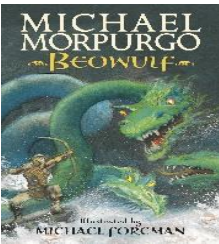
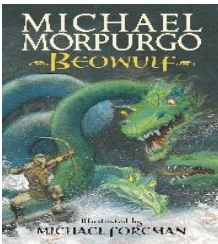
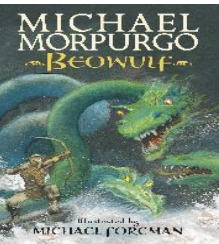
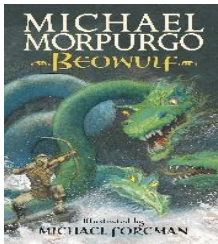
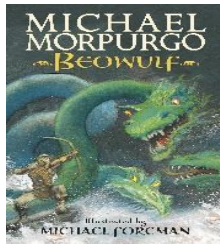
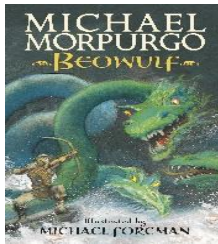
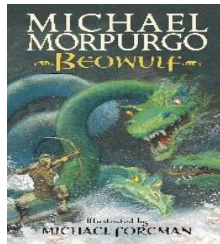
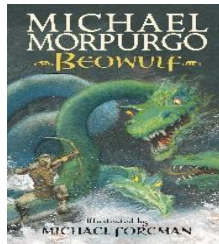




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2024
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 28.10	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 02.11	Week 7 Wk Beg 09.12	Week 8 Wk Beg 17.12
Big Question	How did Britain evolve during the time of the Anglo-Saxons?							
Connected Concepts	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation
Book Studies	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurg 	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurgo 	Beowulf MichaelMorpurgo 
Children steering learning....	What was it like to be a king or queen in Anglo Saxon Britain? What were their jobs like and what did they do to entertain themselves? What kind of technology did they have and what did they invent? What was their weaponry and armour like? What were the differences in the lives of the rich and the poor in Anglo Saxon Britain? What are the Anglo Saxons famous for? What were their hospitals and medical opportunities like? How often and why did they go into battle? How did their civilisation begin and end? How were their buildings structured and what were they made out of? What did the Anglo S axons believe in?							
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole Class Text - Beowulf Develop prediction skills based upon the front cover, blurb and title of a book. Develop fluency when reading aloud and make informed predictions based on the text so far. Character Description:	Whole Class Text - Beowulf Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Make inferences and use evidence from the text to support this. Develop fluency when reading aloud	Whole Class Text - Beowulf Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text. Develop fluency when reading aloud and retrieve information at speed.	Whole Class Text - Beowulf Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text. Develop fluency when reading aloud and infer the meaning of vocabulary.	Whole Class Text - Beowulf Identify relevant themes within the text, drawing upon multiple pieces of evidence to support points and make accurate comparisons. Make inferences and use evidence from the text to support this	Whole Class Text - Beowulf Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Make inferences and use evidence from the text to support this. Read with fluency and accuracy and	Whole Class Text - Beowulf Identify relevant themes within the text, drawing upon multiple pieces of evidence to support points and make accurate comparisons. Read with fluency and accuracy and retrieve information at speed.	Whole Class Text - Beowulf Summarise key themes of individual chapters and the text as a whole. Make comparisons about how themes have changed. Read with fluency and accuracy and summarise themes and chapters.

	<p>Phase 1 – Hook and understanding as a reader Explore the text to identify the affect the text has on the reader, using PEE.</p> <p>Phase 2 – understanding as a writer Text detectives: VIPERS style questions along with questions that allow children to explore the features of writing.</p> <p>Phase 2 – Understanding as a Writer Use stylistic, descriptive devices when describing a character in detail: SMOAP.</p>	<p>and retrieve information at speed.</p> <p>Character Description:</p> <p>Phase 2 – Understanding as writer Introduce stylistic sentence devices of outside (inside) and description: detail.</p> <p>Define and use tier two vocabulary.</p> <p>Phase 3 – Composition and editing Generate questions about the appearance, demeanour and behaviour of Grendel from Beowulf to generate an effective plan.</p> <p>Write character description of Grendel, seeking opportunities to re-draft parts of their writing using editing stems.</p>	<p>Traditional Tales:</p> <p>Phase 1 – Understanding as a Reader Revisit the story of Beowulf in order to retrieve key and relevant information from the text.</p> <p>Phase 2 – Understanding as Writer Identify the features of a traditional tale.</p> <p>Define and use ambitious vocabulary to be used in narrative.</p>	<p>Traditional Tales:</p> <p>Phase 2 – Understanding as Writer Use description: detail sentences to describe key events and behaviours of characters within a traditional tale.</p> <p>Explore the emotions of characters using emotion starters as an interesting way to hook the reader.</p> <p>Introduce the more, the more sentences to encourage suspense.</p> <p>Use sentences with more than one clause and parenthesis to add detail, adopting the outside (inside) structure.</p>	<p>Read with fluency and accuracy and make informed predictions based on the text so far.</p> <p>Traditional Tales:</p> <p>Phase 3 – Planning, Composition and Editing Write our own traditional tale inspired by the story of Beowulf, drawing upon WAGOLL's and research in order to produce a high quality piece of writing. Self and peer assess against success criteria in order to develop.</p>	<p>infer the meaning of vocabulary.</p> <p>Historical Recount:</p> <p>Phase 1 – Hook and Understanding as a Reader Explore Anglo Saxon chronicle and make comparisons with a newspaper, identifying why one of the genres would not be appropriate for the Anglo Saxon period.</p> <p>Phase 2 – Understanding as a Writer Identify the features of a chronicle.</p> <p>Define and use ambitious vocabulary within sentences appropriate for a recount.</p>	<p>Historical Recount:</p> <p>Phase 2 – Understanding as a Writer Use a range of sentence types (the more, the more, parenthesis and subordinate/relative clauses) to engage the reader.</p> <p>Write our own recounts about a key event during the Anglo Saxon period, focusing on learning acquired throughout the writing cycle so far and referring to WAGOLL in order to create high-quality reports.</p>	<p>Historical Recount:</p> <p>Phase 3 – Planning, Composition and Editing Follow editing approach.</p> <p>Write our own recounts about a key event during the Anglo Saxon period, focusing on learning acquired throughout the writing cycle so far and referring to WAGOLL in order to create high-quality reports.</p>
Tier Two Vocabulary	Remorse Grotesque Gnarled Lured Lumbered Repugnant Deformed Monstrous Putrid		Silhouette Excruciating Triumph Erupted Ominous Impenetrable Tentatively Unrelenting Bitter			Perpetual Plagued Fateful Significant Assured Collided Valiantly Vigour Imminent		
Mathematics Number	Identify multiples and factors, including finding all factor pairs of a	Identify multiples and factors, including finding all factor pairs of a	Multiply numbers up to 4 digits by a one-digit number (Multiply a two-	Divide numbers up to 4 digits by a one-digit number using the formal	Use a range of mental and written methods to solve	Add and subtract numbers mentally with increasingly large numbers eg	Choosing when to use mental and written methods to add and subtract	Choosing when to use mental and written methods to add and subtract.

<p>-Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>number, and common factors of two numbers. Explore factor pairs. Recording in a systematic way. Looking for numbers with common factors.</p> <p>Use Carroll diagrams to sort numbers by factors.</p>	<p>number, and common factors of two numbers. Exploring divisibility rules to identify multiples.</p> <p>Multiply and divide numbers mentally drawing upon known facts. Use a range of mental methods to x and divide (factors, doubling, halving)</p> <p>Multiply a number with one decimal place by a single digit.</p> <p>Multiply a whole number by a tenths value (x0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9). Using images to support understanding of multiplication of tenths.</p> <p>Assessment Indicator <i>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</i></p> <p>Establish whether a number up to 100 is prime or composite and recall prime numbers up to 19.</p> <p>Explore what a prime number is.</p>	<p>digit number by a two-digit number) or two-digit number using a formal written method, including long multiplication for two-digit numbers. Teach and practise formal methods for short and long multiplication.</p> <p>Always estimate first to get sensible answer.</p> <p>Make choices over whether mental or written strategies are more efficient.</p> <p>Identify prime factors of numbers. Identify prime factors of numbers. Which prime factor comes up most often?</p> <p>Assessment Indicator <i>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</i></p>	<p>written method of short division and interpret remainders appropriately for the context. Teach and practise formal methods for short division.</p> <p>Always estimate first to get sensible answer.</p> <p>Make choices over whether mental or written strategies are more efficient.</p> <p>Recognise and use square numbers and the notation for squared (2). Investigate what makes a number squared - using images.</p>	<p>multiplication and division problems. Applying knowledge of mental and written methods to a range of problem solving activities.</p> <p>Assessment Indicator <i>Solve problems involving multiplication and division, (deciding which operations and methods to use and why)</i></p> <p>Recognise and use square numbers and the notation for squared (2) Investigate square numbers and solve simple problems.</p>	<p>5-digit - 4-digit multiple of 10</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract whole numbers with mixed numbers of digits (4d with 5d).</p> <p>Making sensible decisions over whether to use a mental or written method.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Recognise and use cube numbers, and the notation for cubed (3). Investigate what makes a number cubed - using images.</p> <p>Assessment Indicator <i>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</i></p>	<p>Fluency practise for written methods. Choose mental strategy or formal method.</p> <p>Include mixed digits for whole numbers and decimals.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Round decimal numbers to a whole number to make a sensible estimate.</p>	<p>Apply and make connections - Use their addition and subtraction skills to solve a range of problems including those with statistics.</p> <p>Assessment Indicator <i>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</i></p>
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		Number sort and prove.						
Retrieval through Maths Rehearsal sequence	+/- Multiples of 100 and 1000 with bridging Practise	+/- Multiples of 100 and 1000 with bridging Apply	Double and halve within 1 (1dp) Image/missing number	Double and halve within 1 (1dp) Practise	Double and halve within 1 (1dp) Apply	Double and halve within 2 (1dp) Image/missing number	Double and halve within 2 (1dp) Practise	Double and halve within 2 (1dp) Practise/Apply
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Space. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Explore different materials looking at the movement of the planets in relation to the sun and the solar system. Then, use outdoor learning with a scale to create physical example/using chalk to represent the planets orbiting the sun.	Space. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Class demonstration of the earth spinning on its axis while orbiting the sun, creating day and night. Record and label their own diagram. <u>Assessment Indicator</u> <i>Show using diagrams the movement of the Earth and moon.</i>	Space. Describe the movement of the Moon relative to the Earth. In pairs/threes, children will explore the visuals and resources around the 'classroom museum' to retrieve the necessary information about the phases of the moon. Then, children complete grid diagrams the information. <u>Assessment Indicator</u> <i>Show using diagrams the movement of the Earth and moon.</i>	Space. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Recount and reflect on learning from enrichment experience in the Mobile Planetarium.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Space. Describe the Sun, Earth and Moon as approximately spherical bodies. Explore evidence identifying the shape of the sun, moon and earth then create PEE structure responses (verbal and written) to describe them as spherical bodies.	Space. Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. Scientific demonstration around the rotation and the appearance of light and day. <u>Assessment indicator</u> <i>Explain the rotation of the Earth and how this causes night and day.</i>	Space. Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. Work in groups to create sun dials and explain how they work. <u>Assessment Indicator:</u> <i>Make their own sundials and write up explanations of what is happening</i>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education	-	PSHEE Jigsaw SOW Celebrating Difference. Understanding their own culture and recognising when culture may cause conflict. Recognising racism. Explore similarities and difference in culture, then recognise how through questioning conflict can turn	PSHEE Jigsaw SOW Celebrating Difference. Understanding their own culture and recognising when culture may cause conflict. Recognising racism. Explore protected characteristics linked to race and religion. Explore scenarios where	PSHEE Jigsaw SOW Celebrating Difference. Recognise types of bullying including direct and indirect and name calling and rumour spreading. Recognise how stories can be manipulated as they are passed on and how scenarios can be	PSHEE Jigsaw SOW Celebrating Difference. Recognise types of bullying including direct and indirect and name calling and rumour spreading. Explore reasons why someone may be left out of a group or activity and the implications of this. Detect whether scenarios would be	PSHEE Jigsaw SOW Celebrating Difference. To compare lives with those in the developing world, recognising that material wealth does not necessarily mean happiness. Think about their happiness on a continuum (giving examples) and compare this to a	PSHEE Jigsaw SOW Celebrating Difference. To compare lives with those in the developing world, recognising that material wealth does not necessarily mean happiness. Share something that is specific to their culture or family then use this to create culture	-

(RSE) and Health Education		into a learning moment. (BV-Respect/ Tolerance) (PC-Race/Religion)	racism may be apparent. (BV-Respect/ Tolerance) (PC-Race/Religion)	perceived as bullying. (BV-Individual liberty) (All 9 protected characteristics)	direct or indirect bullying and either is still classed as bullying. (BV-Individual liberty) (All 9 protected characteristics)	child in the developing world. Recognise how their views of happiness may be significantly different to their own. (BV-Respect/ Tolerance) (PC-Race/Religion)	wheels, which they can compare to others in the class. (BV-Respect/ Tolerance) (PC-Race/Religion)	
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To use attacking skills to defeat a defender. Change direction using dribbling. Drive into space away from the defender. Work safely around others.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To send and receive under pressure. Pass when there is a clear passing option. Point the stick where you want the ball to go. Step forward as you pass for power. Support my team mates.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To communicate with my team, move into space and take the ball towards the goal and take the ball towards the goal Cover space as a team. Drive hard to create space and move defenders. If you don't receive the ball, move again. Support your team mates by calling their name and getting free for the	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey Communicate with my team, move into space and take the ball towards the goal. Apply skills of attacking to move up the pitch and shoot.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To learn defensive techniques to take possession. Make sure stick is flat to take the tackle. Plant feet to tackle for balance. Time your tackle. Communicate with a partner to decide how to defend.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To use defending tactics to gain possession. Channel a player to the sideline. Cove space as a team. Time your tackle. Work collaboratively. <u>Assessment Indicators</u> Use tracking, tackling and intercepting when playing in defence.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To apply rules, skills and principles to play in a tournament. Use tactics for attack and defence. Follow the rules. Show good sporting behaviour.	Indoor PE - Swimming Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Get Set 4 PE SOW Outdoor PE - Hockey To apply rules, skills and principles to play in a tournament. Use tactics for attack and defence. Follow the rules. Show good sporting behaviour. <u>Assessment Indicators</u> Know what position they are playing in and how to contribute when

			<p>ball.</p> <p><u>Assessment indicators</u> Can dribble, pass, receive and shoot with some control under pressure. Communicate with their team and move into space to keep possession and score.</p>			<p>Identify when they were successful and what they need to do to improve.</p>		<p>attacking and defending. <u>Understand</u> the need for tactics and can identify when to use them in different situations. Understand the rules of the game and use them most of the time to play fairly and honestly. Understand there are different skills for different situations and begin to apply these.</p>
<p>Computing</p>	<p>Programming A - Selection in physical computing. Create a program that controls a physical computing project. Connect multiple outputs to the crumble and use selection to program them.</p>	<p>Programming A - Selection in physical computing. Evaluate the projects made. Test and debug our code. <u>Assessment Indicator</u> Create a program with selection and evaluate it.</p>	<p>Programming A - Creating media vector graphics. Introduce vector drawings and begin to understand that they are made up of simple shapes and lines. They use the shape tools in the chosen software to create their own vector drawings. Discuss how vector drawings differ from paper-based drawings. <u>Assessment Indicator</u> Recognise vector drawings consist of layers.</p>	<p>Programming A - Creating media vector graphics. Begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.</p>	<p>Programming A - Creating media vector graphics. Increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Use tools to modify objects to create a new image. <u>Assessment Indicator:</u> Use tools to achieve a desired effect.</p>	<p>Programming A - Creating media vector graphics. Gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings.</p>	<p>Programming A - Creating media vector graphics. Find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings. <u>Assessment Indicator:</u> Group objects to make them easier to work with.</p>	<p>Programming A - Creating media vector graphics. Use the skills they have gained in this unit to create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learn about the role of a graphic designer and take this on to create logo designs of their own. Begin to compare vector drawings to freehand paint program drawings.</p>
<p>Geography -Locational and Place Knowledge -Field Work</p>		<p>Minor Name and locate some cities and counties of the UK that have</p>	<p>Minor Identify key physical and human characteristics of the world's</p>		<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and</p>	<p>Minor Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE) 4 and</p>		

<p>-Using Globes, Maps and Plans</p>		<p>significance with the Historical period of time covered. Identify where the Anglo-Saxon tribes originated from and how the Anglo Saxons later divided our Britain into Kingdoms and how that links to geographical regions today. Use 6 figure grid references to locate them.</p>	<p>countries with a focus on the historical region chosen. Define the difference between physical/human features. Use knowledge of regions and counties to locate where given physical/human features are located in the UK - Anglo-Saxon settlements and Viking settlements Why were they chosen?</p>		<p>Should-Current Knowledge.</p>	<p>6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world. Locate the position of Anglo Saxon battlefields across UK history. <u>Assessment Indicator</u> Locate given locations using maps, globes and atlases. Use the 8 points of a compass.</p>		
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Use a time line to place the Anglo-Saxons in wider chronology. Baseline assessment and glossary Understand why the Anglo-Saxon era began and ended. Children to show key events on a timeline. Read the short story and Hengist and Horsa.</p>	<p>Identify the causes and consequence of Anglo-Saxon invasion on Britain - changes in housing, religion, language etc... Discover what life was like in an Anglo-Saxon village and look at different Anglo-Saxon settlements. How was it different to Roman settlements? (BV-Mutual respect) Compare similarities and differences between Roman and Anglo-Saxon settlements.</p>	<p>Identify the continuity and change throughout Anglo-Saxon Britain from Roman Britain through comparison of: power invasion achievements beliefs society Understand what paganism is how the Anglo-Saxons may have worshipped their gods. Discover how the Anglo-Saxons converted to Christianity: changing Britain again.</p>	<p>Identify the continuity and change throughout Anglo-Saxon Britain from Roman Britain through comparison of: power invasion achievements beliefs society (including homes, food, entertainment) Understand how society was structured in the 7 kingdoms. What jobs or roles did people have? What was the role of women? What did they do for fun?</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Recall the following: How, when and why Britain changed from Roman Britain to Anglo Saxon Britain. How Anglo Saxon religion changed in Britain. How society was organised and how King Athelstan changed Britain.</p>	<p>Make a valid conclusion based on devising and answering questions relating to a historical enquiry Does King Alfred deserve to be called Great? Investigate primary sources and secondary sources in a specially designed sequence - asking questions all the way. When all the information is revealed children write a brief explanation to the enquiry question <u>Assessment Indicator</u> Can see consequences in terms of immediate</p>	<p>Identify the continuity and change throughout Anglo-Saxon Britain from Roman Britain through comparison of: power invasion achievements beliefs society Understand the significance of 1066. They will discover the 3 claimants to the English throne and debate in character who deserves it more. The outcome will be revealed and the children will write an explanation <u>Assessment Indicator</u></p>	<p>Answering the big question - How did Britain evolve during the time of the Anglo-Saxons? Write about the following: How it changed from Roman Britain to Anglo Saxon Britain, How the Anglo Saxon religion changed in Britain How Alfred, and King Athelstan changed Britain How the battle of Hastings changed Britain.</p>

			<p>Conscience Alley - Should I convert or not.</p> <p>Assessment Indicator They understand that people in the past had a range of different ways of looking at the world and can explain their ideas.</p>	<p>How did King Athelstan change Britain?</p> <p>Read short story about the Lady of Mercia</p>		<p>and long term effects and can see that people were affected differently</p>	<p>Grasp that change can happen quite quickly and can be reversed.</p>	
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>BELIEVING Why do some people think God exists?</p> <p>Baseline assessment of Big Question</p> <p>Glossary: Agnostic Atheist Monotheism The Holy Trinity Theist</p>	<p>BELIEVING Why do some people think God exists?</p> <p>How many people believe in God? If the world was a village of 100 people how many would belong to each religion or non-religious group? Predict and then discuss the results - do we find some of the numbers surprising? Why?</p>	<p>BELIEVING Why do some people think God exists?</p> <p>How many people believe in God? Define and discuss theist, atheist and agnostic - Sort descriptions and give 3 reasons</p> <p>Assessment Indicator Present different views on why people believe in God or not, including their own ideas</p>	<p>BELIEVING Why do some people think God exists?</p> <p>How do Christians know God exist? Explain Gods different roles: creator, the light in the dark, the father, the holy trinity etc.</p> <p>Write a job description for the role of God.</p> <p>Assessment Indicator Outline clearly a Christian understanding of what God is like using examples and evidence.</p>	<p>BELIEVING Why do some people think God exists?</p> <p>How do we know what is true? Why do people believe or not believe in God?</p> <p>Sort statements from Fact, Belief or Opinion.</p>	-	<p>BELIEVING Why do some people think God exists?</p> <p>Is God real?</p> <p>P4C - Stimulus What Christians think about God's existence using similes and metaphors from the Bible.</p>	<p>BELIEVING Why do some people think God exists?</p> <p>Answer Big Question.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	-	<p>Niveau Rouge Module 2 SOW</p> <p>To know numbers 1-21 and to tell the time to half hour.</p> <p>Listening and speaking Revise numbers 1- 21</p>	<p>Niveau Rouge Module 2 SOW</p> <p>To know numbers 1-21 and to tell the time to half hour.</p> <p>Writing</p>	<p>Niveau Rouge Module 2 SOW</p> <p>To know 2 adjectives of size.</p> <p>Speaking and writing Revise clock times on the hour and half hour.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Niveau Rouge Module 2 SOW</p> <p>To know numbers 22 to 39.</p> <p>To know five more places in town.</p> <p>Listening and speaking</p>	<p>Niveau Rouge Module 2 SOW</p> <p>To write a complex sentence.</p> <p>Writing Revise numbers 20-39, consolidate prior learning by creating spoken sentences</p>	<p>Niveau Rouge Module 2 SOW</p> <p>Pen Pal letters.</p> <p>To be able to read and understand our pen pal letter.</p> <p>To compose sentences and</p>

		<p>learn how to understand and tell the time on the half hour.</p> <p>Know part of time in French eg. Day week month hour second minute year.</p> <p>Match me up activity understand agreement of adjective and nouns in time phrases</p>	Record in books examples of time to half hour.	<p>Learn 2 adjectives of size -<i>petit</i> and <i>grand</i>.</p> <p>Learn that some adjectives precede the noun.</p> <p>Create simple spoken and written sentences using the new adjectives eg. <i>Qu'est-ce que c'est?</i></p> <p><i>C'est un petit parc.</i></p> <p>Intercultural understanding Knowing France is an hour later than UK.</p>		<p>Be introduced to numbers 22 to 39.</p> <p>Be introduced to five more places found in a town.</p> <p>Learn about compound words.</p> <p>Look at patterns in words to help with memorisation.</p> <p>Revise the circumflex accent and the phoneme [ɛ]</p> <p>Match me up activity with new vocabulary</p>	<p>incorporating a main and a subordinate clause, adjectives of size ,and a negative adverb create some written sentences eg <i>À Jolieville, il y a un petit parc et un grand cinéma, mais il n'y a pas d'hôpital</i></p> <p>Assessment Indicator Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase.</p>	<p>questions to send back.</p> <p>Reading and Writing</p> <p>Assessment Indicators Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. Ask and answer a wider range of questions from memory (Pen Pals)</p>
<p>Design and Technology</p> <p>-Design</p> <p>-Make</p> <p>-Evaluate</p> <p>-Food Technology</p> <p>Art and Design</p> <p>-Structuring and Creating</p> <p>-Art Elements</p> <p>-Evaluate and Appraise</p>	-	<p>Frame Structures</p> <p>Designing Carry out research into user needs and existing products and web-based resources.</p> <p>Research Architect: Momoyo Kaijima</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Investigate and make annotated drawings of a range of portable and permanent frame structures, e.g.</p>	<p>Frame Structures</p> <p>Designing Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>To experiment with paper straws doing different joins and discovering how to strengthen, stiffen and reinforce 3D frameworks.</p>	<p>Frame Structures</p> <p>Canal & River Trust Structures Workshop.</p> <p>Investigating bridge structures.</p> <p>The workshop will be interactive and children will get to explore different strengthening techniques.</p>	<p>Frame Structures</p> <p>Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>Plan resources and collect materials to camouflage their prototype bird hide.</p>	<p>Frame Structures</p> <p>Making Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use wooden doweling and plasticine to build their frame structures.</p>	<p>Frame Structures</p> <p>Making Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p>Finish and test the strength of their structure</p>	<p>Frame Structures</p> <p>Evaluating Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Research key events and individuals relevant to frame structures.</p>

		tents, bus shelters, umbrellas. Design a bird hide for the school woodland.						
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	-	Charanga Model Music Curriculum B How does music connect us with our past? Listening and Singing Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Dreaming of Mars (Part 1) 4	Charanga Model Music Curriculum B How does music connect us with our past? Composing and Improvising Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Dreaming of Mars (Part 2)	Educational Visit.	Charanga Model Music Curriculum B How does music connect us with our past? Appraise, Sing and Perform Explore improvisation within a major scale. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Get on Board	Charanga Model Music Curriculum B How does music connect us with our past? Appraise, Sing and Perform Explore improvisation within a major scale. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Get on Board.	Charanga Model Music Curriculum B How does music connect us with our past? Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Play as part of an ensemble to rehearse final performance.	Charanga Model Music Curriculum B How does music connect us with our past? Perform Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. <u>Assessment Indicator</u> <i>Perform final piece and evaluate.</i>
Outdoor Learning Opportunities	Major: (Science) Planets orbit of the sun.	Major: (Literacy) Hook Reading a traditional tale in the stone circle around a fire.				Minor: (DT) Sourcing natural materials for bird hide.		
Enhancements Visits and Visitors				Christmas Bauble Decorating Workshop @ Kingsway 19.11.24 Mobile Planetarium 20.11.24 Structures Workshop with the Canal and River Trust 21.11.24			Production of Aladdin @ Stockport Academy 10.12.24	
Parental Engagement		Parent Forum 06.11.24		Well Being and Inclusion Fair to support you to help		Are you smarter than a 10 year old? Anglo Saxon Quiz 05.12.24		

		Parent Teacher Meetings 06.11.24 and 07.11.24		your children 20.11.24 2.15pm				
Whole School and National Events	INSET Day 28.10.24	Outdoor Learning Day 07.11.24	Anti-Bullying Week 11.11.24 World Kindness Day 13.11.24 Children in Need 15.11.24		National No Pens Day 27.11.24		Christmas Lunch 11.12.24 Christmas Jumper Day for Save the Children 13.12.24	Staff Member for the Day 16.12.24 FOM Santa Dash 18.12.24 Christmas Parties 20.12.24 FOM Christmas Hamper Reveal

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.