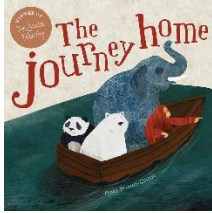
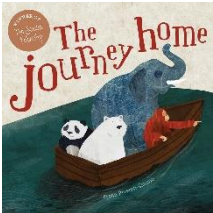

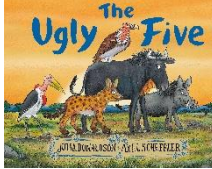
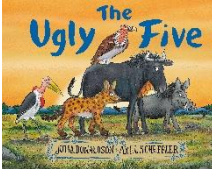
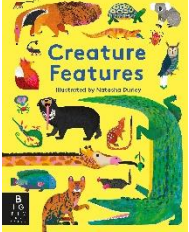
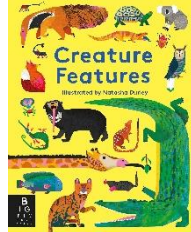




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2022
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 05.09	Week 2 Wk Beg 12.09	Week 3 Wk Beg 19.09	Week 4 Wk Beg 26.09	Week 5 Wk Beg 03.10	Week 6 Wk Beg 10.10	Week 7 Wk Beg 17.10
Big Question	What can wriggle, slither, pounce and bounce?						
Weekly Questions	Why do pandas eat bamboo?	Where do penguins sleep?	How do polar bears keep warm?	Do crocodiles eat fish?	Why are lions called the king of the jungle?	How can animals live under water?	How do we care for pets at home?
Key Concepts	Mammals	Birds	Hot and cold parts of the world	Reptiles	Survival	Fish	Caring
Book Studies	The Journey Home 	The Journey Home 	The journey Home 	The Ugly Five 	The Ugly Five 	Creature Features 	Creature Features 
Children steering learning....	How can baby giraffes reach the leaves on the trees?	Can all birds fly?	How do animals live where it is very cold?	'You have to be so brave to be a fire man or fire lady'	What is a predator?	How do creatures breathe under the water?	Can all animals be a pet?
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	The Journey Home <u>Phase 1 – Understanding as a reader.</u> Hook: immersion in our text. Begin to sequence sections of stories using images for support.	The Journey Home <u>Phase 2 – Understanding as writer.</u> Beginning to punctuate sentences using a capital letter and full stop. Chn to respond to the image of the polar bear sitting alone on	The Journey Home <u>Phase 2 – Understanding as writer.</u> Beginning to punctuate sentences using a capital letter and full stop. Correct or incorrect punctuation toolkit using simple	The Ugly Five <u>Phase 1 – Understanding as a reader.</u> Hook: immersion in our text. Link letters to sounds and begin to record this accurately and can identify when	The Ugly Five <u>Phase 2 – Understanding as writer.</u> Toolkit Find my neighbour rhyming couplets – facilitated. <u>Phase 3 – Composition</u>	Creature Features <u>Phase 1 – Understanding as a reader.</u> Hook: immersion in our text. Discuss word meanings and link these to previously known words.	Creature Features <u>Phase 3 – Composition</u> <u>Joining words and joining clauses using 'and'.</u> <u>Chn to create a fact file about animals from creature features by drawing and then adding their</u>

<p>Reading -Word reading -Comprehension</p>	<p>Chn to complete a tales toolkit plan of the story 'The Journey Home' completing the characters, settings, problem and solution.</p> <p>READING Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.</p> <p>Make inferences from the text through facilitated discussion with images from the book.</p>	<p>the ice and write a sentence(s) to explain what they can see and think is happening.</p> <p>READING Explain understanding of what they have read by recalling characters and events and how the story moves on.</p> <p>Make inferences from the text and images (polar bear, orang-utan, panda) and how they are feeling.</p>	<p>sentences from the story.</p> <p>Phase 3 – Composition Sequencing sentences to form short narratives. Chn to write their own story of what happens to the polar bear and his journey.</p> <p>READING Explain how what they are reading relates to their chosen topic Recommend books to peers. Comment on likes and dislikes of a story or text.</p> <p>Chn to record a book recommendation based on why we have read it and what they liked/disliked about the text, create their own front cover to go in the reading area.</p>	<p>spellings do not match speak. Chn to investigate spellings from pages of the book to see if they have been spelled correctly using their phase 3 phonic knowledge.</p> <p>Phase 2 – Understanding as writer. Beginning to punctuate sentences using a capital letter and full stop. Correct or incorrect punctuation toolkit using simple sentences from the story.</p> <p>READING Identity the names of characters, places, titles within a text and point to where these are.</p>	<p>Write simple sentences adding an adjective to a noun. Chn to draw their favourite member of the Ugly five and write a list of its features using simple adjectives with support.</p> <p>READING Begin to sequence sections of stories using images for support. Chn to sequence the story of the Ugly Five linked to immersion in the text.</p>	<p>Chn to explore images of the text around the room and choose their favourite animal image, giving a reason for why they have chosen that one.</p> <p>Phase 2 – Understanding as writer. Beginning to punctuate sentences using a capital letter and full stop.</p> <p>Chn to write a sentence about the animal they have chosen, describing what it looks like using an adjective.</p> <p>READING Discuss word meanings and link these to previously known words</p>	<p><u>own sentence(s) to describe what that animal is.</u></p> <p>READING Explain how what they are reading relates to their chosen topic Recommend books to peers. Comment on likes and dislikes of a story or text.</p> <p>Chn to record a book recommendation based on why we have read it and what they liked/disliked about the text, create their own front cover to go in the reading area.</p>
<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Social and emotional Listen for information. Ask and answer questions for specific information. Response to prompts and key features of our text 'The Journey Home'.</p>	<p>Social and emotional Take on the role of someone else. Hot seating as different characters within the story. How would they have felt and why?</p>	<p>Cognitive Talk about their experiences. Speak clearly to be heard and understood. Children to share in a small group, their opinions of the bird of prey visit.</p>	<p>Linguistic Use vocabulary from within experiences to describe thoughts and feelings. Chn to consider the animals from our text 'The Ugly Five' and how they feel during different parts of the story.</p>	<p>Linguistic Use vocabulary from within experiences to describe thoughts and feelings. Chn to consider the animals from our text 'The Ugly Five' and how they feel during different parts of the story.</p>	<p>Physical Make eye contact and take turns whilst engaging in conversation. Chn to look at the creature features and share what they notice about the different animals, describing what they can see.</p>	<p>Cognitive Talk about their experiences. <u>What have they enjoyed from the topic? If we were to learn about these animals again, what more would you like to know?</u></p>

<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 4.</p> <p>Links to 2d shape with the bond and number of sides/corners.</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 5.</p> <p>Links to 2d shape with the bond and number of sides/corners.</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 6.</p> <p>Links to 2d shape with the bond and number of sides/corners.</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 7.</p> <p>Links to measurement in cms, finding objects which measure more, less or equal to 7cm.</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 8.</p> <p>Links to 2d shape with the bond and number of sides/corners.</p>	<p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Bonds to 9.</p> <p>Links to measurement in cms, finding objects which measure more, less or equal to 9cm.</p>	<p>Place Value (within 10). <u>Addition and subtraction (within 10).</u></p> <p><u>Bonds to 10.</u></p> <p>Links to measurement in cms, finding objects which measure more, less or equal to 10cm.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Sorting animal models into mammals/not mammals based on the given criteria.</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Drawing and labelling the features which make a bird a bird. Can draw two contrasting birds i.e. penguin and falcon to discuss comparison.</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Hot and cold areas of the world (Geography) sorting birds and mammals previously learned into living in hot/cold areas of the world. Chn to discuss how they know.</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Reptiles, fish, amphibians all live in or around water. Chn to sort animals from these 3 criteria into the correct groups.</p>	<p>Animals including humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Sort animals based on what they eat and look for patterns in classification group and the food they eat. Make links back to predators from steering questions.</p>	<p>Animals including humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Chn to label the body parts of animals from each of the 5 classification groups. Add labels and vocabulary to images practically. Parent participation- animal poo investigation. Animal poo investigation to see which animals could have left which poo based on what they have eaten.</p>	<p><u>Animals including humans</u> <u>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</u> <u>TAPS assessment - Animal classification - Chn to use their knowledge of the classification criteria to sort common pets into the 5 groups. Do they notice patterns?</u></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>Know that I feel special and safe in my class. PSHE SOW Jigsaw Being Me in My World. What is our Learning Charter? What can it mean? Why do we need to respect the class charter?</p>	<p>Know that I feel special and safe in my class. PSHE SOW Jigsaw Being Me in My World. Where do you feel safe? When do you feel safe? What makes you feel special?</p>	<p>Understand the rights and responsibilities within my class. Know that I belong to my class. PSHE SOW Jigsaw Being Me in My World. How do we know we belong? How does it feel to belong? What rights do we have? What are our responsibilities?</p>	<p>Understand the rights and responsibilities of being a member of my class. Know how to make my class a safe place for everybody to learn. PSHE SOW Jigsaw Being Me in My World. What are our rights? What are our responsibilities? How can we help each other to learn?</p>	<p>Know my views are valued. Recognise how it feels to be proud of an achievement. PSHE SOW Jigsaw Being Me in My World. Where in your body do you feel proud? Can you show pride in your face?</p>	<p>Recognise the choices I make and understand the consequences. Recognise the range of feelings when I face certain consequences. PSHE SOW Jigsaw Being Me in My World. Can you imagine what happened before the picture was taken? How would you feel if you were one of the people in the picture</p>	<p><u>Understand my rights and responsibilities within the Learning Charter.</u> <u>Understand my choices in following the learning charter.</u> PSHE SOW Jigsaw. How do you feel about the learning charter? What rights do we have in this classroom? What responsibilities do we have?</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics</p>	<p>Indoor PE - Fundamentals To explore balance, stability and landing safely. Look ahead when you land. Show hoping and jumping movements with soft bent knees. Outdoor PE - Invasion To explore dribbling with hands and feet. Look at my partner before sending the ball.</p>	<p>Indoor PE - Fundamentals To explore how the body moves differently when running at different speeds. Keep a steady breath. Move your arms faster to help you to move forward quickly. Run on the balls of your feet. Outdoor PE - Invasion To explore tracking and moving to stay with a partner. Know that being able to move away from my partner helps my team to get the ball.</p>	<p>Indoor PE - Fundamentals To explore changing direction and dodging. Decide which direction you are going to move into. Move your feet to change direction. Push off in a new direction, staying on balance. Outdoor PE - Invasion To explore sending and receiving with hands and feet to a partner. Know that moving with a ball is called dribbling.</p>	<p>Indoor PE - Fundamentals To explore jumping, hopping, and skipping actions. Land on the balls of your feet to stay balanced. Move from one foot to another with soft bent knees. Swing your arms to help you move forwards. Outdoor PE - Invasion To recognise good space when playing games. Understand that being in a good space helps us to pass the ball.</p>	<p>Indoor PE - Fundamentals To explore co-ordination and combining jumps. Bend your knees to jump and land. Count in time to the beat 1,2,3,4. Keep your body upright. Outdoor PE - Invasion To explore changing direction to move away from a partner. Know that being able to move away from my partner, helps my team to get the ball.</p>	<p>Indoor PE - Fundamentals To explore combination jumping and skipping in an individual rope. Keep your body upright. Lift the rope over your head to your feet. Turn the rope from your wrists. Outdoor PE - Invasion To explore tracking and moving to stay with a partner. Know that tactics can help us when playing a game.</p>	<p>Indoor PE - Fundamentals Fundamentals key skills - Change direction when moving at speed. Recognise changes in body when exercising. Run at different speeds. <u>Select own actions in response to a task.</u> <u>Show hopping and jumping movements.</u> <u>Work co-operatively with others to complete tasks. Show balance and co-ordination when static and moving at a slow speed.</u></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>To identify a computer and its main parts. Know the main parts of a computer (screen, mouse,</p>	<p>To identify a computer and its main parts. Know the main parts of a computer (screen, mouse,</p>	<p>To use a mouse in different ways. Use a mouse to click and drag to move objects on a screen.</p>	<p>To use a keyboard to type on a computer. Know what a keyboard is for and use it to type words on screen.</p>	<p>To use a keyboard to type on a computer. Know what a keyboard is for and use it to type words on screen.</p>	<p>To use the keyboard to edit text. Use the delete key to edit text and the arrow keys to move the cursor.</p>	<p>To create rules for using technology responsibly. As a group identify rules to keep us safe</p>

	on/off button and keyboard.) Switch on and logon to a computer on the school network.	on/off button and keyboard.) Switch on and logon to a computer on the school network.	Use a mouse to open programs. Children use the computer to sort the animals into groups on the screen.	Children to use a keyboard to type the name of animals to match a picture.	Children use keyboard to write the names of animal groups to match pictures.	Children to practice using the delete key to correct incorrect spellings to match an image.	<u>and healthy when we are using technology.</u>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Use basic geographical vocabulary to refer to: key physical features and human features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Facilitated Enhancement Different global habitats to identify human and physical features. Where might we find mammals?	Use basic geographical vocabulary to refer to: key physical features and human features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Facilitated Enhancement Different global habitats to identify human and physical features. Where might birds make their homes?	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Chn to draw a hot and cold area of the world and write a sentence to explain what they are like. Chn to label the hot and cold places in the world on a map of the world/globe.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Chn to add animal models that live in hot and cold places to a large world map.	Play games with globes and maps. Child initiated exploration.	Draw a simple picture map or plan with labels. Create maps with the places we might find specific animal groups labelled.	<u>Follow and use locational and directional language) to describe the location of features and routes on a map.</u> <u>Creating maps with routes to follow to reach the animals found on it including using maps and globes to locate hot and cold areas of the world and identify the Equator and North/South Poles.</u>
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Consider extinct animals from this weeks group - mammals	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Consider extinct animals from this weeks group - birds	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Polar regions - polar explorers	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Consider extinct animals from this weeks group - reptiles	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Survival - consider the impact of destroying habitats on different animal groups	Identify changes that have happened in history that can impact on today. Use the terms cause and effect. Consider extinct animals from this weeks group - amphibians/fish	Identify changes that have happened in history that can impact on today. Use the terms cause and effect.
Religious Education, Beliefs and Values -Believing -Expressing -Living	BELIEVING Recognise features of religious life and practise and compare these and our own.	BELIEVING Recognise features of religious life and practise and compare these and our own.	BELIEVING . Recognise features of religious life and practise and compare these and our own.	BELIEVING . Recognise features of religious life and practise and compare these and our own	BELIEVING . Retell features of religious stories and suggest the meaning behind them.	<u>BELIEVING .</u> <u>Retell features of religious stories and suggest the meaning behind them.</u>	BELIEVING . Retell features of religious stories and suggest the meaning behind them.

	<p>Who is a Christian and what do they believe? Describe what they think about Christians believe, and think is important. What's in the bag, revealing different items and symbols related to Christianity? Children to label different items, describing their significance to Christians.</p>	<p>Who is a Christian and what do they believe? Consider questions such as what Christians might believe, and think is important. Introduce persona doll, as a Christian. Talk about some of the things she does. Children to generate questions that they might ask her to understand her religion more.</p>	<p>What do Christian's believe about God? Talk about some ways that Christians describe God and Jesus. Discuss different roles as a person, how do our roles differ? What do we do in one role that isn't acceptable in another?</p>	<p>What do Christian's believe about God? Talk about why God is important to Christian people. Ask the children to respond to the question 'Where is God' through art. Children to make suggestions about what they think Christians think God might do. Create a poem in response to what they think God might do from a Christian's point of view.</p>	<p>What does the Bible teach us about God? Retell a story that shows what Christians might think about God. Children to listen to the story of Jonah and the Whale. Children to act out a different part of the story, where they think it might teach Christians about God. Share their ideas with the rest of the class.</p>	<p><u>What does the Bible teach us about God?</u> <u>Talk about why God and Jesus are important to Christians.</u> <u>Children to listen to the story of the Lost Son. Using small world characters and other props, children are to create a freeze frame from the story, explaining what is happening and why it is important to Christians.</u></p>	<p>Why is Jesus important to Christians? Retell stories told by Jesus and about Jesus in words, drama and pictures. Circle time sorting. Children to rate superheroes based on their own criteria. Look at the story of the Lost Sheep. What does the story mean to them? What might it have meant to Jesus and why might he have told it?</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding.</p>	<p>Use everyday greetings in context.</p>	<p>Know and join in with familiar French songs.</p>	<p>Listen to the French spoken language.</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Listen to the French spoken language.</p>
<p>Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise</p>	<p>Give an opinion about the work of a well-known artist. Henri Rousseau - Children to give an opinion of what they like and dislike about the art work.</p>	<p>Ask a question about a piece of art. Henri Rousseau - Tiger in a Tropical Storm. Children to look at and generate a question.</p>	<p>Know the names of the primary and secondary colours. Children to focus on colour mixing for the leaves and tiger in the painting using primary colours to explore.</p>	<p>To make marks in print using different objects, and basic tools. Children to focus on recreating create their own animal block printing tool designs.</p>	<p>To make marks in print using different objects, and basic tools. Children to practise using their animal block printing tool.</p>	<p><u>To know how to create a repeating pattern using print.</u> <u>Children to create their own version of Tiger in a Tropical Storm for their own animal using block printing.</u></p>	<p>To know how to create a repeating pattern using print. Children to evaluate each other's/their own art work using a version of TAG.</p>
<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>			<p>Mechanical systems Technical Knowledge and Understanding -Explore and use sliders and levers. -Understand that different mechanisms produce different types of movement.</p>	<p>Mechanical systems Designing -Generate ideas based on simple design criteria and their own experiences, explaining what they could make. -Develop, model and</p>	<p>Mechanical systems Making -Plan by suggesting what to do next. -Select and use tools, explaining their choices, to cut, shape and join paper and card. -Use simple finishing</p>	<p>Mechanical systems Making -Plan by suggesting what to do next. -Select and use tools, explaining their choices, to cut, shape and join paper and card. -Use simple finishing</p>	<p>Mechanical systems Evaluating -Explore a range of <u>existing books and everyday products that use simple sliders and levers.</u> -Evaluate their product by discussing how well it works in</p>

			<p>-Know and use technical vocabulary relevant to the project. Looking at a range of sliding level books.</p>	<p>communicate their ideas through drawings and mock-ups with card and paper. Designing which animal in their book will move and how/why.</p>	<p>techniques suitable for the product they are creating. Making sliding lever books.</p>	<p>techniques suitable for the product they are creating. Making sliding lever books.</p>	<p><u>relation to the purpose and the user and whether it meets design criteria.</u> <u>Evaluating and testing sliding lever books.</u></p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Demonstrate a range of musical knowledge and understanding. Walk, move and clap a steady beat with others. To understand what the song is about, and what the words mean.</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Sing together as a group. Play and perform an instrument part by ear. Create a simple melody using 2, 3, 4 or 5 notes. 1-2-3-4-5</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Talk about the song together, and explore feelings, thoughts and emotions towards the song. Sing and recognise high and low sounds. Heads, Shoulders, Knees and Toes.</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Sing songs in both low and high voices and talk about the difference in sounds. Play and perform an instrumental part from notation.</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Sing songs in both low and high voices and talk about the differences in sounds.</p>	<p>Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice. Follow instructions about when to play and sing. Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music. Charanga Model Music Curriculum B Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Sing songs in both low and high voices and talk about the differences in sounds.</p>	<p><u>Listen and appraise -</u> <u>Recognise that different instruments are played in a piece of music and express feelings towards it.</u> <u>Know and be able to say whether they like or dislike a piece of music</u> <u>Singing -</u> <u>Sing with a good sense of pulse as part of a group.</u> <u>Make different sounds with the voice.</u> <u>Follow instructions about when to play and sing.</u> <u>Instruments -</u> <u>Use untuned percussion instruments to follow a simple pulse of a piece of music.</u> <u>Charanga Model Music Curriculum B</u> <u>Play and perform an instrumental part from notation.</u> <u>Play and perform an instrument part by ear.</u> <u>Instrument assessment point - composing and</u></p>

	Find The Beat			Create a simple melody using 2, 3, 4 and 5 notes. Shapes	We Talk to the Animals	Singing Assessment point - singing along with songs learned this half term	<u>performing own instrumental piece to songs from this half term.</u>
Enhancements Visits and Visitors				26th September Wise Owl falconry bird of prey visit			
Parental Engagement						12 th October - Parents invited to an animal poo investigation. 'Who ate this?'	

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.