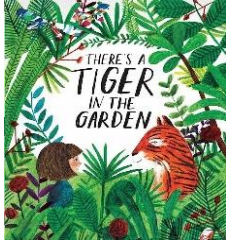


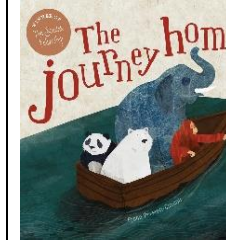
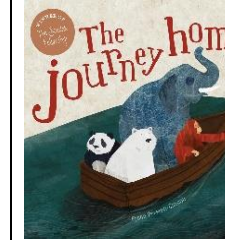

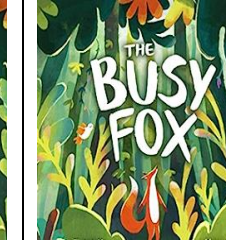




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2023**  
**Phase Key Stage 1 Year Group 1**



|   | Week 1<br>Wk Beg 04.09  | Week 2<br>Wk Beg 11.09  | Week 3<br>Wk Beg 18.09  | Week 4<br>Wk Beg 25.09   | Week 5<br>Wk Beg 02.10  | Week 6<br>Wk Beg 09.10  | Week 7<br>Wk Beg 16.10   |
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| <b>Big Question</b>   | What can wriggle, slither, pounce and bounce?   |   |   |  |   |   |  |
| <b>Key Concepts</b>   | Animals Survival Adaptations and Individuality Basic needs  |   |   |  |   |   |  |
| <b>Book Studies</b>   | <b>There's a Tiger in the Garden</b><br>   | <b>There's a Tiger in the Garden</b><br>   | <b>There's a tiger in the garden</b><br>  | <b>The Journey Home</b><br>   | <b>The Journey Home</b><br>  | <b>The Busy Fox</b><br>  | <b>The Busy Fox</b><br>   |
| <b>Children steering learning....</b>   | How can baby giraffes reach the leaves on the trees?<br>Where do different animals come from?   | Can all birds fly?<br>What is in an egg?<br>Why do some animals lay eggs?   | How do some animals breathe underwater?<br>What do sea creatures eat?   | Why are cheetahs so fast?<br>Why do monkey climb and how do they get up high?<br>Why do lizards change colour?   | What is a predator?<br>Which animals go hunting?<br>What do bears eat?  | How do creatures breathe under the water?   | Can all animals be a pet?  |
| <b>English Writing</b><br>-Transcription<br>-Composition<br>-Vocabulary, Grammar and Punctuation<br><br><b>Reading</b><br>-Word reading<br>-Comprehension | <b>There's a Tiger in the Garden</b><br><b>Phase 1 – Understanding as a reader.</b><br>Draw simple inferences from the text and/or the illustrations – What do you think? Why do you think?<br><br>Explain understanding of what they have read by recalling characters and | <b>There's a Tiger in the Garden</b><br><b>Phase 2 – Understanding as writer.</b><br>Compose a sentence orally before writing it.<br><br>Combine words to make a sentence that makes sense.<br>Choose illustrations from the text to support generating a sentence orally.<br>Record aloud on iPads | <b>There's a Tiger in the Garden</b><br><b>Phase 2 – Understanding as writer.</b><br>Beginning to demarcate some sentences with capital letters.<br>Matching lower and upper case letters correctly.<br><br><b>Phase 3 – Composition</b><br><b>Sequencing sentences</b> | <b>The Journey Home</b><br><b>Phase 1 – Understanding as a reader.</b><br>Begin to make predictions about the events in a text including predicting from the front cover and the title of the book/chapter.<br>What can you tell us about what might happen in the book?<br>Who are the characters? Where is | <b>The Journey Home</b><br><b>Phase 2 – Understanding as writer.</b><br><b>Phase 3 – Composition</b><br>Beginning to punctuate sentences using a capital letter and full stop.<br>Exploring the thoughts and feelings of a character based on what he is doing and knowledge of what then happens next. | <b>The Busy Fox</b><br><b>Phase 1 – Understanding as a reader.</b><br>Retell key stories orally using narrative language.<br><br>Begin to sequence sections of stories using images for support.<br>Tales toolkit plan to show characters, settings, problem and solution, using sequencing | <b>The Busy Fox</b><br><b>Phase 3 – Composition</b><br><b>Assesment Piece 1</b><br>Compose a sentence orally before writing it.<br>Combine words to make a sentence that makes sense.<br>Building up a fact file of animals we have learned about through literacy texts and science knowledge to create |

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|  | <p><b>events and how the story moves on.</b></p> <p><b>Beginning to demarcate some sentences with capital letters and full stops.</b></p> <p>Hook – Tiger in our playground video – writing assessment – what did we see? Respond to what happened in our playground using verbal explanation and corresponding written explanation.</p> <p>Facilitated discussion about the book – what we enjoyed, how it ended, who the characters were and what they did.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 33: Read and spell words with ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi ear, air, ure, er</b></p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> | <p>to record sentence whilst listening to the order.</p> <p><b>Compose a sentence orally before writing it.</b></p> <p><b>Separate words using finger spaces.</b></p> <p>Choose illustrations from the text to support generating a sentence orally.</p> <p>Words given on cards to separate when recording.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 34: Read and spell words with -ay May I play?</b></p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> | <p><b>to form short narratives.</b></p> <p><b>Beginning to demarcate some sentences with capital letters and full stops.</b></p> <p>Write their own sentences(s) <i>What should we do if there's a tiger in our playground?</i> Create a class set of things to do so that the rest of school are ready if it happens again, posters around school.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 35: Read and spell words with -ou Shout it out</b></p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> | <p>the story taking place?</p> <p><u><b>Phase 2 – Understanding as writer.</b></u></p> <p><b>Beginning to punctuate sentences using a capital letter and full stop.</b></p> <p>Correct or incorrect punctuation toolkit using simple sentences from the story.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 51: Read and spell words with -ie Tie your tie.</b></p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> | <p>Refer back to predictions made in previous learning and how this might affect response.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 51: Read and spell words with -ea Time for tea.</b></p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> | <p>effectively when retelling.</p> <p><u><b>Phase 2 – Understanding as writer.</b></u></p> <p><b>Beginning to punctuate sentences using a capital letter and full stop.</b></p> <p>Outdoor learning – signs of foxes in our forest area – list of things to look out for – where they might find food, shelter etc to create a class checklist for spotting a fox.</p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 51: Read and spell words with -oy Boy with a toy.</b></p> <p>Discuss the significance of the title and events.</p> | <p><b>a fact file with labelled image of an animal and sentence(s) about it.</b></p> <p><u><b>Reading</b></u></p> <p><b>FFT Step 51: Read and spell words with –consolidation – ay, ou, ie, ea, oy</b></p> <p>Discuss the significance of the title and events.</p> |
| <p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>-<u>Number and Place Value</u></b></p> <p><b>-<u>Addition and Subtraction</u></b></p> | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>  | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>   | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>   | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>   | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>   | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>  | <p>Place Value (within 10). Addition and subtraction (within 10).</p> <p>Subtract 1 from any number to 10.</p>  |

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| <p>Count the number names in order.<br/>Count groups of objects.<br/>Count backwards from 10.<br/>Count backwards from any starting number up to 10.</p> | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 4, using addition and subtraction.<br/><br/>Context: 2D shape and coins to 10p</p>                   | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 5, using addition and subtraction.<br/><br/>Context: 2D shape and coins to 10p</p>   | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 6, using addition and subtraction.<br/><br/>Context: Measures - up to 6cm</p>  | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 7, using addition and subtraction.<br/><br/>Context: Measures - up to 6cm</p>                                   | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 8, using addition and subtraction.<br/><br/>Context: weight - numicon balancing</p> | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/>Bonds within 9, using addition and subtraction.<br/><br/>Context: weight - numicon balancing</p>  | <p>Add two numbers by counting two groups of objects.<br/><br/>Add two single digits by counting on from the first number.<br/><br/>Add two single digits by counting on from the largest number, whatever order it appears in the sum.<br/><br/><u>Bonds to 10.</u><br/><br/>Context: Measures - up to 10cm</p>  |
| <p><b>Science</b><br/>-Working Scientifically to observe, connect, respond<br/>-Biology<br/>-Chemistry<br/>-Physics</p>                                  | <p>Animals including humans<br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br/><br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br/>Mammals<br/>What makes an animal a mammal? Do all mammals look the same?</p> | <p>Animals including humans<br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br/><br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br/>Birds<br/>What are the features which make a bird recognisable? How are birds different to humans? What do all birds have?</p> | <p>Animals including humans<br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br/><br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br/>Fish<br/>How do fish swim and live underwater? How are fish suited to living in their environment? What makes them recognisable against other animals?</p> | <p>Animals including humans<br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br/><br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br/>Reptiles and amphibians<br/>What is the difference between reptiles and amphibians?</p> | <p>Animals including humans<br/>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br/><br/>Identify and classify using a given criteria.<br/>How can animals be classified by what they eat? What is a carnivore, herbivore and omnivore?</p>  | <p>Animals including humans<br/>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br/><br/>Ask simple questions using their prior knowledge.<br/><br/>Observe closely, talking about what is noticed.<br/><br/>Perform simple tests and talk about how to make it fair.<br/>Parent participation event - animal poo investigation to see which animals could have left which poo based on what they have eaten.</p> | <p>Animals including humans<br/><u>Assessment Indicators</u><br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br/><i>TAPS assessment - Animal classification Knowledge of the classification criteria to sort animals of their choice into the 5 groups. Do you notice patterns?</i></p> |

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| <b>Personal, Social, Health and Economic Education</b><br>-Relationships<br>-Health and Well-Being<br>-Living in the Wider world<br><br><b>Relationships and Sex Education (RSE) and Health Education</b> | Know that I feel special and safe in my class.<br>PSHE Jigsaw SOW Being Me in My World.<br>What is our Learning Charter?<br>What can it mean?<br>Why do we need to respect the class charter? Where do you feel safe?<br>When do you feel safe?<br>What makes you feel special?                           | Know that I feel special and safe in my class.<br>PSHE Jigsaw SOW Being Me in My World.<br>What is our Learning Charter?<br>What can it mean?<br>Why do we need to respect the class charter? Where do you feel safe?<br>When do you feel safe?<br>What makes you feel special?   | Understand the rights and responsibilities within my class.<br>Know that I belong to my class.<br>PSHE Jigsaw SOW Being Me in My World.<br>How do we know we belong?<br>How does it feel to belong?<br>What rights do we have?<br>What are our responsibilities? (democracy)   | Understand the rights and responsibilities of being a member of my class.<br>Know how to make my class a safe place for everybody to learn.<br>PSHE Jigsaw SOW Being Me in My World.<br>What are our rights?<br>What are our responsibilities?<br>How can we help each other to learn?   | Know my views are valued.<br>Recognise how it feels to be proud of an achievement.<br>PSHE Jigsaw SOW Being Me in My World.<br>Where in your body do you feel proud?<br>Can you show pride in your face? (individual liberty)   | Recognise the choices I make and understand the consequences.<br>Recognise the range of feelings when I face certain consequences.<br>PSHE Jigsaw SOW Being Me in My World.<br>Can you imagine what happened before the picture was taken?<br>How would you feel if you were one of the people in the picture? (mutual respect)  | <b>Assessment Indicators</b><br>Understand my rights and responsibilities within the Learning Charter.<br>Understand my choices in following the learning charter.<br>PSHE Jigsaw SOW How do you feel about the learning charter?<br>What rights do we have in this classroom?<br>What responsibilities do we have?   |
| <b>Physical Education</b><br>-Gymnastics<br>-Dance<br>-Games<br>-Athletics  | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore balance, stability and landing safely.<br>Look ahead when you land. Show hoping and jumping movements with soft bent knees.<br><br>Outdoor PE - Invasion<br>To explore dribbling with hands and feet.<br>Look at my partner before sending the ball. | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore how the body moves differently when running at different speeds.<br>Keep a steady breath.<br>Move your arms faster to help you to move forward quickly.<br>Run on the balls of your feet.<br><br>Outdoor PE - Invasion<br>To explore tracking and moving to stay with a partner.<br>Know that being able to move away from my partner helps my team to get the ball.<br>(Individual liberty) | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore changing direction and dodging.<br>Decide which direction you are going to move into.<br>Move your feet to change direction. Push off in a new direction, staying on balance.<br><br>Outdoor PE - Invasion<br>To explore sending and receiving with hands and feet to a partner.<br>Know that moving with a ball is called dribbling. | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore jumping, hopping, and skipping actions.<br>Land on the balls of your feet to stay balanced. Move from one foot to another with soft bent knees.<br>Swing your arms to help you move forwards.<br><br>Outdoor PE - Invasion<br>To recognise good space when playing games.<br>Understand that being in a good space helps us to pass the ball.<br>(Mutual respect) | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore co-ordination and combining jumps.<br>Bend your knees to jump and land. Count in time to the beat 1,2,3,4. Keep your body upright.<br><br>Outdoor PE - Invasion<br>To explore changing direction to move away from a partner.<br>Know that being able to move away from my partner, helps my team to get the ball. | GETSET4PE SOW Indoor PE - Fundamentals<br>To explore combination jumping and skipping in an individual rope.<br>Keep your body upright. Lift the rope over your head to your feet. Turn the rope from your wrists.<br><br>Outdoor PE - Invasion<br>To explore tracking and moving to stay with a partner.<br>Know that tactics can help us when playing a game.<br>(Rule of law) | GETSET4PE SOW Indoor PE - Fundamentals<br><b>Assessment Indicators</b><br>Fundamentals key skills - Change direction when moving at speed.<br>Recognise changes in body when exercising. Run at different speeds.<br>Select own actions in response to a task.<br>Show hopping and jumping movements.<br>Work co-operatively with others to complete tasks.<br>Show balance and co-ordination when static and moving at a slow speed. |

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| <b>Computing</b><br><b>-Code</b><br><b>-Connect</b><br><b>-Communicate</b><br><b>-Collect</b>                                  | <b>To identify a computer and its main parts.</b><br>Know the main parts of a computer (screen, mouse, on/off button and keyboard.)<br><br>Switch on and logon to a computer on the school network.   | <b>To identify a computer and its main parts.</b><br>Know the main parts of a computer (screen, mouse, on/off button and keyboard.)<br><br>Switch on and logon to a computer on the school network.  | <b>To use a mouse in different ways.</b><br>Use a mouse to click and drag to move objects on a screen.<br><br>Use a mouse to open programs. Drag and drop items accurately.   | <b>To use a mouse in different ways.</b><br>Use a mouse to click and open different folders to find items.<br><br>Click and find folders to save work in my portfolio.   | <b>To use a keyboard to type on a computer.</b><br>Know what a keyboard is for and use it to type words on screen.<br><br>Use a keyboard to type a caption to match a related picture.  | <b>To use the keyboard to edit text.</b><br>Use the delete key to edit text and the arrow keys to move the cursor.<br><br>To practice using the delete key to correct incorrect spellings to match an image. | <b>Assessment Indicators</b><br><i>To create rules for using technology responsibly.</i><br><i>As a group identify rules to keep us safe and healthy when we are using technology.</i>    |
| <b>Geography</b><br><b>-Locational and Place Knowledge</b><br><b>-Field Work</b><br><b>-Using Globes, Maps and Plans</b>       | What is Meadowbank like?<br><br>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.<br>Study the local area (Meadowbank).<br>Which features can we find in our school grounds? What is their purpose? What are they found near to? How can we describe where they are? | What is Meadowbank like?<br><br>Use basic geographical vocabulary to refer to: key physical features and human features.<br>What is a human or a physical feature? Which is the odd one out and why? How can we explain the purpose of these features in our environments? | What is Meadowbank like?<br><br>Locate simple physical and human features on a simple map of the local area.<br><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>Identify Human and Physical features on a map and aerial photo of our school grounds. How can we recognise what features are? How can we look for clearly identifiable landmarks? | What is Meadowbank like?<br><br>Locate simple physical and human features on a simple map of the local area.<br><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>Identify, plot and record human and physical features on a map of our school grounds- creating their own simple map of the grounds and its features. | What is Meadowbank like?<br><br><b>Assessment Indicators:</b><br><i>Follow and use locational and directional language) to describe the location of features and routes on a map.</i><br><i>Following routes on a map to find all of the human and physical features in our school grounds.</i> |  |   |
| <b>History</b><br><b>-Chronology</b><br><b>-Concepts</b><br><b>-Interpretation</b><br><b>-Enquiry</b><br><b>-Communication</b> |   |  |   |  | <b>Source Enquiry</b><br><br>Black history month<br><br>Ask and answer questions, locate relevant information and communicate the answers as sentences.   | <b>Source Enquiry</b><br><br>Black history month<br><br>Ask and answer questions, locate relevant information and communicate the answers as sentences.  | <b>Source Enquiry</b><br><br>Black history month<br><br>Analyse a variety of artefacts/objects to infer about an individual or event.<br><br>Begin to make reasoned interpretations about |

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|  |   |  |  |   | Analyse a variety of artefacts/objects to infer about an individual or event.   | Analyse a variety of artefacts/objects to infer about an individual or event.  | why certain objects belong to certain people or events.   |
| <b>Religious Education, Beliefs and Values</b><br>-Believing<br>-Expressing<br>-Living             | BELIEVING<br>Recognise features of religious life and practise and compare these and our own.<br>Who is a Christian and what do they believe?<br><br>Describe what they think about Christians believe, and think is important.<br><br>What's in the bag, revealing different items and symbols related to Christianity?<br><br>Label different items, describing their significance to Christians. | BELIEVING<br>Recognise features of religious life and practise and compare these and our own.<br>Who is a Christian and what do they believe?<br><br>Consider questions such as what Christians might believe, and think is important.<br><br>Introduce persona doll, as a Christian. Talk about some of the things she does.<br><br>Generate questions that they might ask her to understand her religion more. | BELIEVING<br>Recognise features of religious life and practise and compare these and our own.<br>What do Christian's believe about God?<br><br>Talk about some ways that Christians describe God and Jesus.<br><br>Discuss different roles as a person, how do our roles differ?<br><br>What do we do in one role that isn't acceptable in another? (individual liberty) | BELIEVING<br>Recognise features of religious life and practise and compare these and our own.<br>What do Christian's believe about God?<br><br>Talk about why God is important to Christian people.<br><br>Ask the children to respond to the question 'Where is God' through art.<br><br>Make suggestions about what they think Christians think God might do.<br><br>Create a poem in response to what they think God might do from a Christian's point of view. (Mutual respect and tolerance) | BELIEVING<br>Retell features of religious stories and suggest the meaning behind them.<br>What does the Bible teach us about God?<br><br>Retell a story that shows what Christians might think about God.<br><br>Listen to the story of Jonah and the Whale.<br><br>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. (Mutual respect and tolerance) | BELIEVING<br><u>Assessment Indicator:</u><br>Retell features of religious stories and suggest the meaning behind them.<br>What does the Bible teach us about God? Talk about why God and Jesus are important to Christians.<br>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. (Mutual respect and tolerance) | BELIEVING<br>Retell features of religious stories and suggest the meaning behind them.<br>Why is Jesus important to Christians?<br><br>Retell stories told by Jesus and about Jesus in words, drama and pictures.<br><br>Circle time sorting. Rate superheroes based on their own criteria.<br><br>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? (Mutual respect and tolerance) |
| <b>Modern Foreign Languages-French</b><br>-Listening<br>-Speaking<br>-Intercultural Understanding. | Use everyday greetings in context.  | Know and join in with familiar French songs.   | Listen to the French spoken language.  | Begin to join in and respond to spoken language through songs and rhymes.   | Begin to join in and respond to spoken language through songs and rhymes.   | Begin to join in and respond to spoken language through songs and rhymes.  | Listen to the French spoken language.   |
| <b>Art and Design</b><br>-Sculpting and Creating<br>-Art Elements<br>-Evaluate and Appraise        | To make marks in print using different objects, and basic tools.<br>Exploring the works of Henri Rousseau   | To make marks in print using different objects, and basic tools.<br>Exploring the works of Henri Rousseau  | To make marks in print using different objects, and basic tools.<br>Exploring the works of Henri Rousseau  |   |   |  |   |

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|  | using paint and printing techniques.  | using paint and printing techniques.  | using paint and printing techniques.  |   |   |   |  |
| <b>Design and Technology</b><br>-Design<br>-Make<br>-Evaluate<br>-Food Technology                  |   |   | <u>Designing</u><br>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.<br><u>Evaluating</u><br>Explore a range of existing books and everyday products that use simple sliders and levers.<br><br><u>Technical Knowledge and Understanding</u><br>Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project.<br>Design, make and evaluate a moving information page for younger children to learn about animals.<br>Research existing slider/level books and discuss the features of them. | <u>Designing</u><br>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.<br><br><u>Technical Knowledge and Understanding</u><br>Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project.<br>Plan designs following the design criteria and the intended outcomes. | <u>Making</u><br>Plan by suggesting what to do next.<br>Select and use tools, explaining their choices, to cut, shape and join paper and card.<br>Use simple finishing techniques suitable for the product they are creating.<br><br><u>Technical Knowledge and Understanding</u><br>Explore and use sliders and levers.<br>Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project.<br>Making product using the correct materials chosen, reference to design plans and the design criteria throughout. | <u>Making</u><br>Plan by suggesting what to do next.<br>Select and use tools, explaining their choices, to cut, shape and join paper and card.<br>Use simple finishing techniques suitable for the product they are creating.<br><br><u>Technical Knowledge and Understanding</u><br>Explore and use sliders and levers.<br>Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project.<br>Making product using the correct materials chosen, reference to design plans and the design criteria throughout. | <u>Assessment Indicators:</u><br><br><u>Evaluating</u><br>Explore a range of existing books and everyday products that use simple sliders and levers.<br>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.<br><br><u>Technical Knowledge and Understanding</u><br>Explore and use sliders and levers.<br>Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project.<br><br><i>Evaluate their developing ideas and final products against the original design criteria.</i> |
| <b>Music</b><br>-Listen and Appraise<br>-Singing<br>-Instruments<br>-Improvisation<br>-Composition | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they   | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they   | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they   | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they   | Listen and appraise -<br>Recognise that different instruments are played in a piece of music and express feelings towards it.<br><br>Know and be able to say whether they  |

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|   | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Demonstrate a range of musical knowledge and understanding.<br/>Walk, move and clap a steady beat with others.<br/>To understand what the song is about, and what the words mean.<br/><b>Find The Beat</b></p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Sing together as a group.<br/>Play and perform an instrument part by ear.<br/>Create a simple melody using 2, 3, 4 or 5 notes.<br/><b>1-2-3-4-5</b><br/>(Mutual respect and tolerance)</p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Talk about the song together, and explore feelings, thoughts and emotions towards the song.<br/>Sing and recognise high and low sounds.<br/><b>Heads, Shoulders, Knees and Toes.</b><br/>(Mutual respect and tolerance)</p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Sing songs in both low and high voices and talk about the difference in sounds.<br/>Play and perform an instrumental part from notation.<br/>Create a simple melody using 2, 3, 4 and 5 notes.<br/><b>Shapes</b></p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.<br/>Sing songs in both low and high voices and talk about the differences in sounds.<br/><b>We Talk to the Animals</b></p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.<br/>Sing songs in both low and high voices and talk about the differences in sounds.<br/><b>Singing Assessment point - singing along with songs learned this half term</b></p> | <p>like or dislike a piece of music<br/>Singing -<br/>Sing with a good sense of pulse as part of a group.<br/>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.<br/>Instruments -<br/>Use untuned percussion instruments to follow a simple pulse of a piece of music.<br/>Charanga Model Music Curriculum B<br/>Play and perform an instrumental part from notation.<br/>Play and perform an instrument part by ear.<br/><b>Assessment Indicators:</b><br/><b>Instrument assessment point - composing and performing own instrumental piece to songs from this half term.</b></p> |
| <b>Enhancements Visits and Visitors</b> |   |   | Wise Owl falconry bird of prey visit 20.09.23  |   |  |  |  |
| <b>Parental Engagement</b>              |   |   |  |   |  | Animal poo investigation.<br>'Who ate this?'<br>11.10.23 9:05-9:40 am  |  |

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| <b>Whole School and National Events</b> |  |  |  | European Day of Languages 26.09.23<br>Individual and sibling photographs 27.09.23 | Black History Month. | Black History Month.<br>World Mental Health Day 10.10.23 | Black History Month.<br>Harvest Celebration 18.10.23 |
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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.