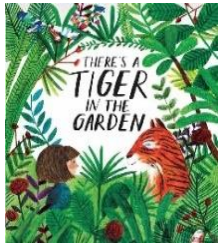
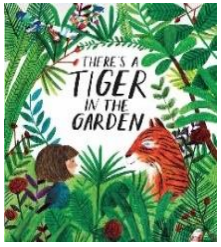
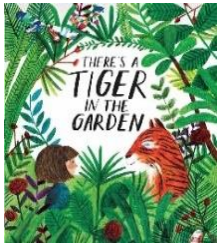
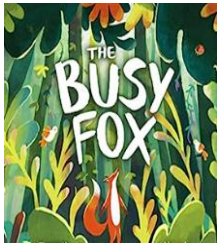
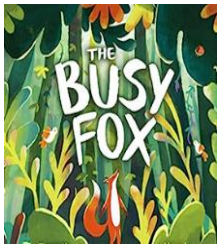
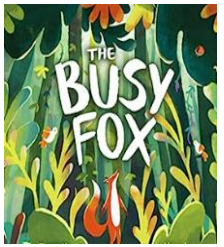
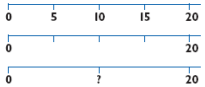
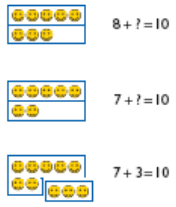
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2025
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 06.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
Big Question	**What can wriggle, slither, pounce and bounce?**							
Connected Concepts	**Significance Structures**	**Significance Structures**	**Significance Structures**	**Significance Structures**	**Significance Structures**	**Significance Structures**	**Significance Structures**	**Significance 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** 	**The Busy Fox by Isaac Madge** 
Children steering learning….	How does a snake slither? Can a worm wriggle in the grass? Can snakes pounce on their prey? Can lizards wiggle their tail? Where do tigers live? How cast can a jaguar run? How do dogs dig holes? What noises do bears make? How long is a giraffe's neck? How do crocodiles move across the land? Can crocodiles swim underwater? Why do tigers have stripes? Why do giraffes eat the high trees?							
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**	**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	**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>**	**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?	**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,	**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.	**The Busy Fox** **Text Focus – Explanation** **<u>Phase 2 – Understanding as a writer.</u>** **Beginning to punctuate sentences 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	**The Busy Fox** **Text Focus – Explanation** **<u>Phase 3 – Composition</u>** ***<u>Assessment Piece</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*

	characters and events and how the story moves on. Facilitated discussion about the book – what we enjoyed, how it ended, who the characters were and what they did. **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. **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 1 initial baseline assessment of recall and application. Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.	sentence orally. Given key words to build a sentence around each. Build it up sentences: I can see a I can see I can I **Compose a sentence orally before writing it. Separate words using finger spaces.** **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 2 initial baseline assessment of recall and application. Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.	**Sequencing sentences to form short narratives.** **Beginning to demarcate some sentences with capital letters and full stops.** Write their own sentences(s) *What should we do if there's a tiger in our playground?* Create a class set of things to do so that the rest of school are ready if it happens again, posters around school. **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.	Who are the characters? Where is the story taking place? **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. **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.	phrases to sentences. **Phase 3 – Composition** **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. **Reading** **FFT Step 36: Read and spell words with –ie Tie your tie.** Check that the text makes sense to them as they read and correct inaccurate reading.	**Beginning to punctuate sentences using a capital letter and full stop.** Write their own sentence(s) describing a fox to demonstrate understanding of new vocabulary. **Reading** **FFT Step 37: Read and spell words with – ea Time for tea.** Check that the text makes sense to them as they read and correct inaccurate reading.	might find food, shelter etc to create a class checklist for spotting a fox. **Compose a sentence orally before writing it.** Using the information gathered outside write their own sentences about where a fox lives and what they might need to survive. **Reading** **FFT Step 38: Read and spell words with – oy Boy with a toy.** Check that the text makes sense to them as they read and correct inaccurate reading.	*texts and science knowledge to create a fact file with labelled image of an animal and sentence(s) about it.* **Reading** **FFT Step 39: Read and spell words with – consolidation – ay, ou, ie, ea, oy** Discuss the significance of the title and events.

Ambitious Vocabulary	Extraordinarily Bored Swallowed Magnificent Grumpy Ridiculous			Journey Melting Rumbled Disappearing Tusks Swell		Tough Poured Screeching Mumbled Barging Weary		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction**	**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.	**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):	**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.	**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 = □ – 9.** Bonds within 5, using addition and subtraction. **Concrete:** part whole **Toolkit:** match me up **Context (fluency):** money up to 5p.	**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 = □ – 9.** Bonds within 6, using addition and subtraction. **Concrete:** ten frames **Toolkit:** pick a pair **Context (fluency):** 2D shapes, sides up to 6	**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 = □ – 9.** Bonds within 5,6,7, using addition and subtraction. **Concrete:** numicon **Toolkit:** which symbol **Context (fluency):** measures – 7cm	**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 = □ – 9.** Bonds with 8. **Concrete:** bar model **Fluency:** missing numbers using ten frames.  	**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 = □ – 9.** Bonds with 8 and 9. **Concrete:** part whole **Fluency:** find my neighbour **Toolkit:** star centre (context, money to 9p)

							Toolkit: correct or not correct (context, money to 8p)	
Retrieval through Maths Rehearsal sequence	**Retrieval of number bonds to 5.**				**Retrieval of number bonds to 6.**			
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	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).** Mammals What makes an animal a mammal? Do all mammals look the same? Classifying mammals by their identifying features.	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).** 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.	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).** 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.	**Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).** Sort the animals into their classification groups and discuss their key features.	**<u>Sticky Knowledge</u>** Acquire and Apply: *Name a range of animals which includes animals from each of the vertebrate groups and describe the key features of named animals.* 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 and amphibians What is the difference between reptiles and amphibians? Classifying reptiles and amphibians by their identifying features.	Animals including humans **Identify and name a variety of common animals that are carnivores, herbivores and omnivores.** **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).	Animals including humans **Identify and name a variety of common animals that are carnivores, herbivores and omnivores.** **Ask simple questions using their prior knowledge.** **Observe closely, talking about what is noticed.** **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?	Animals including humans ***<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?*

Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	*Assessment Indicator:* *Explain how everyone in my class has a responsibility to make our class happy and safe.* Discuss whole school expectations (successful, hopeful, resourceful and caring) and identify how we can create a positive classroom community.	**PSHEE Jigsaw SOW** **Being Me in My World.** What is our Learning Charter? **Understand my rights and responsibilities as a member of the class.** What can it mean? Why do we need to respect the class charter? Where do you feel safe? When do you feel safe? What makes you feel special?	**PSHEE Jigsaw SOW** **Being Me in My World.** What is our Learning Charter? **Understand my rights and responsibilities as a member of the class.** What can it mean? Why do we need to respect the class charter? Where do you feel safe? When do you feel safe? What makes you feel special?	**PSHEE Jigsaw SOW** **Being Me in My World.** How do we know we belong? **Understand my rights and responsibilities as a member of the class.** How does it feel to belong? What rights do we have? What are our responsibilities? (Democracy)	**PSHEE Jigsaw SOW** **Being Me in My World.** What are our rights? **Understand my rights and responsibilities as a member of the class.** What are our responsibilities? How can we help each other to learn?	**PSHEE Jigsaw SOW** **Being Me in My World.** How do we know we belong? **Identify positives and that views are valued.** Where in your body do you feel proud? Can you show pride in your face? (individual liberty)	**PSHEE Jigsaw SOW** **Being Me in My World.** **Recognise that choices have consequences.** 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)	**PSHEE Jigsaw SOW** **Being Me in My World.** ***Assessment Indicators*** *Can explain why my class is a happy and safe place to learn.* *Give different examples where I or others make my class happy and safe.* *Explain why I have the right to be happy and safe.*
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 hoping and jumping movements with soft bent knees. ***Assessment Indicator*** *Show balance and coordination when static and moving at a slow speed.* Outdoor PE – Outdoor Sending and receiving **Develop tracking and retrieving a ball.**	**Get Set 4 PE SOW** Indoor PE – Fundamentals **Move with some control and balance.** Look ahead when you land. Show hoping and jumping movements with soft bent knees. Outdoor PE – Outdoor Sending and receiving. **Develop tracking and retrieving a ball.** Rolling and throwing a ball towards a target. ***Assessment Indicator*** *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	**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. ***Assessment Indicator*** *Show hopping and jumping movements.* Outdoor PE – Outdoor Sending and receiving	**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	**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 sending and retrieving with hands and feet to a partner.** Apply throwing and catching skills to a small game.	**Get Set 4 PE SOW** Indoor PE – Fundamentals ***Assessment Indicators*** *Select own actions in response to a task.* *Work co-operatively with others to complete tasks.* Outdoor PE – Outdoor Sending and receiving. **Explore sending and retrieving with hands and feet to a partner.** Apply throwing and catching skills to a small game. ***Assessment Indicators***

	Rolling and throwing a ball towards a target. ***Assessment Indicator*** *Roll a ball towards a target.*			firm pass to pass a ball to a partner.	**Explore technique when throwing over and underarm.** Use overhead throws, chest passes, underarm throws, and bounce passes to pass a ball.	bent, ready to move to catch a ball. ***Assessment Indicator*** *Catch a beanbag and a medium sized ball.*		*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.** Explore what technology is and how this helps us.	Computing systems and networks – Technology around us **To identify a computer and its main parts.** 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.	Computing systems and networks – Technology around us **To use a mouse in different ways.** Use a mouse to open programs/ click and drag to move objects on a screen.	Computing systems and networks – Technology around us **To use a keyboard to type on a computer.** Use a keyboard to type a caption.	Computing systems and networks – Technology around us **To use a keyboard to type on a computer.** Use keyboard to write a simple sentence.	Computing systems and networks – Technology around us **To use the keyboard to edit text.** Use the delete key to edit text and the arrow keys to move the cursor.	Computing systems and networks – Technology around us ***To create rules for using technology responsibly.*** As a group identify rules to keep us safe and healthy when we are using technology *Assessment Indicators:* *Identify rules to keep us safe and healthy when we are using technology*
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	**Major** What is Meadowbank like? **Understand that features are known as human or physical.** 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? **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	**Major** What is Meadowbank like? **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.** **Understand the location of Meadowbank Primary School.** Identify, plot and record human and physical features creating their own	**Sticky Knowledge** ***Assessment Indicators*** *Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.* *Retrieval* of map skills, locating human and physical features on a map of the local area.	**Major** What is Meadowbank like? ***Assessment Indicators*** *Identify the human and physical features of a given place.* *Present geographical data as a tally chart.* *Create a tally of the human and physical features of our school grounds – what do you notice?*		

	we find in our school grounds? What is their purpose? What are they found near to? How can we describe where they are?		clearly identifiable landmarks? Digi Maps – zoom in and out of maps	simple map of the grounds and its features. Messy maps with labels. Digi Maps - zoom in and out of maps.	Messy maps of the school grounds.			
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**							**Minor** **Source Enquiry** How has Meadowbank changed over time? **Identify the events that have happened in the past in our local area.**	**Minor** **Source Enquiry** How has Meadowbank changed over time? **Identify the events that have happened in the past in our local area.**
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	-	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Describe what they think about Christians believe, and think is important. What's in the bag, revealing different items and symbols related to Christianity? Label different items, describing their significance to Christians.	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** 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. Generate questions that they might ask her to understand her religion more.	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** 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? (BV-Individual liberty)	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Talk about why God is important to Christian people. Respond to the question 'Where is God' through art. 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? **Talk about some simple ideas about God and Jesus.** **Talk about issues of good and bad, right and wrong arising from stories from the Bible.** Retell a story that shows what Christians might think about God. Listen to the story of Jonah and the Whale. 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? ***Assessment Indicators:*** *Know that Christians believe in God and Jesus is the son of God.* *Know that Christians follow teachings from the bible.* *Name the five fingers of Faith for Christianity and give an explanation for each one.* *Make simple connections between what Jesus taught through stories and what Christians believe and do. (P4C)* (BV-Mutual respect/Tolerance)	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Retell stories told by Jesus and about Jesus in words, drama and pictures. Circle time sorting. 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? (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 **Bonjour! Bonjour!**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings **Bonjour! Bonjour!**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings **Bonjour! Bonjour!**	Intercultural Understanding **Begin to join in with dances from different cultures.** Create own actions and dance moves to help recall each key word name. **Bonjour Mes Amis**	Intercultural Understanding **Begin to join in with dances from different cultures.** Build a sequence with the previous hand gestures and dance moves to help remember key words. **Bonjour Mes Amis**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for greetings **Au Revoir, Goodbye!**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for greetings **Au Revoir, Goodbye!**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings and farewells. **Au Revoir, Goodbye!**
Design and Technology **-Design** **-Make** **-Evaluate** **-Food technology** .		**Understand that different mechanisms produce different types of movement.** **Know and use technical vocabulary relevant to the project.** Research and evaluate existing slider/level books and discuss the features of them.	**Explore and use sliders and levers.** **Understand that different mechanisms produce different types of movement.** **Know and use technical vocabulary relevant to the project.** Explore making a simple slider by selecting the correct tools and investigating how the movement is created.	**Explore and use sliders and levers.** **Understand that different mechanisms produce different types of movement.** **Know and use technical vocabulary relevant to the project.** Explore making a simple lever by selecting the correct tools and investigating how the movement is created.	**Generate ideas based on simple design criteria and their own experiences, explaining what they could make.** **Know and use technical vocabulary relevant to the project.** **Develop, model and communicate their ideas through drawings and mock-ups with card and paper.** Design their own simple slider to enhance an animal information page following a success criteria.	**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.	**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.	**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.** ***Assessment Indicators*** *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	-	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**	**Charanga Model Music Curriculum B**

-Listen and Appraise **-Singing** **-Instruments** **-Improvisation** **-Composition**		How Can We Make Friends When We Sing Together? Understanding Music **Use body percussion, instruments and voices.** Find and copy a simple beat using our body and voices. ***Assessment Indicator*** *Share actions and musical responses.*	How Can We Make Friends When We Sing Together? Listening and appraising **Talk about feelings created by the music.** Explore our thoughts and feelings that are created by a piece of music.	How Can We Make Friends When We Sing Together? Singing **Demonstrate good singing posture.** Use a good posture to open our lungs and find our breath to allow us to sing.	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 simple notation, in C major, F major, D major and D minor.** Copy and repeat notes using the Glockenspiel. ***Assessment Indicator*** *Learn to treat instruments carefully and with respect.*	How Can We Make Friends When We Sing Together? Singing **Sing, rap, rhyme, chant and use spoken word.** Learn to sing a song.	How Can We Make Friends When We Sing Together? Singing **Sing, rap, rhyme, chant and use spoken word.** Learn to sing a song.	How Can We Make Friends When We Sing Together? ***Assessment Indicator*** *Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.*
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: (Literacy) Exploring the forest area for signs of foxes.	Minor: (Maths) Recording bonds to 5,6,7 using chalk part wholes.
Enhancements Visits and Visitors					Wise Owl Falconry birds of prey visit 02.10.25			
Parental Engagement							Animal poo investigation. 'Who ate this?' 10.10.25 at 2.30-3.15	
Whole School and National Events				Individual School Photographs 24.09.25 European Day of Languages 25.09.25	Black History Month	Black History Month World Mental Health Day 10.10.25	Black History Month	Black History Month Harvest Celebration 22.10.25

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