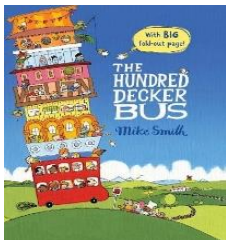
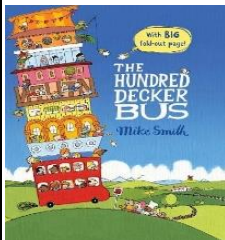
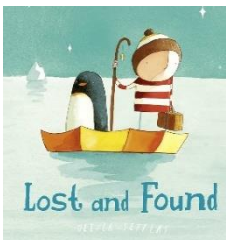
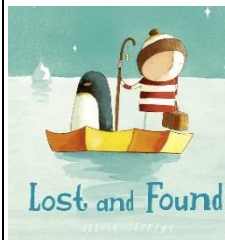
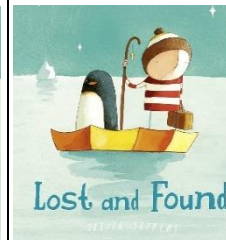

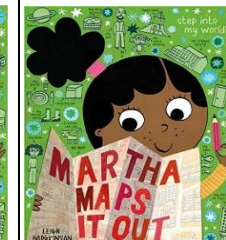





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2023
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 30.10	Week 2 Wk Beg 06.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7 Wk Beg 11.12	Week 8 Wk Beg 18.12
Biq Question	How can we get from one place to the next?							
Key Concepts	Travel							
Connected Concepts	Influence Significance Cause and Effect							
Book Studies	The Hundred Decker Bus 	The Hundred Decker Bus 	Lost and Found 	Lost and Found 	Lost and Found 	Martha Maps it Out 	Martha Maps it Out 	The Polar Express 
Children steering learning....	Who invented types of travelling? How can we get to different places if we don't have a car?	How does a car move? How does a Tesla move with electricity? How can so many people sit on a bus?	What is an engineer? Who invented types of travelling?	Why did they make horses and carriages?	How do pedals work? Why does a bike not have an engine?	How do boats move where they want to go on the water? What is the fastest way to get somewhere?	How does a train move? Why do some trains have smoke coming out of them?	What kind of travelling machine can we invent if we were engineers?
English Reading - Word reading - Comprehension Writing - Transcription - Composition	Phase 1 – Understanding as a reader. Begin to sequence sections of stories using images for support. Sequencing the buses journey on large cards – discuss the next steps in the story and place arrows to show the	Phase 2 – Understanding as writer. Join two sentences using the conjunctions and, but. Describing what they can see on the bus route using and/but.	Phase 1 – Understanding as a reader. Begin to sequence sections of stories using images for support. Tales toolkit to retell the story in sections – character, setting, problem, solution	Phase 2 – Understanding as writer. Write simple sentences adding an adjective to a noun. Description of key characters in the story – boy and the penguin. Introducing ambitious vocabulary	Assessment Phase 3 – Composition <u>Sequence sentences to form a narrative.</u> <u>Recount of the story of Lost and Found using the previous 2 weeks build up. Tales toolkit symbols to</u>	Phase 1 – Understanding as a reader. Use singular and plural words correctly in a sentence. Describing what we can see on Martha's maps by using plurals and singular words I.e there are	Phase 2 – Understanding as writer. Write simple sentences adding an adjective to a noun or adverb to a verb. Describing what can be seen on Martha's maps. How could they be described in relation to other	Phase 2 – Understanding as writer. Use a question mark correctly. Children to ask the boy/conductor questions about the journey to the North Pole and what will happen when they arrive.

<p>-Vocabulary, Grammar and Punctuation</p>	<p>sequence of the text as they go.</p> <p><u>Phase 2 – Understanding as writer.</u> Write simple sentences adding an adjective to a noun. Describing what they can see on the bus decks. Adding an adjective to simple nouns. Toolkit: odd one out adjectives when matching to pictures – which one doesn't fit?</p> <p><u>Reading</u> FFT Step 34: Read and spell words with –ay May I play?</p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><u>Phase 3 – Composition</u> Join two sentences using the conjunctions and, but. Write simple sentences adding an adjective to a noun. Description of what can be seen on the large map page of the text – describing what can be seen and what others would see on the journey.</p> <p><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.</p>	<p>adding key words and phrases,</p> <p><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? Answering questions as a facilitated discussion about the text.</p> <p><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.</p>	<p>to describe their features.</p> <p><u>Phase 2 – Understanding as writer.</u> Write simple sentences adding an adjective to a noun. Description of key settings in the story – text illustrations to support. Introducing ambitious vocabulary to describe the features of the various settings they visit.</p> <p><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</p>	<p><u>structure the recount.</u></p> <p><u>Reading</u> FFT Step 38: Read and spell words with –oy Boy with a toy. Discuss the significance of the title and events.</p>	<p>lots of tree and a pond.</p> <p>Toolkit: find my neighbour plurals.</p> <p><u>Reading</u> FFT Step 39: Read and spell words with –ir Girl in a whirl. Discuss the significance of the title and events.</p>	<p>things on the map? Use of maths positional and directional language to explain how to find or get to different things.</p> <p>Toolkit: odd one out.</p> <p><u>Phase 3 – Composition</u> Sequence sentences in chronological order to recount an event or experience. Recount of theatre visit to see 'Lost and Found' by Oliver Jeffers. Photos of the day to support sequence and retelling events.</p> <p><u>Reading</u> FFT Step 40: Read and spell words with –ir Girl in a whirl. Discuss the significance of the title and events.</p>	<p><u>Assessment</u> <u>Phase 3 – Composition</u> Write simple sentences adding an adjective to a noun or adverb to a verb. <i>Description of having a hot chocolate on the train on the way to the North Pole – how would the children feel, what could they see, small, taste?</i></p> <p><u>Reading</u> FFT Step 39: Read and spell words with – consolidation – ay, ou, ie, ea, oy, ir Discuss the significance of the title and events.</p>
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>Measurement</p>	<p>Place value within 10. Add and subtract one (to 10) including zero.</p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p>	<p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero.</p>	<p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero.</p>	<p>Place Value within 20. Partitioning tens and ones up to 20.</p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p>	<p>Place Value within 20. Partitioning tens and ones up to 20.</p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p>	<p>Add and subtract one digit and two digit numbers to 20.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p>	<p>Add and subtract one digit and two digit numbers to 20.</p> <p><u>Assessment</u> <u>White Rose Autumn</u> Represent and use number bonds and related subtraction facts within 20.</p>	<p>Place Value and addition and subtraction within 20 deeper thinking. TK + PS Part part whole/ base ten/ bar model/ numicon/ number lines/ multi links/ + - sentences</p>

<p>-Geometry Properties of shapes</p>	<p>Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>MRS: Counting to 100. Bonds to 10</p> <p>Links to 2d shape number of sides/ corners. Recognise and name common 2D.</p> <p>Fluency - rainbow race (addition) F - pick a pair F: Match me up - numbers and words TK - odd one out</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>MRS: +/- 1 to 10. Bonds to 10</p> <p>Links to 2d shape with the bond number of sides/ corners. Recognise and name common 2D.</p> <p>F - Function machine F - Count in 2s TK: Split me up</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>MRS: Counting to 100. +/- 1 to 10. Bonds to 10</p> <p>Link to measurements-find objects which are shorter than 10cm? How do you know?</p> <p>TK: Correct or not correct? TK: Match me up. Post the letters. Bonds to 10 PS - Picture maths 2p shop</p>	<p>Count, read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>MRS: Counting to 100. +/- 1 to 10. Bonds to 10</p> <p>Link to measurements-find objects which are shorter than 10cm? How do you know? F: Did you count in 2's or 5's? F: Match me up</p>	<p>Count, read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>MRS: Count to 100, forwards and backwards, Bonds to 10.</p> <p>Recognise and name common 3D shapes.</p> <p>TK: Correct or not correct. Counting in 2s. TK: missing number. TK: Split me up PS:</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>MRS: Count to twenty, forwards and backwards in twos.</p> <p>Read and write numbers to 20.</p> <p>Bonds to 10.</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns F - Make me equal F - Mix up mess</p>	<p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>MRS: Count to twenty, forwards and backwards in fives.</p> <p>Read and write numbers to 20.</p> <p>Bonds to 10.</p> <p>TK: Correct or not correct. Subtraction within 20 not crossing. TK: Find the equation subtraction within 20_not crossing PS: Four pictures.</p>	<p>MRS: Count to 100, forwards and backwards, Bonds to 10 PS: Four pictures</p>
<p>Science -Working Scientifically to observe,</p>	<p>Materials Identify and name a variety of everyday materials, including wood, plastic, glass,</p>	<p>Materials Distinguish between an object and the material from which it is made.</p>	<p>Materials Describe the simple physical properties of a variety of everyday materials.</p>	<p>Materials Compare and group together a variety of everyday materials on the basis of their</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Materials Ask simple questions using their prior knowledge.</p>	<p>Materials <u>Assessment Indicator:</u> Compare and group together a variety of everyday</p>	<p>Materials <u>Assessment Indicator:</u> Compare and group together a variety of everyday</p>

connect, respond -Biology -Chemistry -Physics	metal, water, and rock. Name a variety of materials considering what they are used for, where they might have seen them being used before. <u>Connective Knowledge</u> Velcro and NASA – an everyday material and its interesting history	Consider the difference between the object and the material it is made from. Could objects be made from a different material to that which we have observed? <u>Connective Knowledge</u> Silly materials – why is one material more effective than another at the job it is intended for?	Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair. Introduce new vocabulary to describe the properties of each material. Test the properties of materials, do they float? Do they change? Floating/sinking, squash/bend. <u>Connective Knowledge</u> How do scientists make a fair test?	simple physical properties. Consider properties of materials using adjectives which describe each property. Match items from around the room to each one. I.e. which materials are transparent, flexible etc. <u>Connective Knowledge</u> What would you use to make a....Why?		Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair. Absorbency investigation Carry out an investigation to find out which is the most absorbent of 4 materials. Use a table to order results, Use of vocabulary to discuss and explain what is observed. <u>Connective Knowledge</u> Can you suggest another absorbent material?	materials on the basis of their simple physical properties. <u>TAPS assessment - ways to test reflectiveness.</u> Follow TAPs assessment - use torches and test the reflectiveness of a range of materials.	materials on the basis of their simple physical properties. <u>TAPS assessment - ways to test reflectiveness.</u> Children to use torches and test the reflectiveness of a range of materials.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	Identify similarities between people in my class. PSHEE SOW JIGSAW Celebrating difference. Who is similar to you? How does it feel to have similarities or with people in your class? How am I the same as my friend? (Individual liberty)	Identify differences between people in my class. PSHEE SOW JIGSAW Celebrating difference. What differences are there to you and your friends? What differences are there between the people in the pictures? How are you different to your friend?	Tell you what bullying is. PSHEE SOW JIGSAW Celebrating difference. How does it feel to be part of a group? Looking at the pictures, which one might be a bully and why? How can you tell? What is bullying? What does bullying look like?	Know some people who I could talk to if I was feeling unhappy or being bullied. PSHEE SOW JIGSAW Celebrating difference. How does it feel to be part of a group? How does it feel to be left out? How might we help our friends in the playground? (Mutual respect)	Know some people who I could talk to if I was feeling unhappy or being bullied. PSHEE SOW JIGSAW Celebrating difference. Why might Jigsaw Jack be upset? What happened to Jigsaw Jack? How might Jack be feeling? How might they get help?	Know how to make new friends. PSHEE SOW JIGSAW Celebrating difference. How does it feel to be chosen? Have you chosen someone you wouldn't normally choose? How do we treat our friends? What makes a good friend? (Rule of law)	Tell you some ways I am different from my friends. PSHEE SOW JIGSAW Celebrating difference. What words can you use to describe your friends? What words can you use to describe how we treat our friends?	Tell you some ways I am different from my friends. PSHEE SOW JIGSAW Celebrating difference. How do we treat our friends? How do we want to be treated? Why is it important we are all special and unique? (Individual liberty)

Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	GETSET4PE SOW Indoor PE - Teambuilding To co-operate and communicate with a partner to solve challenge. Listen to each other and share ideas. Outdoor PE - Ball skills To develop dribbling a ball with our hands. Use soft touches with our hands to keep good control. Use wide fingers to move the ball. (Mutual respect)	GETSET4PE SOW Indoor PE - Teambuilding To explore and develop teamwork skills. Communicate with others. Listen to the instructions carefully. Outdoor PE - Ball skills To explore accuracy when rolling a ball. Keep eyes on the target. Release the ball when your fingertips are pointing at the target. (Individual liberty)	GETSET4PE SOW Indoor PE - Teambuilding To develop communication skills. Listen carefully to your partner's instructions. Use clear, short instructions. Outdoor PE - Ball skills To explore throwing with accuracy when throwing towards a target. Face your body and target arm towards the target. Stand with your legs split, one leg in front of another.	GETSET4PE SOW Indoor PE - Teambuilding To use communication skills to lead a partner. Include everyone in your group. Listen to the instructions that your leader is giving. Outdoor PE - Ball skills To explore catching with two hands. Keep your eyes on the ball. Use a 'ready' position, with your knees bent, feet shoulder width apart, on your toes.	GETSET4PE SOW Indoor PE - Teambuilding To plan with a partner and small group to solve problems. Listen to each other's ideas. Work together to make decisions. Outdoor PE - Ball skills To explore dribbling a ball with our feet. Keep the ball close to you (under your nose). Keep your head up. (Mutual respect)	GETSET4PE SOW Indoor PE - Teambuilding To communicate with a group to solve challenges. Include everyone in your group. Use short instructions to help your partner or your group. Outdoor PE - Ball skills To explore dribbling a ball with our feet. Use both feet to move with the ball. Use different parts of your foot (sole, toe, heel, inside and outside)	GETSET4PE SOW Indoor PE - Teambuilding To communicate with a group to solve challenges. Listen to each other's ideas. Use short instructions to help your partner and group. Outdoor PE - Ball skills To explore tracking a ball that is coming towards me. Adjust your body so it is in line with the ball. Keep your eyes on the ball. (Individual liberty)	GETSET4PE SOW Indoor PE - Teambuilding To communicate with a group to solve challenges. Listen to each other's ideas before making a plan. Outdoor PE - Ball skills To explore tracking a ball that is coming towards me. Adjust your body so it is in line with the ball. Keep your eyes on the ball.
Computing -Code -Connect -Communicate -Collect	Digital painting To use shape tools and line tools in an art package. (Microsoft paint) Explore and discover patterns, and shapes using paint. Which shapes, colours and patterns can be made? Mouse control from Autumn 1.	Digital painting To use shape tools and line tools in an art package. Explore the line and shape tools - create a version of The Hundred Decker Bus using line and shape. How can fill and undo be used to address mistakes when creating a digital picture?	Digital Painting To use shape tools and line tools in an art package. Explore more of the irregular shape tools to add additional details when drawing digitally - create a scene from Lost and Found using paint.	Digital painting To make careful choices when painting a digital picture. When creating a digital image of the main characters from Lost and Found - consider their choice of tool when creating a digital image - which would be most suitable, quicker, the most effective, easiest to use?	Digital painting To explain why I chose the tools I used. Explain how an image was created to peers - explain choices and discuss why it was picked. Why would you choose ... instead of ... to make a ...? Peer assess using suggestions for alternative options that could have been selected.	Digital painting To compare painting a picture on a computer and on paper. Draw a map on paper and on screen from Martha Maps it Out. Which is easier to do? Why? Compare preferences when creating paintings on computers and on paper.	Digital painting <u>Assessment Indicator:</u> To use a computer on my own to paint a picture. <i>Revisiting Geography skills from Autumn 1 - create a map of Meadowbank using the art package. Features to be included on a checklist. Consider the choice of tools and effects on the final outcome of the map created.</i>	Digital painting <u>Assessment Indicator:</u> To use a computer on my own to paint a picture. <i>Revisiting Geography skills from Autumn 1 - create a map of Meadowbank using the art package. Features to be included on a checklist. Consider the choice of tools and effects on the final outcome of the map created.</i>

Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Minor:- Locational and place knowledge- Identify human and physical features. Explore human and physical geographical features from the Hundred Decker Bus. Sort images into human and physical with explanations. General human and physical features.	Minor:- Locational and place knowledge- Identify human and physical features on a local map. Explore human and physical features visible on a local map of the area compared to the hundred decker bus map. Human and physical features on a local map. Human and physical aerial photos. Comparison between the two.	Minor:- Locational and place knowledge- Identify human and physical features on a map and represent these using symbols. Locate features on a map using a key and simple symbols to label the features identified. Map symbols.	Minor:- Know the name and location of hot and cold areas of the world in relation to the Equator, North and South Poles. Identify hot and cold places on a large scale globe. Introduce vocabulary 'poles' and equator'. Use props to show understanding of where is hot and cold on the earth. <u>Assessment Indicator:</u> Identify the Equator and North/South Poles	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. -	-	-	-
History -Chronology -Concepts -Interpretation -Enquiry -Communication				Major:- Identify changes in transport within living memory. Name and describe different types of transport. How can different modes of transport be grouped? E.g. flies and doesn't fly/car not a car/ past or present <u>Connective Knowledge</u> Begin to understand transport was different when their parents, grandparents and great-grandparents	Major:- Identify changes that have happened in history that can impact on today - development of transport. Plot invention of car on the timeline. Discuss and understand the importance of the car's invention on our lives today - how do we rely on the car for transport? How do we know? How cars have changed over time - what do you notice? What makes cars	Major:- Identify changes that have happened in history that can impact on today - development of transport. Plot invention of the bicycle. Discuss and understand the importance of the bike's invention - school survey - how many children can ride a bike and how many ride one to school. Field work walk to collect data on the types of vehicles on	Major:- Identify that there are different periods of time in history - e.g. Victorians/20th century etc... Model the use of the class timeline and use an electronic example of this to plot each period added. Viking long boats - early travel. Vikings. Compare long boats to modern boats and water transport. <u>Connective Knowledge</u> How might boats	Major:- Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally George Stephenson fact file - the invention of the train. Why is the train such a significant transport invention? <u>Connective Knowledge</u> Imagine a first steam train ride. Hot seating -

				were little. What does transport look like now compared to the past? Are there any modes of transport that are same now as in the Past?	from the past difficult to use today? <u>Connective Knowledge</u> What would life be like without cars?	the roads near our school. Directly outside school, a busy main road and a quiet side road. <u>Connective Knowledge</u> How can we show our findings? Bar graphs.	continue to change?	describe what it would have been like. <u>Assessment Indicator:</u> <i>Identify changes that have happened in history and how new inventions will continue to change the way we travel. Design their own plane, train or car for the future. Consider how things might change. Why would they need to? What might transport of the future look like?</i>
Religious Education, Beliefs and Values -Believing -Expressing -Living	EXPRESSING What do you celebrate and why? How and why do we celebrate special and sacred times? Discuss different celebrations they celebrate in their families. How are they special? What do they involve? Create concept map of different celebrations looking at food, who attends, any gifts given. (Individual liberty)	EXPRESSING What stories do your family tell? How and why do we celebrate special and sacred times? Using previous week's concept map, describe their favourite family celebration. Image of what happens with supporting sentences. (Mutual respect)	EXPRESSING What happened at Christmas? How and why do we celebrate special and sacred times? Complete individual Tales Toolkit of retelling of the story of the first Christmas. Draw or write their story, adding words where they can, or scribed by teacher.	EXPRESSING What happened at Christmas and how does it make us feel? How and why do we celebrate special and sacred times? In small groups, children to have a specific part of the Christmas Story to act out, thinking about how each character might have felt in that moment. (Tolerance)	EXPRESSING How do Christians celebrate Christmas? How and why do we celebrate special and sacred times? Relate to Christmas story, if in modern life. How might it be different? How might it still be the same? Look at Christian traditions of advent wreath, and calendar. (Tolerance)	EXPRESSING How do Christians celebrate Christmas? How and why do we celebrate special and sacred times? Relate to Christmas story, if in modern life. How might it be different? How might it still be the same? Look at Christian traditions of advent wreath, and calendar. (Tolerance)	EXPRESSING What matters most at Christmas? How and why do we celebrate special and sacred times? Remember Ten with Christmas artefacts. Discuss with children, if one item was taken away, could Christmas still happen? Which three items remind them the most of the Christmas story? (Mutual respect)	EXPRESSING <u>Assessment Indicator:</u> <i>How and why do people celebrate special and holy times?</i> <i>How and why do we celebrate special and sacred times?</i> <i>True or False with Christmas story statements.</i> <i>Recall key features of the Christmas story including the events of Christmas Day and Advent</i>
Modern Foreign Languages- French	Listening Know and join in with familiar French songs and	Listening Know and join in with familiar French songs and	Intercultural Understanding	Intercultural Understanding	Speaking Recognise and recall vocabulary in	Speaking Recognise and recall vocabulary in	Listening Know and join in with familiar French songs and	Listening Know and join in with familiar French songs and

-Listening -Speaking -Reading -Writing -Intercultural Understanding	rhymes, recognising some words. Join in with songs about food.	rhymes, recognising some words. Join in with songs about French foods.	Begin to join in with dances from different cultures. Create own actions and dance moves to help recall each key word name.	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.	the everyday environment. Recall French vocabulary for favourite foods.	the everyday environment. Recall French vocabulary for favourite foods.	rhymes, recognising some words. Join in with songs about food.	rhymes, recognising some words. Join in with songs about different greetings.
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Ask a question about a piece of art/type of art. Explore and investigate the effects that watercolour paints can have when painting and have the opportunity to experiment with what they can do with them.	Give an opinion about the work of a well-known artist. Joseph William Turner - Dutch Boats in a Gale https://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-dutch-boats-in-a-gale-the-bridgewater-sea-piece Give an opinion of what they like and dislike about the art work. (Democracy)	Know the names of the primary and secondary colours. Colour mixing for the clouds use black and white to create shades in the painting. Can you add primary colours to create a mood? How can black and white affect the mood of colours when mixed?	Use painting with a focus on colour and space. Create storm clouds, recognising what is needed from the watercolours to create space and effect.	Use painting with a focus on colour and space. Create waves in a story sea, applying previously practised skills to create effect.	<u>Assessment Indicator:</u> <i>Use painting with a focus on colour and space.</i> <i>Children to create their own version of Dutch boats in a gale by painting the sky and waves onto the printed images of the boats in the storm.</i>	<u>Assessment Indicator:</u> <i>Use painting with a focus on colour and space.</i> <i>Children to create their own version of Dutch boats in a gale by painting the sky and waves onto the printed images of the boats in the storm.</i>	Give an opinion about the work of a well-known artist. Children to evaluate each other's/their own art work using a version of TAG. (Mutual respect)
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -	Charanga Model Music Curriculum B <u>Assessment Indicator:</u> <i>Listen and appraise -</i> <i>Recognise that different instruments are played in a piece of music and express feelings towards it.</i> <i>Know and be able to say whether</i>	Charanga Model Music Curriculum B Listen and appraise - Recognise that different instruments are played in a piece of music and express feelings towards it. Know and be able to say whether they like or dislike a piece of music. Singing -

	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Demonstrate a range of musical knowledge and understanding.</p> <p>Walk, move and clap a steady beat with others.</p> <p>To understand what the song is about, and what the words mean.</p> <p>Twinkle, Twinkle Little Star (Mutual Respect Tolerance)</p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Sing together as a group.</p> <p>Play and perform an instrument part by ear.</p> <p>Create a simple melody using 2, 3, 4 or 5 notes.</p> <p>In the Orchestra (Mutual Respect Tolerance)</p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Talk about the song together, and explore feelings, thoughts and emotions towards the song.</p> <p>Sing and recognise high and low sounds.</p> <p>Daisy Bell (Bicycle Made for Two) (Mutual Respect Tolerance)</p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Sing songs in both low and high voices and talk about the difference in sounds.</p> <p>Play and perform an instrumental part from notation.</p> <p>Create a simple melody using 2, 3, 4 and 5 notes.</p> <p>Dancing Dinosaurs</p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Sing songs in both low and high voices and talk about the differences in sounds.</p> <p>Twinkle, Twinkle Little Star</p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Sing songs in both low and high voices and talk about the differences in sounds.</p> <p>In the Orchestra</p>	<p><i>they like or dislike a piece of music</i></p> <p><i>Singing - Sing with a good sense of pulse as part of a group. Make different sounds with the voice.</i></p> <p><i>Follow instructions about when to play and sing.</i></p> <p><i>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</i></p> <p><i>Play and perform an instrumental part from notation.</i></p> <p><i>Play and perform an instrument part by ear.</i></p> <p><u>Instrument Assessment Indicator:</u> <i>Composing and performing own instrumental piece to songs from this half term.</i></p>	<p>Sing with a good sense of pulse as part of a group.</p> <p>Make different sounds with the voice.</p> <p>Follow instructions about when to play and sing.</p> <p>Instruments - Use untuned percussion instruments to follow a simple pulse of a piece of music.</p> <p>Sing songs in both low and high voices and talk about the difference in sounds.</p> <p>Play and perform an instrumental part from notation.</p> <p>Create a simple melody using 2, 3, 4 and 5 notes.</p> <p>Daisy Bell (Bicycle Made for Two)</p>
Enhancements Visits and Visitors			Field work - transport data collection walks in Cheadle 15.11.23				Visit to Aviva Studios Manchester - Performance of Lost and Found 14.12.23	

Parental Engagement	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 – 5.50pm	Parent Forum 08.11.23 9.00-10.00am					KS1 Christmas Production 2.15pm 11.12.23 and 12.12.23 9:30am	Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23
Whole School and National Events	Bonfire Night 05.11.23	Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23	

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.