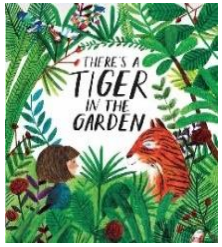
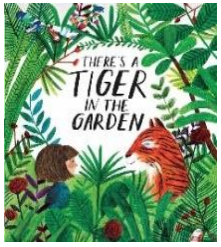
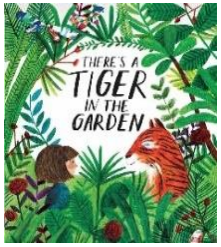
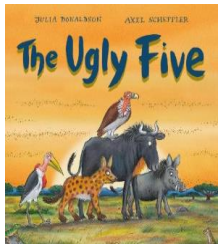
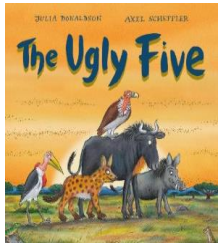
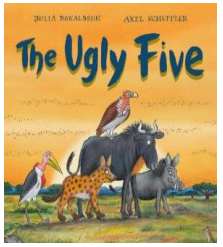
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2026
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 31.08	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
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 Ugly Five by Julia Donaldson** 	**The Ugly Five by Julia Donaldson** 	**The Ugly Five by Julia Donaldson** 
Children steering learning….	How many stripes does a tiger have? How much fur does a fox have? How many colours does a lizard have? How many spots does a leopard have? How long is an anaconda? How many legs does a spider have? How long is a crocodiles tail? How many stipes does a whale have? How fast can a cheetah run? What does a whale eat? How big is a whale? What does a parrot eat? What does a beaver eat?							
English **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation** **Reading** **-Word reading** **-Comprehension**	**There's a Tiger in the Garden** **Text Focus – Explanation** **Phase 1 – Understanding as a reader.** **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 – Explanation** **Phase 2 – Understanding as writer.** **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 – Explanation** **Phase 2 – Understanding as writer.** **Beginning to demarcate some sentences with capital letters.** Matching lower and upper case letters correctly. **Phase 3 – Composition**	**The Journey Home** **Text Focus – Narrative** **Phase 1 – Understanding as a reader.** **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** **Phase 2 – Understanding as writer.** **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 Ugly Five** **Text Focus – Description** **Phase 1 – Understanding as a reader.** **Discuss word meanings and link these to previously known words** Explore adjectives to describe the Ugly Five and match them to the animals they describe.	**The Ugly Five** **Text Focus – Description** **Phase 2 – Understanding as a writer.** **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 Ugly Five** **Text Focus – Description** **Phase 3 – Composition** ***Assessment Piece*** ***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. **<u>Reading</u>** **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. **Compose a sentence orally before writing it. Separate words using finger spaces.** **<u>Reading</u>** **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.	**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. **<u>Reading</u>** **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? **<u>Phase 2 – Understanding as writer.</u>** **Beginning to punctuate sentences using a capital letter and full stop.** Correct or incorrect punctuation toolkit using simple sentences from the story. **<u>Reading</u>** **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. **<u>Phase 3 – Composition</u>** **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. **<u>Reading</u>** **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 an animal from the Ugly Five to demonstrate understanding of new vocabulary. **<u>Reading</u>** **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. **<u>Reading</u>** **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.* **<u>Reading</u>** **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		Gentle Enormous Proud Graceful Wrinkled Unique		
Mathematics Number -Number and Place Value -Addition and Subtraction	**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 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 **Fluency (context):** money up to 5p. **Toolkit:** match me up.	**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 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 **Fluency (context):** 2D shapes, sides up to 6 **Toolkit:** pick a pair.	**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 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 7, using addition and subtraction. **Concrete:** numicon **Fluency (context):** measures – 7cm **Toolkit:** which symbol.	**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 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 and 7 using addition and subtraction. **Concrete:** numicon **Fluency (context):** measures – 5cm, 6cm, 7cm **Toolkit:** Which box?	**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 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 8, using addition and subtraction. **Concrete:** bar model **Fluency:** missing numbers using ten frames. **Toolkit:** correct or not correct (context, shape)	**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 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 9, using addition and subtraction. **Concrete:** part whole. **Fluency:** find my neighbour **Toolkit:** star centre (context, money to 9p)	**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 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 10, using addition and subtraction. **Concrete:** part whole. **Fluency:** Pick a pair **Toolkit:** star centre (context, money to 9p)	**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 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 10, using addition and subtraction. **Concrete:** tens frames **Fluency:** Odd one out. **Toolkit:** Four pictures (context, money to 9p)

Retrieval through Maths Rehearsal sequence	**One more one less within 5**				**Number bonds to 5**			
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 Exploring animals from the African Savannah. 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).** Fish Exploring fish that live in tropical coral reefs. 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.	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 Investigating the recognisable features of local British birds. 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).** Reptiles Exploring reptiles that live in the Amazon Rainforest. What features do reptiles have? How can we identify them? Classifying reptiles by their identifying features.	***Sticky Knowledge Assessment Indicators:*** *Name a range of animals which includes animals from each of the vertebrate groups and describe the key features of named animals.* *Sort and group animals using similarities and differences.*	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 Investigate reptiles and amphibians that live in the Amazon Rainforest. 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.** **Observe closely, talking about what is noticed.** How can animals be classified by what they eat? What is a carnivore, herbivore and omnivore? 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 ***Assessment Indicators:*** *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).* *Describe what a range of animals eat, identifying if they are carnivores, herbivores and omnivores.*
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being**	*Assessment Indicator:* *Explain how everyone in my class has a responsibility to make our class happy and safe.*	**PSHEE Jigsaw SOW** **Being Me in My World.** What is our Learning Charter? **Understand my rights and**	**PSHEE Jigsaw SOW** **Being Me in My World.** What is our Learning Charter? **Understand my rights and**	**PSHEE Jigsaw SOW** **Being Me in My World.** How do we know we belong? **Understand my rights and**	**PSHEE Jigsaw SOW** **Being Me in My World.** What are our rights? **Understand my rights and**	**PSHEE Jigsaw SOW** **Being Me in My World.** How do we know we belong?	**PSHEE Jigsaw SOW** **Being Me in My World.** **Recognise that choices have consequences.** Can you imagine what happened	**PSHEE Jigsaw SOW** **Being Me in My World.** ***Assessment Indicators:*** *Can explain why my class is a happy and safe place to learn.*

-Living in the Wider world **Relationships and Sex Education (RSE) and Health Education**	Discuss whole school expectations (successful, hopeful, resourceful and caring) and identify how we can create a positive classroom community.	**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?	**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?	**responsibilities as a member of the class.** How does it feel to belong? What rights do we have? What are our responsibilities? (BV-Democracy)	**responsibilities as a member of the class.** What are our responsibilities? How can we help each other to learn?	**Identify positives and that views are valued.** Where in your body do you feel proud? Can you show pride in your face? (BV-Individual liberty)	before the picture was taken? How would you feel if you were one of the people in the picture? (BV-Mutual respect)	*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.** Rolling and throwing a ball towards a target. ***Assessment Indicator:*** *Roll a ball towards a target.*	**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 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. ***Assessment Indicator:*** *Show hopping and jumping movements.* 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. ***Assessment Indicator:*** *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 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:*** *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)** Help Nora find the features of our school. 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? **Understand that features are known as human or physical.** Investigate the features Nora has found on our playground. 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 clearly identifiable landmarks? Digi Maps – zoom in and out of maps	***Sticky Knowledge Acquire and Apply:*** *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? **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 simple map of the grounds and its features.	**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?*	-	-

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.** Investigate the sources to understand how Meadowbank has changed over the last 50 years.	**Minor:** **Source Enquiry** How has Meadowbank changed over time? ***Assessment Indicator:*** *Can understand the key concept of then and now.* *Can match pictures of items from the past with people from the past.*
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.** Investigate what a Christian is, who they believe in, where they worship and their sacred text. (BV-Mutual respect/Tolerance)	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Make suggestions about what Christians believe about God by investigating artwork. (BV-Mutual respect/Tolerance)	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Understand the difference between God and Jesus and know that Christians believe in God and Jesus is the son of God.	**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? (BV-Individual liberty)	**BELIEVING** Who is a Christian and what do they believe? **Talk about issues of good and bad, right and wrong arising from stories from the Bible.** Investigate the story of the 'Good Samaritan' discuss the idea of right and wrong linking to the story. (BV-Mutual respect/Tolerance)	**BELIEVING** Who is a Christian and what do they believe? **Talk about some simple ideas about God and Jesus.** Recognise why Jesus is significant to Christians, and talk about some events in his life. (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.* *(P4C)* (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 **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.	Intercultural Understanding **Begin to join in with dances from different cultures.** Build a sequence with the previous hand gestures and dance moves to help	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.** Join in with songs about greetings and farewells.

				Bonjour Mes Amis	remember key words. **Bonjour Mes Amis**	**Au Revoir, Goodbye!**	**Au Revoir, Goodbye!**	**Au Revoir, Goodbye!**
Design and Technology **-Design** **-Make** **-Evaluate** **-Food technology** .		**Explore and use sliders and levers.** **Understand that different mechanisms produce different types of movement.** **Know and use technical vocabulary relevant to the project.** Research and evaluate existing slider/lever 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 **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**		**Charanga Creative Music Curriculum** Rhyming in Time **To move in time with the beat or pulse of the music.** Find the beat to a piece of music. Create movements to represent sounds	**Charanga Creative Music Curriculum** Rhyming in Time **Chant, rap, and sing using different voices, following simple cues such as starting together.**	**Charanga Creative Music Curriculum** Rhyming in Time **To move in time with the beat or pulse of the music.** Investigate the beat in "Mattachins" from Peter	**Charanga Creative Music Curriculum** Rhyming in Time **Chant, rap, and sing using different voices, following simple cues such as starting together.** Begin to express the rhythmic	**Charanga Creative Music Curriculum** Rhyming in Time **Chant, rap, and sing using different voices, following simple cues such as starting together.**	**Charanga Creative Music Curriculum** Rhyming in Time **Chant, rap, and sing using different voices, following simple cues such as starting together.** Find and keep a steady beat to	**Charanga Creative Music Curriculum** Rhyming in Time ***Assessment Indicator:*** *To feel confident when chanting.* *To move in time with the beat. To know that tempo*

		in time with the beat.	Explore chanting to create a rhythmic feel within a song.	Warlock's Capriol Suite.	differences between chanting and singing within two familiar songs.	Learn the lyrics of song and perform in time with a small group.	"Scherzo" from "The Firebird" by Stravinsky.	*means the speed of the music.*
Outdoor Learning Opportunities		Major: (Geography) Identify features of our school grounds.	Minor: (Science) Observing British birds in our local environment	Major: (Geography) Identify human and physical features within our school grounds.	Minor: (Maths) Recording bonds to 8 using natural materials.	Minor: (Geography) Tally chart of human and physical features of our school environment.	Minor: (History) Taking pictures of the school building to compare with the past.	Minor: (Maths) Recording bonds to 10 using chalk part wholes.
Enhancements Visits and Visitors			Owl Adventures bird visitors 16.09.26					
Parental Engagement							Animal poo investigation. 'Who ate this?' 15.10.26 2:40	
Whole School and National Events				Individual and sibling photographs 23.09.26 European Day of Languages 24.09.26	Black History Month	Black History Month	Black History Month	Black History Month Harvest Festival 21.10.26

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.