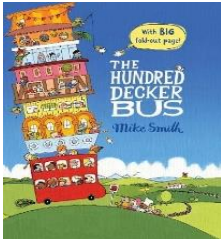
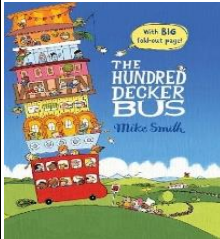
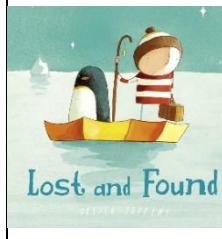
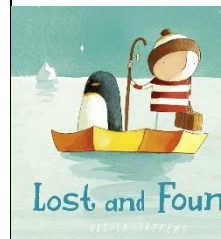


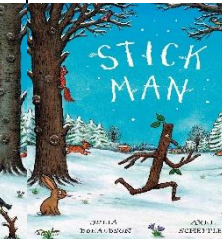
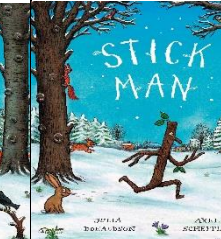




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2024
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 28.10	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 02.12	Week 7 Wk Beg 19.12	Week 8 Wk Beg 16.12
Big Question	How can we get from one place to the next?							
Connected Concepts	Influence Significance	Influence Significance	Influence Significance	Influence Significance	Influence Significance	Influence Significance	Influence Significance	Influence Significance
Book Studies	The Hundred Decker Bus by Mike Smith 	The Hundred Decker Bus by Mike Smith 	Lost and Found by Oliver Jeffers 	Lost and Found by Oliver Jeffers 	Lost and Found by Oliver Jeffers 	Stickman by Julia Donaldson 	Stickman by Julia Donaldson 	Stickman by Julia Donaldson 
Children steering learning...	Who invented types of travelling? What is an engineer? How does a car move? Why did they make horses and carriages? Why does a bike not have an engine?							
English Reading -Word reading -Comprehension	The Hundred Decker Bus Text Focus - Narrative - lists <u>Phase 1 - Understanding as a reader.</u>	The Hundred Decker Bus Text Focus - Narrative - lists <u>Phase 2 - Understanding as writer.</u>	Lost and Found Text Focus - Narrative - recount <u>Phase 1 - Understanding as a reader.</u>	Lost and Found Text Focus - Narrative - recount <u>Phase 2 - Understanding as writer.</u>	Lost and Found Text Focus - Narrative - recount <u>Phase 3 - Composition</u>	Stickman Text Focus - Narrative - report <u>Phase 1 - Understanding as a reader.</u>	Stickman Text Focus - Narrative - report <u>Phase 2 - Understanding as writer.</u>	Stickman Text Focus - Narrative - report 17.12.24
Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Begin to sequence sections of stories using images for support. Sequencing the buses journey on large cards - discuss the next steps in	Join two sentences using the conjunctions and, but. Describing what they can see on the bus route using and/but.	Begin to sequence sections of stories using images for support. Tales toolkit to retell the story in sections - character, setting,	Write simple sentences adding an adjective to a noun. Description of key characters in the story - boy and the penguin. Introducing	Sequence sentences to form a narrative. (2 writing sessions over the week) Recount of the story of Lost and Found using the previous 2 weeks build up.	Discuss word meanings and link these to previously known words. Hook: making stickmen and adding labels of tier II vocabulary from the text.	Sequence sentences in chronological order to recount an event or experience. Cartoon strip to retell a section of stickman's journey in chunks. Stick man	Visit to see the theatre production of Stickman at the Lowry Theatre. <u>Assessment piece 2</u> <u>Phase 3 - Composition</u> Sequence sentences in chronological order to recount an

	<p>the story and place arrows to show the sequence of the text as they go.</p> <p>Phase 1 – Understanding as a reader. Explain understanding of what they have read by recalling characters and events and how the story moves on. Tales toolkit page to box the text up into the sections of character, setting, problem and solution. Toolkit: odd one out adjectives when matching to pictures – which one doesn't fit?</p> <p>Reading FFT Step 39: Read and spell words with ay, ou, ie, ea, oy</p> <p>Discuss the significance of the title and events.</p>	<p>Phase 3 – Composition Join two sentences using the conjunctions and, but. Write simple sentences adding an adjective to a noun.</p> <p>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>Reading FFT Step 40: Read and spell words with -ir girl in a whirl</p> <p>Discuss the significance of the title and events.</p>	<p>problem, solution adding key words and phrases,</p> <p>Phase 1 – Understanding as a reader. 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>Reading FFT Step 41: Read and spell words with -ue blue glue</p> <p>Discuss the significance of the title and events.</p>	<p>ambitious vocabulary to describe their features.</p> <p>Phase 2 – Understanding as a writer. Write simple sentences adding an adjective to a noun.</p> <p>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>Reading FFT Step 42: Read and spell words with -aw I saw a see saw</p> <p>Discuss the significance of the title and events.</p>	<p>Tales toolkit symbols to structure the recount.</p> <p>Reading FFT Step 43: Read and spell words with - ew new stew</p> <p>Discuss the significance of the title and events.</p>	<p>Retell key stories orally using narrative language. Tales toolkit to retell the story in sections – character, setting, problem, solution adding key words and phrases. Emotional mapping – add how stickman is feeling at different points within the story.</p> <p>Reading FFT step 44: Consolidation ay, ou, ie, ea, oy</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>is...Here comes a...Stickman beware of a...I'm not a stick...</p> <p>Phase 2 – Understanding as a writer. Sequence sentences in chronological order to recount an event or experience. Session 2: repeat for another section of Stickman's journey.</p> <p>Reading FFT step 44: Consolidation ir, ue, ae, ew</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>event or experience. Chn to write a report about the story of Stickman and his Journey. Who is he? Where does he go? What does he see? What does he do?</p> <p>Reading FFT step 44: Consolidation red word focus</p> <p>Make inferences on the basis of what is being said and done.</p>
<p>Tier II vocabulary</p>	<p>Clambered Float Invented Hammering Clanking</p>	<p>Decided Disappointment Discovered Together Delighted Realised</p>	<p>Fetch Weave Drifts Deserted Most Weary</p>					

<p>Mathematics Number -Number and Place Value -Addition and Subtraction</p> <p>Measurement -Geometry Properties of shapes</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds to 8</p> <p>C - multilink F - number search Tool Kit - match me up.</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds to 8, 9, 10</p> <p>C - part part whole F - odd one out (I) Tool Kit- star centre.</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds within 10</p> <p>C - bar model F star centre (I) Tool Kit - missing numbers (word problems working backwards)</p>	<p>Addition and subtraction (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Bonds within 10</p> <p>C - tens frames F - correct or not correct. Tool Kit - order my answer.</p>	<p>Place Value (within 20). Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and 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>C - number lines one more and one less C - tens and ones F - match me up image to numeral</p>	<p>Place Value (within 20). Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and 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>F -correct or not correct partitioning F -odd one out. Tool Kit- same and different.</p>	<p>Place Value (within 20). Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and 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>Tool Kit - order my answers partitioning.</p> <p>White Rose Assessment.</p>	<p>Place Value (within 20). Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and 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>Tool Kit -picture maths</p> <p>PS - What's the image showing - bar models?</p>
<p>Retrieval work through Maths Rehearsal Sequence</p>	<p>Retrieval of number bonds to 8</p>	<p>Retrieval of number bonds to 9</p>			<p>Retrieval of number bonds to 10</p>			
<p>Science -Working Scientifically to observe, connect, respond</p>	<p>Everyday Materials Identify and name a variety of everyday materials, including wood, plastic, glass,</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made. Consider the difference between</p>	<p>Everyday Materials Compare and group together a variety of everyday materials on the basis of their</p>	<p>Everyday 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>Everyday Materials Ask simple questions using their prior knowledge.</p>	<p>Everyday Materials Ask simple questions using their prior knowledge.</p>	<p>Everyday Materials <u>Assessment Indicator</u> Compare and group together a variety of everyday materials on the</p>

<p>-Biology -Chemistry -Physics</p>	<p>metal, water, and rock. Name a variety of materials considering what they are used for, where they might have seen them being used before. Why are particular materials good for their purpose i.e glass windows?</p>	<p>the object and the material it is made from. Could objects be made from a different material to that which we have observed?</p>	<p>simple physical properties. Explore magnets and metals. Which objects are attracted to magnets? What materials do you recognise? Can you get the paperclip out of the water without getting your hands wet? Are different magnets able to hold the same amount of paper clips?</p>	<p>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.</p>		<p>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.</p>	<p>Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair. Floating and sinking: Investigation to find out what happens to different materials when put into a tank of water - predict if they float or sink. Use a table to order results, Use of vocabulary to discuss and explain what is observed.</p>	<p><i>basis of their simple physical properties.</i> <u>TAPS assessment - ways to test reflectiveness.</u> Follow TAPs assessment - use torches and test the reflectiveness of a range of materials.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How can we accept that everyone is different? Identify similarities between people in my class. 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? (BV-Individual liberty)</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How can we accept that everyone is different? Identify differences between people in my class. 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?</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How can we include others when working? Tell you what bullying is. 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?</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How can we include others when working? Know some people who I could talk to if I was feeling unhappy or being bullied. . 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? (BV-Mutual respect)</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity What do we do if someone is being bullied? Know some people who I could talk to if I was feeling unhappy or being bullied. Why might Jigsaw Jack be upset? What happened to Jigsaw Jack? How might Jack be feeling? How might they get help?</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How we can work together to solve problems? Know how to make new friends. 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?</p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How we can use kind words? <u>Assessment Indicator</u> <i>Tell you some ways I am different from my friends.</i> <i>What words can you use to describe your friends? What words can you use to describe how we treat our friends?</i></p>	<p>PSHEE Jigsaw SOW Celebrating Diversity How can we give and receive compliments? Tell you some ways I am different from my friends. How do we treat our friends? How do we want to be treated? Why is it important we are all special and unique?</p>
<p>Physical Education -Gymnastics</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>	<p>Get Set 4 PE SOW Indoor PE -Invasion Games</p>

<p>-Dance -Games -Athletics -Swimming</p>	<p>Know that tactics can help us when playing games. Understand the role of defenders and attackers.</p> <p><u>Assessment Indicator</u> Use simple rules to play fairly.</p> <p>Outdoor PE - Ball skills Explore dribbling with hands and feet. Use soft touches with our hands to keep good control. Use wide fingers to move the ball.</p> <p><u>Assessment Indicator</u> Begin to dribble a ball with hands and feet.</p>	<p>Understand that being in a good space helps us to pass the ball. Recognise who to pass to and why, practising passing with a partner.</p> <p>Outdoor PE - Ball skills Develop tracking and retrieving a ball. Keep eyes on the target. Release the ball when your fingertips are pointing at the target.</p>	<p>Explore dribbling with hands and feet. Move towards a goal by dribbling a ball.</p> <p>Outdoor PE - Ball skills Explore technique when throwing over and underarm. Face your body and target arm towards the target. Stand with your legs split, one leg in front of another.</p>	<p>Explore tracking and moving to stay with a partner. Explore different ways to pass with a partner, staying with them in order to support their play.</p> <p>Outdoor PE - Ball skills Develop coordination and technique when catching. Keep your eyes on the ball. Use a 'ready' position, with your knees bent, feet shoulder width apart, on your toes.</p> <p><u>Assessment Indicator</u> Catch a beanbag and a medium sized ball.</p>	<p>Recognise good space when playing games. Moving into space to develop an awareness of defenders.</p> <p><u>Assessment Indicator</u> Change direction to move away from a defender.</p> <p>Outdoor PE - Ball skills Explore dribbling with hands and feet. Keep the ball close to you (under your nose). Keep your head up.</p>	<p>Explore tracking and moving to stay with a partner. Stay with a player to defend a set play.</p> <p>Outdoor PE - Ball skills Explore dribbling with hands and feet. Use both feet to move with the ball. Use different parts of your foot (sole, toe, heel, inside and outside)</p>	<p>Know that tactics can help us when playing games. Apply dribbling and tracking skills to defend and attack.</p> <p>Outdoor PE - Ball skills Develop tracking and retrieving a ball. Adjust your body so it is in line with the ball. Keep your eyes on the ball.</p>	<p>Know that tactics can help us when playing games. Apply dribbling and tracking skills to defend and attack.</p> <p><u>Assessment Indicator</u> Understand when I am a defender and when I am an attacker.</p> <p>Outdoor PE - Ball skills Develop tracking and retrieving a ball. Apply dribbling, tracking, sending and receiving to a small game.</p> <p><u>Assessment Indicator</u> Use simple rules to play fairly.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Creating Media To use shape tools and line tools in an art package. To explore patterns, and shapes.</p>	<p>Creating Media To use shape tools and line tools in an art package. Recreate Piet Mondrian abstract artwork using line and shape tools.</p>	<p>Creating Media To make careful choices when painting a digital picture. Use pen, shape and fill tool to recreate a Henri Matisse piece.</p>	<p>Creating Media To explain why I chose the tools I used. Selecting the best tools to create a digital painting in the style of Wassily Kandinsky.</p>	<p>Creating Media To use a computer on my own to paint a picture. Paint a pointillist painting of a sunflower using pen tools.</p>	<p>Creating Media To use a computer on my own to paint a picture. Paint a pointillist painting of a sunflower using pen tools.</p>	<p>Creating Media To compare painting a picture on a computer and on paper. Children to create pointillism piece using paint to compare to last week's computer version.</p>	<p>Creating Media To compare painting a picture on a computer and on paper. Children to create pointillism piece using paint to compare to last week's computer version.</p> <p><u>Assessment Indicators</u> Express preferences for creating art digitally or on paper.</p>

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>				<p>Minor Map skills and fieldwork - gathering transport data and building use. Hot and cold areas in relation to the equator and poles.</p>	<p>Minor Map skills and fieldwork. Hot and cold areas in relation to the equator and poles.</p>			
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major How has transport changed over time? Understand changes in transport within living memory. Identify that events and changes have happened in order. Ask and answer questions in sentences. Name and describe different types of transport. How can it be grouped? E.g. flies and doesn't fly/car not a car/past or present Consider how to understand transport was different when their parents etc 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?</p>	<p>Major How have bikes changed over time? Understand changes in transport within living memory. Identify that events and changes have happened in order. Create a class timeline to be use throughout the weeks. Add significant dates week by week. Plots the invention of the bicycle on timeline. Compare bikes over time and how they have changed and adapted. Which look easier/more difficult to ride? Identifying old and new - explaining how they know the changes have impacted on the invention.</p>	<p>Major How have cars changed over time? Understand changes in transport within living memory. Identify that events and changes have happened in order. Add the invention of the car to the timeline - why is the car significant as an invention? How cars have changed over time - what do you notice? What makes cars from the past difficult to use today? Identify features of past and present cars. Spotting significant differences between past and present.</p>	<p>Major Field work to collect data on the types of vehicles on the road near our school. Collate data gathered onto a bar chart to show the most popular methods of travelling in Cheadle. Gather information on building use.</p>	<p>Sticky Knowledge Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Identify changes that have happened in history that can impact on today.</p>	<p>Major How have trains changed over time? Understand changes in transport within living memory. Identify that events and changes have happened in order. Add the invention of the train to the timeline - why is the train significant as an invention? How is it different to the invention of the bike or car? What can it be used for? How trains have changed over time - what do you notice? What makes trains from the past difficult to use today? Identify features of past and present trains.</p>	<p>Major How have boats changed over time? Understand changes in transport within living memory. Identify that events and changes have happened in order. Add Viking long boats to the timeline - why is this a significant invention? Could they have used engines at this time? How boats have changed over time - consider the possibilities that boats can be used for - row boats to cruise ships, aircraft carriers etc. How they help us today?</p>	<p>Major How has transport changed over time? <u>Assessment Indicators</u> Understand changes in transport within living memory. Identify that events and changes have happened in order. Ask and answer questions in sentences. Identify the past and present version of vehicles. Can describe features of life today, and how they differ from those of a different time period referring to subject specific details. How have they changed? How has this helped people to use them?</p>

<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Ask questions and suggest answers about stories to do with Christian festivals. Baseline questioning what special and sacred times Christians celebrate and why they might be important. Whole class concept map with children's voice added.</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Ask questions and suggest answers about stories to do with Christian festivals. Exploration of what celebrations are celebrated within year 1. Class discussion on what celebrations are important to use and why. (BV-Individual Liberty)</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Retell stories connected with Christmas. Introduce the story of Christmas to the children. What do they already know? What might be new to them? Tales Toolkit format to retell the story.</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Retell stories connected with Christmas. Looking closer at the Christmas Story. Children to take on the character of different characters in the story, recognising feelings and emotions within the story.</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Ask questions and suggest answers about stories to do with Christian festivals. Take a look at a variety of advent traditions. Why might they be important to Christians? Children have chance to create their own advent traditions. (BV-Mutual respect/Tolerance)</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas. From looking at advent traditions, and Christmas traditions, children to explore what their traditions are, and why they're important to their family. (P4C) (BV-Mutual respect/Tolerance)</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas. <u>Assessment Indicator</u> <i>Remember Ten with Christmas artefacts. What do we know about the different artefacts and why are they important to Christians in advent and Christmastime?</i> (BV-Mutual respect/Tolerance)</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas. True or False with Christmas story statements. Recall key features of the Christmas story including the events of Christmas Day and Advent</p>
<p>Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings. Une Chanson des Chiffres.</p>	<p>Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings. Une Chanson des Chiffres.</p>	<p>Intercultural Understanding Begin to join in with dances from different cultures. Create own actions and dance moves to help recall each key word name. French 1 - 10 Children's songs.</p>	<p>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. French 1 - 10 Children's songs.</p>	<p>Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for greetings. Les chiffres de 1 a 20.</p>	<p>Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for greetings. Les chiffres de 1 a 20.</p>	<p>Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings and farewells. French numbers 1 - 20.</p>	<p>Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about greetings. French numbers 1 - 20.</p>
<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>PAINTING 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-mary-william-turner-dutch-boats-in-a-gale</p>	<p>PAINTING Ask a question about a piece of art. Look at a range of art work by the artist and generate a question relating</p>	<p>PAINTING Know the names of the primary and secondary colours. Focus on colour mixing for the clouds use black and white to create shades in the painting.</p>	<p>PAINTING Use painting with a focus on colour and space. Create storm clouds by experimenting with tone and shade, using black or white</p>	<p>PAINTING Know how to create a repeating pattern using paint. Create waves in a story sea. Use knowledge of bright and dark shades to create waves.</p>	<p>PAINTING Assessment Indicator Use painting with a focus on colour and space. Paint their own version of Dutch boats in a gale by</p>	<p>PAINTING Give an opinion about the work of a well-known artist. Evaluate each other's/their own art work using a version of TAG.</p>	<p>PAINTING Give an opinion about the work of a well-known artist. Evaluate each others art work in gallery style. What do we like about their peers' learning,</p>

<p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology 	<p>ntings/joseph-mallord-william-turner-dutch-boats-in-a-gale-the-bridgewater-sea-piece Give an opinion of what they can see in relation to the colours in the picture. What moods or feelings is Turner creating?</p>	<p>to the moods in the colours of the sky.</p>	<p>Add primary colours to create a mood.</p>	<p>to change the depth of colours.</p>		<p>painting the sky and waves onto the printed images of the boats in the storm.</p>		<p>relating to the colours and shades? How could we improve?</p>
<p>Music</p> <ul style="list-style-type: none"> -Listen and Appraise -Singing -Instruments -Improvisation -Composition 	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Understanding Music Copy back simple rhythmic patterns using long and short. Find long and short patterns within a piece of music. Assessment Indicator Repeating vocal patterns in tune.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Listening and appraising Move and dance with the music. Use our bodies to move and dance in time to the beat.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Singing Sing, rap, rhyme, chant and use spoken word. Sing along with a piece of music.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? 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 Performing short, repeating rhythm patterns.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? 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.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Singing Sing songs from memory. Sing along with a piece of music.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Creating: improvising Explore improvisation within a major and minor scale using the notes: D, E, A Use the glockenspiel to play the D,E and A notes.</p>	<p>Charanga Model Music Curriculum B How does music tell stories about the past? Creating: improvising Explore improvisation within a major and minor scale using the notes: C, D, E Use the glockenspiel to play the C, D and E notes. Assessment Indicator Follow a steady beat and staying 'in time'.</p>
<p>Outdoor Learning Opportunities</p>		<p>Minor: (Science) Enrichment - looking for everyday materials in our outdoor area.</p>	<p>Major: (History) Use natural materials to create the changes of cars over time.</p>	<p>Minor: (Maths) Recording bonds to 8 using natural materials.</p>	<p>Minor: (Maths) Recording bonds to 9 using natural materials.</p>	<p>Minor: (Maths) Recording bonds to 8,9,10 using chalk part wholes</p>	<p>Minor: (Maths) Recording tens and ones to make 'teen' numbers</p>	

Enhancements Visits and Visitors				Field work - transport data collection walks in Cheadle - 18.11.24				Visit to Lowry Theatre Salford Quays - Performance of Stickman -17.12.24
Parental Engagement		Parent Forum 06.11.24 Parent Teacher Consultations 06.11.24 and 07.11.24			Drop Everything and Read - 27.11.24		Christmas Performances KS1 09.12.24 @ 2:15 10.12.24 @ 9:30	
Whole School and National Events	Diwali 31.10.24	Bonfire Night 05.11.24 National Outdoor Learning Day 07.11.24	Anti-bullying Week 11.11.24 Children in Need 15.11.24		National No Pens Day 27.11.24		Christmas Dinner 11.12.24 Save the Children Christmas jumper day - FS1 charity 13.12.24	Staff Team Member for the Day 17.12.24 Santa Dash 18.12.24 Children's Christmas Party 20.12.24

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