.</p>	<p><i>collaborative through skill development practise - champion's vs challengers, playing as a pair, avoiding the net player and coming to the net.</i></p>	<p>Recap underarm serve technique and explore the rules of scoring.</p> <p>Work in pairs, to practise serve and return the ball using sideward stance.</p>	<p>time and tally scoring in agreement ensuring each in the pair takes a turn serving.</p>	
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Computing systems and Networks.</p> <p>To explain the importance of internet addresses Explore what is necessary for effective communication and the importance of agreed protocols - IP addresses, domain name servers</p>	<p>Computing systems and Networks.</p> <p>To recognise how data is transferred across the internet. Practise transferring an image across the internet, to see that as well as messages (text), other types of data (images, video, and audio) can be transferred over the internet by different mediums.</p>	<p>Computing systems and Networks.</p> <p>To explain how sharing information online can help people to work together. Discuss ways of working, complete a collaborative online project, and use desktop publishing to edit and crate slides.</p>	<p>Computing systems and Networks.</p> <p>To evaluate different ways of working together online. Use the Scratch programming tool to reuse and modifying the work of others, recapping copyright.</p>	<p>Computing systems and Networks.</p> <p>To recognise how we communicate using technology. Explore the different methods of communication and make comparisons.</p> <p>Identify which methods are more effective for different situations</p>	<p>Computing systems and Networks.</p> <p>To evaluate different methods of online communication. Explore issues around privacy, information security and how to report concerns about inappropriate content online.</p>	<p>Computing systems and Networks</p> <p>Assessment Indicator Create a presentation using PowerPoint on the importance and power of the internet</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor: Who was involved in WW11?</p> <p>Name and locate some cities and counties of the UK. Locate and label the countries who played a Signiant part in world war two, identifying the axes and the allies</p>	<p>Minor:- How can we develop precision when locating areas on maps?</p> <p>Use eight points of a compass, six figure grid references.</p> <p>Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Use compass points to follows clues and locate concentration camps around the world on a world map.</p>	<p>Minor:- How do local river in our area compare to that of the Amazon River?</p> <p>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.</p> <p>Carry out a focused in depth study, looking at issues/ changes in the area.</p>	<p>Sticky Knowledge Acquire and Apply: Children expected to be able to retrieve the following acquired knowledge and: Locate given countries on a world map Label the different biomes and climate zones Explain the meaning and purpose of field work Recall a recount of the enrichment visit to the River Bollin</p>			

		Identify 4 figure and 6 figure grid references of army bases around the world	Describe how & why an area may change in the future. <u>Assessment Indicator</u> Identify the physical features of the River Bollin at Quarry Bank Mill as part of enrichment. Use secondary sources to then make comparisons for uses of the Amazon compared to the Bollin upon return to school.				
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major: Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact. Why did Britain have to go to war in 1939? Explore how and why wars start - looking at conflict and power rivalry. They must place the early events of WW11 (starting from the end of WW11 on a map) identifying how these triggered war to break out. Identify the concepts of power, society and legacy and focus discussion points for each event. <u>Assessment Indicator:</u> Respond to the Big question - How did the "darkest hours" of WW11 change Britain's	Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now How was Britain able to stand firm against the German threat? 1. Dunkirk evacuation 2. Battle of Britain 3. The Blitz 4. Rationing 5. Women in the factories 6. Evacuation - not to be done here as already covered in KQ2 7. Firefighting service	Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now 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	Major: <u>Sticky Knowledge</u> Retrieve the following acquired knowledge and: Determine the events that lead to the outbreak of WW1 and reason as to what these meant. Identify key influences that enabled Britain to stand strong against the German threat Identify key events within the war, why they happened, when they happened and how these were turning points for the Axes or Allies.	Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy Identify the Battle of Britain as a turning point in British history in the context of then and now Why were Germany defeated during the Battle of Britain? Reveal a selection of clues They must use skills of inference to identify what the evidence tells us about Britain and Germany at the time.	Major: Build an understanding of post-1066 Britain through the study of a significant turning point in British history - WWII and The Battle of Britain -power -invasion -society -legacy What was life like for children and soldiers during the war? Explore what life was like in Britain during the war, focusing on Women in the work force, Rationing and Evacuation of children comparing this to the life as a soldier on the front line.	Major:- Identify the causes and effects of WWII/Battle of Britain - explaining the local, national and international impact. Identify the continuity and change from WWII and the Battle of Britain to today. -power -invasion -society -legacy (and housing, food, entertainment) on the world. How did world war 11 influence the World we know today? Explore the positive and negatives impacts that WW11 has had on society today include controversial changes which were not initially welcome by everyone (women in the workforce).

	<p>fate? To share their currently knowledge.</p>	<p>8. Air-raid shelters 9. Gas masks 10. The Home Guard - Dad's Army Work out which part of the cartoon shows each element of resistance 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>The Normandy Landings - 6th June 1944 Nagasaki Nuclear Bombing - 9th August 1945</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><u>Assessment Indicator</u> 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</p> <p>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>BELIEVING</p> <p>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? Draw a portrait of themselves on one side, describing their</p>	<p>BELIEVING</p> <p>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>BELIEVING</p> <p>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</p>	<p>BELIEVING</p> <p>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</p>	<p>BELIEVING</p> <p>What do religions say to us when life gets hard?</p> <p>Explain reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs. Draw a time line for a person, ending at the point of death to demonstrate the different answers to What happens when we</p>	<p>BELIEVING</p> <p>What do religions say to us when life gets hard?</p> <p>Describe their own ideas about life after death reflecting on ideas from at least two religions studied. P4C session</p>

	Discuss and record the questions they have about death and get them to explain their thoughts behind the question. (BV-Respect)	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. (BV-Respect)	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. (BV-Respect)	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? (BV-Respect)	write a eulogy in groups for a famous person of their choice. (BV-Respect) <u>Assessment Indicator</u> Complete a post concept diagram in relation to the enquiry question.	die?' - Judgement, re-incarnation and then the response, 'nothing'. How is the belief that nothing happens different to the other two beliefs studied? How might these different beliefs help people to live better lives?	
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	-	Primary French Project Listening and Writing Tell and understand the time on the hour, the half hour, the quarter hour; Understand and use numbers 0-60. Listen and note time the time being spoken in French. New vocabulary: et demie, et demi	Primary French Project Speaking Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt. Use speaking frames to create simple, complex and compound sentences. Create simple spoken sentences that include some of the known nouns, and the adjectives petit and grand. New vocabulary: Adjectives that precede the noun - petit (small) grand (big)	Primary French Project Speaking Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt. Use speaking frames to create simple, complex and compound sentences. Question and answer response to question to practise new vocabulary. New vocabulary un café, un hôpital, un château, un théâtre, un hôtel.	Primary French Project Reading and writing Tell and understand the time on the hour, the half hour, the quarter hour; Understand and use numbers 0-60. Revise clocks times including half past the hour and introduce quarter past. Dictation practise of telling the time.	Primary French Project Speaking and Writing Use speaking frames to create simple, complex and compound sentences. With scaffolds, write complex sentences including coordinating and subordinating conjunctions, e.g. mais, quand. Create spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb. For example: À Jolieville, il y a un petit parc et un grand cinéma, mais il n'y a pas d'hôpital Use writing frame to structure sentences and record.	Primary French Project Writing With scaffolds, write complex sentences including coordinating and subordinating conjunctions, e.g. mais, quand. <u>Assessment Indicator</u> Write a short extract (using a writing frame and making adaptations) about Jolieville.
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Mechanical Systems - Pulleys and Gears. Investigative and Evaluative Tas. Investigate, analyse and evaluate existing everyday products that	Mechanical Systems - Pulleys and Gears. Focus Task. Explore and practise making different methods of pulleys and gears using accessible resources and evaluate	Mechanical Systems - Pulleys and Gears. Focus Task. Explore and practise making different methods of pulleys and gears using accessible resources and evaluate	Mechanical Systems - Pulleys and Gears. Design, Make and Evaluate. Generate innovative ideas by carrying out research using surveys,	Mechanical Systems - Pulleys and Gears. Design, Make and Evaluate. Develop a simple design specification	Mechanical Systems - Pulleys and Gears. Design, Make and Evaluate. Select from and use a range of tools and equipment to make	Mechanical Systems - Pulleys and Gears. Design, Make and Evaluate. Compare the final product to the original design specification.

<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>incorporate gear or pulley systems. Joel Glickman</p>	<p>the durability, ease of use and construction. Joel Glickman</p>	<p>the durability, ease of use and construction. Joel Glickman</p>	<p>interviews, questionnaires and webbased resources. Design a questionnaire to gather data from the selected audience and intended product. Joel Glickman</p>	<p>to guide their thinking. Produce detailed lists of tools, equipment and materials. Formulate stepbystep plans and, if appropriate, allocate tasks within a team. Design and label the produce, identifying materials, steps to construction and type of pulley and/ or gear. Joel Glickman</p>	<p>products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <u>Assessment Indicator</u> Work collaboratively within a team to create high quality product, applying understanding from the focus tasks and design brief. Joel Glickman</p>	<p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Evaluate final product in use, comparing it to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose. Joel Glickman</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. Understanding Music Listen and appraise the musical style of the song. Learn and perform the song as an ensemble. Song - Let's Rock.</p>	<p>-</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. Composing & Improvising Improvise using 3 to 5 notes of the Glockenspiel over the backing track G A B G A B C D Song - Let's Rock.</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. Playing Play and perform an instrumental part using the glockenspiels by ear or standard notation. Song - Simple Gifts.</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. Composing & Improvising Compose an eight-bar melody using three, five or seven notes over the backing track Song - Simple Gifts.</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. Listening & Singing Learn to sing to song as an ensemble Play along with an instrument. Song - Friendship should never end</p>	<p>Charanga Model Music Curriculum B Musical Styles Connect Us. Investigate different musical styles. <u>Assessment Indicator</u> Performing Working in groups, practise the improvisation and instrumental of a chosen song ready for a performance. Use music notepad to create a simple melody. Song - Chose of prior three.</p>
<p>Enhancements Visits and Visitors</p>			<p>River Bollin Field Work 12.03.25 Children to visit the book fair 13.03.25</p>	<p>Network rail safety assembly 19.03.25</p>		<p>Community litter pick- 02.04.z25</p>	

Parental Engagement			Science Workshop with parents 10.3.25 at 2.30pm			Parenting Anxious Children workshop with Stockport Mental Health Support Team - 02.04.25 9-10am	
Whole School Engagement		World Book Day 06.03.25 Careers Week	National Science week	Scholastic Book Fair - Children's visit 13.03.25 Comic Relief	Scholastic Book Fair 17.03.25-19.03.25 Friends of Meadowbank 'Bouncathon' - 26.03.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	

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.