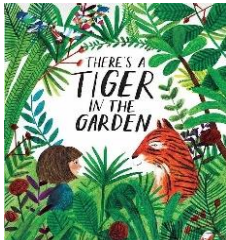



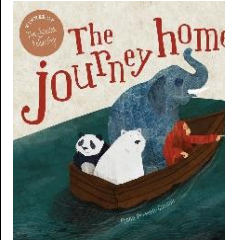
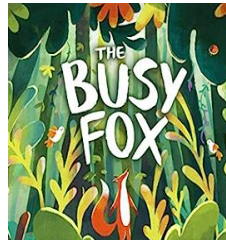





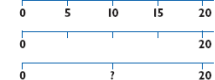





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2024
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 02.09	Week 2 Wk Beg 09.09	Week 3 Wk Beg 16.09	Week 4 Wk Beg 23.09	Week 5 Wk Beg 30.09	Week 6 Wk Beg 07.10	Week 7 Wk Beg 14.10
Big Question	What can wriggle, slither, pounce and bounce?						
Connected Concepts	Significance and Structures						
Book Studies	There's a Tiger in the Garden by Lizzy Stewart 	There's a Tiger in the Garden by Lizzy Stewart 	There's a Tiger in the Garden by Lizzy Stewart 	The Journey Home by Frann Preston-Gannon 	The Journey Home by Frann Preston-Gannon 	The Busy Fox by Isaac Madge 	The Busy Fox by Isaac Madge 
Children steering learning....	How can baby giraffes reach the leaves on the trees? Where do different animals come from? Can all birds fly? What is in an egg? Why do some animals lay eggs? How do some animals breathe underwater? What do sea creatures eat? Why are cheetahs so fast? Why do monkey climb and how do they get up high? Why do lizards change colour? What is a predator? Which animals go hunting? What do bears eat? How do creatures breathe under the water? Can all animals be a pet?						
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	There's a Tiger in the Garden Text Focus - Narrative <u>Phase 1 - Understanding as a reader</u> Draw simple inferences from the text and/or the illustrations - What do you think? Why do you think? Explain understanding of what they have read by recalling characters and events and how the story moves on. Facilitated discussion about the book - what	There's a Tiger in the Garden Text Focus - Narrative <u>Phase 2 - Understanding as writer</u> Compose a sentence orally before writing it. Combine words to make a sentence that makes sense. Choose illustrations from the text to support generating a sentence orally. Given key words to build a sentence around each. Build it up sentences:	There's a Tiger in the Garden Text Focus - Narrative <u>Phase 2 - Understanding as writer</u> Beginning to demarcate some sentences with capital letters. Matching lower and upper case letters correctly. <u>Phase 3 - Composition</u> Sequencing sentences to form short narratives.	The Journey Home Text Focus - Narrative <u>Phase 1 - Understanding as a reader</u> Begin to make predictions about the events in a text including predicting from the front cover and the title of the book/chapter. What can you tell us about what might happen in the book? Who are the characters? Where is the story taking place?	The Journey Home Text Focus - Narrative <u>Phase 2 - Understanding as writer</u> Beginning to punctuate sentences using a capital letter and full stop. Choose illustrations from the text to support generating a sentence about what they see. Build up from key words, phrases to sentences. <u>Phase 3 - Composition</u>	The Busy Fox Text Focus - Explanation <u>Phase 1 - Understanding as a reader</u> Discuss word meanings and link these to previously known words. Create a fox fact file with labels and key vocabulary to show understanding of the meaning of new vocab. <u>Phase 2 - Understanding as writer.</u> Beginning to punctuate sentences	The Busy Fox Text Focus - Explanation <u>Phase 3 - Composition</u> <u>Assessment Piece 1</u> Compose a sentence orally before writing it. Combine words to make a sentence that makes sense. Building up a fact file of animals we have learned about through literacy texts and science knowledge to create a fact file with labelled image of an

	<p>we enjoyed, how it ended, who the characters were and what they did.</p> <p>Beginning to demarcate some sentences with capital letters and full stops. Hook - Tiger in our playground video - initial baseline writing assessment - what did we see? Respond to what happened in our playground using verbal explanation and corresponding written explanation. Posters to put up, warning others.</p> <p>Reading FFT Step 33: Read and spell words with ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi ear, air, ure, er Consolidation week initial baseline assessment of recall and application.</p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>I can see a I can see I can I</p> <p>Compose a sentence orally before writing it. Separate words using finger spaces.</p> <p>Reading FFT Step 34: Read and spell words with -ay May I play? Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Beginning to demarcate some sentences with capital letters and full stops. 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>Reading FFT Step 35: Read and spell words with -ou Shout it out Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</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 FFT Step 51: Read and spell words with -ie Tie your tie. Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Beginning to punctuate sentences using a capital letter and full stop. Exploring the thoughts and feelings of a character based on what they are doing and knowledge of what then happens next. Refer back to predictions made in previous learning and how this might affect response.</p> <p>Reading FFT Step 51: Read and spell words with - ea Time for tea. Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>using a capital letter and full stop. 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>Reading FFT Step 51: Read and spell words with -oy Boy with a toy. Discuss the significance of the title and events.</p>	<p><i>animal and sentence(s) about it.</i></p> <p>Reading FFT Step 51: Read and spell words with -consolidation - ay, ou, ie, ea, oy Discuss the significance of the title and events.</p>
<p>Tier II vocabulary</p>	<p>Extraordinarily Bored Swallowed Magnificent Grumpy Ridiculous</p>			<p>Journey Melting Rumbled Disappearing Tusks Swell</p>		<p>Tough Poured Screaching Mumbled Barging Weary</p>	

<p>Mathematics Number - <u>Number and Place Value</u> - <u>Addition and Subtraction</u></p>	<p>Place Value (within 20). Count on from any starting number to 10. https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20 Concrete: pick a number and count on to 10, using a bead string.  Recognise the largest number in a pair. Concrete: (within 10) choose a number, represent in numicon and then decide on the largest number within the pair. Facilitated game. Context (fluency): strips of card (measuring paw prints) - comparing the length to find the longest length from a pair. Measuring in multilink.</p>	<p>Place Value (within 20). Count backwards from any starting number up to 10. Count backwards from any starting number up to 10. https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20 Fluency: Complete missing number ladders counting on and back within 10.  Toolkit: correct or not correct number lines - finding the correct or incorrect order when counting forward and backward within 20.  Context (fluency):</p>	<p>Place Value (within 20). Given a number, identify one more and one less. https://www.topmarks.co.uk/maths-games/robot-more-or-less Concrete: one more one less ten frames with beads and digit cards. Toolkit: Match me up. Context: fluency: one more one less with numicon digit cards and 1p coins.</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds within 5, using addition and subtraction. Concrete: part whole Toolkit: match me up Context (fluency): money up to 5p.</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds within 6, using addition and subtraction. Concrete: ten frames Toolkit: pick a pair Context (fluency): 2D shapes, sides up to 6</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds within 5,6,7, using addition and subtraction. Concrete: numicon Toolkit: which symbol Context (fluency): measures - 7cm</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds with 8. Concrete: bar model Fluency: missing numbers using ten frames.  $8 + ? = 10$  $7 + ? = 10$  $7 + 3 = 10$ Toolkit: correct or not correct (context, money to 8p)</p>
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Retrieval work through Maths Rehearsal Sequence.	Retrieval of number bonds to 5.				Retrieval of number bonds to 6.		
<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.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Mammals What makes an animal a mammal? Do all mammals look the same? Classifying mammals by their identifying features.</p>	<p>Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Birds What are the features which make a bird recognisable? How are birds different to humans? What do all birds have? Classifying birds by their identifying features.</p>	<p>Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Fish How do fish swim and live underwater? How are fish suited to living in their environment? What makes them recognisable against other animals? Classifying fish by their identifying features.</p>	<p>Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Reptiles and amphibians What is the difference between reptiles and amphibians? Classifying reptiles and amphibians by their identifying features.</p>	<p>Animals including humans. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify and classify using a given criteria. How can animals be classified by what they eat? What is a carnivore, herbivore and omnivore? Classifying and grouping animals by what they eat - noticing features of herbivores, carnivores and omnivores (claws, teeth and habitat).</p> <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Animals including humans. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Ask simple questions using their prior knowledge.</p> <p>Observe closely, talking about what is noticed.</p> <p>Perform simple tests and talk about how to make it fair. Parent participation event - animal poo investigation to see which animals could have left which poo based on what they have eaten. Which clues tell us what has been eaten? Who could or couldn't have eaten it?</p>	<p>Animals including humans.</p> <p><u>Assessment Indicators</u> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). TAPS assessment - Animal classification Knowledge of the classification criteria to sort animals of their choice into the 5 groups. Do you notice patterns?</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p>	<p>PSHE Jigsaw SOW Being Me in My World. What is our Learning Charter? Know that I feel special and safe in my class. What can it mean? Why do we need to respect the class</p>	<p>PSHE Jigsaw SOW Being Me in My World. What is our Learning Charter? Know that I feel special and safe in my class. What can it mean? Why do we need to respect the class</p>	<p>PSHE Jigsaw SOW Being Me in My World. How do we know we belong? Understand the rights and responsibilities within my class. Know that I belong to my class.</p>	<p>PSHE Jigsaw SOW Being Me in My World. What are our rights? Understand the rights and responsibilities of being a member of my class. Know how to make my class a safe</p>	<p>PSHE Jigsaw SOW Being Me in My World. How do we know we belong? Know my views are valued. Recognise how it feels to be proud of an achievement. Where in your body do you feel proud?</p>	<p>PSHE Jigsaw SOW Being Me in My World. Recognise the choices I make and understand the consequences. Recognise the range of feelings when I face certain consequences.</p>	<p>PSHE Jigsaw SOW Being Me in My World. <u>Assessment Indicators</u> Understand my rights and responsibilities within the Learning Charter.</p>

Relationships and Sex Education (RSE) and Health Education	charter? Where do you feel safe? When do you feel safe? What makes you feel special?	charter? Where do you feel safe? When do you feel safe? What makes you feel special?	How does it feel to belong? What rights do we have? What are our responsibilities? (Democracy)	place for everybody to learn. What are our responsibilities? How can we help each other to learn?	Can you show pride in your face? (Individual liberty)	Can you imagine what happened before the picture was taken? How would you feel if you were one of the people in the picture? (mutual respect)	Understand my choices in following the learning charter. How do you feel about the learning charter? What rights do we have in this classroom? What responsibilities do we have?
Physical Education -Gymnastics -Dance -Games -Athletics	Get Set 4 PE SOW Indoor PE - Fundamentals Move with some control and balance. Look ahead when you land. Show hopping and jumping movements with soft bent knees. <u>Assessment Indicator:</u> <i>Show balance and coordination when static and moving at a slow speed.</i> Outdoor PE - Outdoor Sending and receiving Develop tracking and retrieving a ball. Rolling and throwing a ball towards a target. <u>Assessment Indicator</u> Roll a ball towards a target.	Get Set 4 PE SOW Indoor PE - Fundamentals Discover how the body moves 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 - Outdoor Sending and receiving Develop tracking and retrieving a ball. Rolling a ball to be received at a target and know how to track it.	Get Set 4 PE SOW Indoor PE - Fundamentals 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 - Outdoor Sending and receiving Explore s&r with hands and feet to a partner. Use control, kick with the inside of your foot and use a firm pass to pass a ball to a partner.	Get Set 4 PE SOW Indoor PE - Fundamentals Begin to explore hopping in different directions. 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. <u>Assessment Indicator:</u> <i>Show hopping and jumping movements.</i> Outdoor PE - Outdoor Sending and receiving Explore technique when throwing over and underarm. Use overhead throws, chest passes, underarm throws, and bounce passes to pass a ball.	Get Set 4 PE SOW Indoor PE - Fundamentals Demonstrate control in take-off and landing when jumping. Bend your knees to jump and land. Count in time to the beat 1,2,3,4. Keep your body upright. Outdoor PE - Outdoor Sending and receiving Develop coordination and technique when catching. Use a ready position, feet shoulder width apart and knees bent, ready to move to catch a ball. <u>Assessment Indicator</u> Catch a beanbag and a medium sized ball.	Get Set 4 PE SOW Indoor PE - Fundamentals Show coordination when turning a rope. Keep your body upright. Lift the rope over your head to your feet. Turn the rope from your wrists. Outdoor PE - Outdoor Sending and receiving Explore s&r with hands and feet to a partner. Apply throwing and catching skills to a small game.	Get Set 4 PE SOW Indoor PE - Fundamentals <u>Assessment Indicators</u> Select own actions in response to a task. Work co-operatively with others to complete tasks. Outdoor PE - Outdoor Sending and receiving Explore s&r with hands and feet to a partner. Apply throwing and catching skills to a small game. <u>Assessment Indicators</u> Understand the rules and begin to use these to play honestly and fairly and understand when I am successful.
Computing -Code -Connect -Communicate -Collect	Computing systems and networks - Technology around us. To identify a computer and its main parts.	Computing systems and networks - Technology around us. To identify a computer and its main parts.	Computing systems and networks - Technology around us. To use a mouse in different ways.	Computing systems and networks - Technology around us. To use a keyboard to type on a computer.	Computing systems and networks - Technology around us. To use a keyboard to type on a computer.	Computing systems and networks - Technology around us. To use the keyboard to edit text.	Computing systems and networks - Technology around us. To create rules for using technology responsibly.

	Explore what technology is and how this helps us.	Know the main parts of a computer (screen, mouse, on/off button and keyboard). Switch on and log on to a computer on the school network.	Use a mouse to open programs/ click and drag to move objects on a screen.	Use a keyboard to type a caption.	Children use keyboard to write a simple sentence.	Use the delete key to edit text and the arrow keys to move the cursor.	As a group identify rules to keep us safe and healthy when we are using technology <u>Assessment Indicator:</u> <i>Identify rules to keep us safe and healthy when we are using technology</i> <i>Pupil shared area portfolio</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major What is Meadowbank like? 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. Study the local area (Meadowbank). 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?	Major What is Meadowbank like? Use basic geographical vocabulary to refer to: key physical features and human features. 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?	Major What is Meadowbank like? Locate simple physical and human features on a simple map of the local area. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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? Digi Maps - zoom in and out of maps.	Major What is Meadowbank like? Locate simple physical and human features on a simple map of the local area. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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. Messy maps with labels. Digi Maps - zoom in and out of maps. <u>Assessment Indicator</u> <i>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that</i>	Sticky Knowledge Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Retrieval of map skills, locating human and physical features on a map of the local area. Messy maps of the school grounds.	Major What is Meadowbank like? <u>Assessment Indicator</u> <i>Identify the human and physical features of a given place.</i> <i>Present geographical data as a tally chart.</i> <i>Create a tally of the human and physical features of our school grounds - what do you notice?</i>	

				<i>objects look different from above.</i>			
History - Chronology - Concepts - Interpretation - Enquiry - Communication				.	Sticky Knowledge Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Minor: Source Enquiry How has Meadowbank changed over time? Identify changes that have happened in history that can impact on today.	Minor: Source Enquiry How has Meadowbank changed over time? Identify changes that have happened in history that can impact on today.
Religious Education, Beliefs and Values - Believing - Expressing - Living	BELIEVING Who is a Christian and what do they believe? Recognise features of religious life and practise and compare these and our own. 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.	BELIEVING Who is a Christian and what do they believe? Recognise features of religious life and practise and compare these and our own. 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.	BELIEVING Who is a Christian and what do they believe? Recognise features of religious life and practise and compare these and our own. 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? (Individual liberty)	BELIEVING Who is a Christian and what do they believe? Recognise features of religious life and practise and compare these and our own 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. (BV-Mutual respect/ Tolerance)	BELIEVING Who is a Christian and what do they believe? Retell features of religious stories and suggest the meaning behind them. 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. (BV-Mutual respect/Tolerance)	BELIEVING Who is a Christian and what do they believe? <u>Assessment Indicator</u> What does the Bible teach us about God? Talk about why God and Jesus are important to Christians. <i>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.</i> (P4C) (BV-Mutual respect/ Tolerance)	BELIEVING Who is a Christian and what do they believe? Retell features of religious stories and suggest the meaning behind them. 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? (BV-Mutual respect/Tolerance)
Modern Foreign Languages-French - Listening - Speaking - Intercultural Understanding.	Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings	Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings	Intercultural Understanding Begin to join in with dances from different cultures. Create own actions and dance moves to	Intercultural Understanding Begin to join in with dances from different cultures. Build a sequence with the previous hand gestures and dance	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for greetings	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for greetings	Listening Know and join in with familiar French songs and rhymes, recognising some words.

	Bonjour! Bonjour!	Bonjour! Bonjour!	help recall each key word name. Bonjour Mes Amis	moves to help remember key words. Bonjour Mes Amis	Au Revoir, Goodbye!	Au Revoir, Goodbye!	Join in with songs about greetings and farewells. Au Revoir, Goodbye!
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise	Minor: Art and Design To make marks in print using different objects, and basic tools. Exploring the works of Henri Rousseau using paint and printing techniques.	Minor: Art and Design To make marks in print using different objects, and basic tools. Exploring the works of Henri Rousseau using paint and printing techniques.	Major D&T: (IEA) Generate ideas based on simple design criteria and their own experiences, explaining what they could make Evaluating Explore a range of existing books and everyday products that use simple sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Design, make and evaluate a moving information page for younger children to learn about animals. Research existing slider/level books and discuss the features of them.	Major D&T: (FT's) (DMEA) Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Plan designs following the design criteria and the intended outcomes for sliding lever card.	Major D&T: (DMEA) 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 techniques suitable for the product they are creating. Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Making product using the correct materials chosen, reference to design plans and the design criteria throughout.	Major D&T: (DMEA) 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 techniques suitable for the product they are creating. Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Making product using the correct materials chosen, reference to design plans and the design criteria throughout.	Major D&T: (DMEA) Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <u>Assessment Indicators</u> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Evaluate their developing ideas and final products against the original design criteria.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Understanding Music Use body percussion, instruments and voices.	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Listening and appraising Talk about feelings created by the music.	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Singing Demonstrate good singing posture. Use a good posture to open our lungs and	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Singing Sing, rap, rhyme, chant and use spoken word. Learn to sing a song.	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? Singing Sing, rap, rhyme, chant and use spoken word. Learn to sing a song.	Charanga Model Music Curriculum B How Can We Make Friends When We Sing Together? <u>Assessment Indicator</u> Begin to demonstrate good singing posture - standing up

	Find and copy a simple beat using our body and voices. <u>Assessment Indicator</u> <i>Share actions and musical responses.</i>	Explore our thoughts and feelings that are created by a piece of music.	find our breath to allow us to sing.	simple notation, in C major, F major, D major and D minor. Copy and repeat notes using the Glockenspiel. <u>Assessment Indicator</u> <i>Learn to treat instruments carefully and with respect.</i>			<i>straight with relaxed shoulders.</i>
Outdoor Learning Opportunities	Major: (Geography) Identify features of our school grounds.	Minor: (Science) Enrichment - making bird feeders to help us observe British garden birds.	Major: (Geography) Identify human and physical features within our school grounds.	Minor: (Maths) Recording bonds to 5 using natural materials.	Minor: (Maths) Recording bonds to 6 using natural materials.	Minor: (Maths) Recording bonds to 5,6,7 using chalk part wholes	Minor: (Maths) Recording bonds to 8 using natural materials.
Enhancements Visits and Visitors			Wise Owl falconry bird of prey visit 20.09.24				
Parental Engagement						Animal poo investigation. 'Who ate this?' 10.10.24	
Whole School and National Events		Mad Science and United Utilities assembly show 13.09.24		Individual and sibling photographs 25.09.24		World Mental Health Day 10.10.24	Harvest Celebration 16.10.24

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.