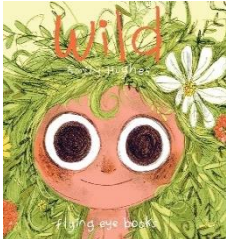
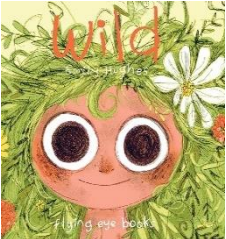
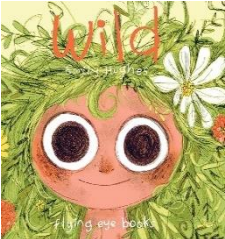
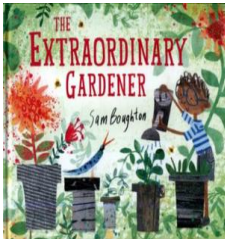
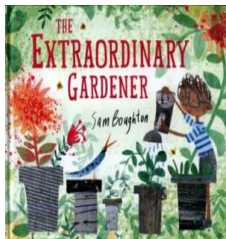
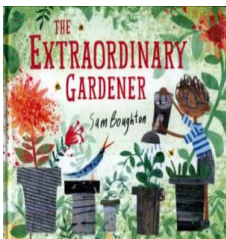




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 19.02	Week 2 Wk Beg 26.02	Week 3 Wk Beg 04.03	Week 4 Wk Beg 11.03	Week 5 Wk Beg 18.03	Week 6 Wk Beg 25.03
Big Question	How does your garden grow?					
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	Wild 	Wild 	Wild 	The Extraordinary Gardener 	The Extraordinary Gardener 	The Extraordinary Gardener 
Children steering learning....	Planting and growing plants. What grows on plants and trees?	Why do the leaves look different to each other?	Birds and bird spotting. Animals we can find in our garden.	How does a plant grow? Why do plants look different to each other?	What happens in Spring and Easter time?	Why is Easter a special time for some people?
English Reading - Word reading - Comprehension Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation	<u>Phase 1 – Understanding as a reader.</u> Comment on likes and dislikes of a story or text. Link what has been read or heard to their own experiences. 'Wild review' should you read this book? Comment on likes and dislikes and why others may enjoy this book. <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?	<u>Phase 2 – Understanding as a writer.</u> Join two sentences using the conjunctions and Close procedures to complete sentences using conjunctions. But, because, and. <u>Phase 2 – Understanding as a writer.</u> Write simple sentences adding an adverb to a verb. Toolkit – correct or not correct – sentences from the text using an adverb to describe what the girl is doing, are they used correctly? Does the adverb match the noun?	<u>Phase 2 – Understanding as a writer.</u> Write simple sentences adding an adverb to a verb. Generate adverb bank and apply to sentences about the girl and events in the texts using illustrations. <u>Phase 3 – Composition.</u> Sequence sentences to form a narrative. Form a description of the girl split into two parts. Applying adjectives and conjunctions to describe what she looks like and what she does.	<u>Phase 1 – Understanding as a reader.</u> (Before reading) Draw simple inferences from the text and/or the illustrations. Responding to questions about illustrations at different stages within the text to show the progression of events. <u>Phase 1 – Understanding as a reader.</u> Discuss word meanings and link these to previously known words. Generating a simile bank for 'Extraordinary' and 'ordinary'. What is the difference between these	<u>Phase 2 – Understanding as a writer.</u> Write simple sentences adding an adjective to a noun. Full bloom illustrations to support generating a range of adjectives and recording sentences applying adjectives in a list. <u>Phase 2 – Understanding as a writer.</u> Sequence sentences in chronological order to recount an event or experience. Use illustrations from the text to sequence events and record events in	<u>Phase 3 – Composition. Assessment Indicator:</u> Sequence sentences to form a narrative to explain. Report about different types of plants linking to Science knowledge. Select a range of plants and trees to create a report about plants and include descriptions, labelled illustrations and information.

	<p>Respond to questions about different illustrations from the text relating to interring what is happening in each one - collate ideas in a discussion and add to large illustrations.</p> <p>Phase 2 – Understanding as a writer. Use a question mark. What would you ask the girl if you met her for the first time?</p> <p>Reading FFT Step 50: Consolidation week (a_e, e_e, i_e, o_e u_e) Explain clearly their understanding of what is read to them.</p>	<p>Reading FFT Step 46: Read and spell words with -y (happy) Common Alternatives: (/ee/ ey) Explain clearly their understanding of what is read to them.</p>	<p>Reading FFT Step 47: Read and spell words with -y (fly) Common Alternatives: (/oo/ u, oul) Discuss word meanings, linking new meanings to those already known.</p>	<p>words? How can they be used?</p> <p>Reading FFT Step 48: Read and spell words with ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our) Discuss word meanings, linking new meanings to those already known.</p>	<p>chronological order by explaining the events.</p> <p>Reading FFT Step 49: Read and spell words with soft c (ice) Common Alternatives: (/s/ sc, ce) Being encouraged to link what they have read with what they hear being read to their own experiences.</p>	<p>Reading FFT Step 49: Read and spell words with soft g (gem) Common Alternatives: (/e/ ea) Being encouraged to link what they have read with what they hear being read to their own experiences.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Multiplication and Division Halves and doubles.</p> <p>Concrete: Use tens frames to show double a number. Pick a card, make the number in the tens frame. Double it in a new tens frame. Count the total. Discuss what you notice (e.g. they look the same. You don't have to start counting at 0...) Repeat with other numbers. Photo for books.</p> <p>Concrete: Numicon – use numicon to show what double a number is. Complete sheet for book. Lolly sticks.</p> <p>Fluency: Find the calculation: Doubles. Record some number sentences in books.</p>	<p>Addition and Subtraction T and O not crossing.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 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 $7 = \square - 9$.</p> <p>Concrete: Numicon Fluency: Missing numbers. Toolkit: Correct or not correct.</p>	<p>Addition and Subtraction T and O not crossing.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 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 $7 = \square - 9$.</p> <p>Concrete: Numicon (part part whole) Concrete: Numicon (bar model)</p>	<p>Addition and Subtraction T and O not crossing.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 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 $7 = \square - 9$.</p> <p>Fluency: Match me up. Fluency: Which symbol? Toolkit: Order my answers.</p>	<p>Addition and Subtraction T and O not crossing.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 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 $7 = \square - 9$.</p> <p>Toolkit: Find my neighbour. Toolkit: Pick a pair. Toolkit: Use my numbers.</p>	<p>Addition and Subtraction T and O not crossing.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 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 $7 = \square - 9$.</p> <p>Problem Solving and Reasoning:-Patterns and relationships, generalise, analyse and explain.</p>

	<p>Toolkit: Find my neighbour.</p> <p>Problem Solving and Reasoning:- Magic plant - nrich (doubling).</p>	<p>PS&R: Representation.</p> <p>Measures: O'clock.</p>	<p>Concrete: Base 10.</p> <p>Fluency: Odd one out.</p> <p>Measures: O'clock.</p>	<p>Toolkit CP: Star centre.</p> <p>Word Problems.</p> <p>Measures: Half past.</p>	<p>3 Read</p> <p>Measures: Half past</p>	<p>Assessment Indicator:</p> <p>Word problems. Which visual representation are being used to match to explain and show what that is telling us.</p> <p><i>If you add an odd number do you always get an odd answer?</i></p> <p>Measures: Half past and O'clock.</p>
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Plants.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Ask simple questions using their prior knowledge.</p> <p>Pre-assessment - draw and label parts of a plant you know.</p> <p>Comparing plants, seeds, bulbs by exploring our school grounds.</p> <p>Generating questions and observing closely.</p> <p>Microscope observations: roots.</p>	<p>Plants.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe closely, talking about what is noticed.</p> <p>Investigating the parts of a plant.</p> <p>Dissecting plants into the main parts identified to recognise and name the structure of a plant and the purpose of the parts.</p> <p>Petal, stem, leaf and roots.</p> <p>Create a large scale model of what the role of each part is. Petal, stem, leaf and roots.</p> <p>Microscope observations: petals.</p>	<p>Plants.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Observe closely, talking about what is noticed.</p> <p>Identify and classify using a given criteria.</p> <p>Exploring the differences between wild and garden plants. How can they be grouped or classified. How can they be matched to their seeds?</p> <p>Microscope observations: leaves.</p>	<p>Plants.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and classify using a given criteria.</p> <p>Exploring the differences between deciduous and evergreen trees. What does an oak tree look like through the seasons, how does it change over time?</p> <p>Tree leaf ID.</p>	<p>Plants.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and classify using a given criteria.</p> <p>Investigate fruits and vegetables and where they come from. Identify similarities and differences between the different plants or trees they come from.</p> <p>Identify different trees and plants on local area walk.</p>	<p>Plants.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Assessment Indicator:</p> <p>Comparing a selection of different plants and making observations about how they could be identified, group and classified.</p> <p>TAPS Leaf Looking.</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	PSHE JIGSAW SOW: Healthy Me. Feel good about myself when I make healthy choices. To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.	PSHE JIGSAW SOW: Healthy Me. Know how to make a healthy lifestyle choice. To know what it feels like to make a healthy choice.	PSHE JIGSAW SOW: Healthy Me. Recognise I am special so I keep myself safe. To understand how germs cause disease or illness. To know that all household products, including medicine, can be harmful, if not used properly.	PSHE JIGSAW SOW: Healthy Me. I can name some ways to help myself when I'm feeling poorly. To understand that medicines can help me if I feel poorly and I know how to use them safely.	PSHE JIGSAW SOW: Healthy Me. I can recognise when I feel frightened and know who to ask for help. To know how to keep safe when crossing the road, and about people who can help keep me safe.	PSHE JIGSAW SOW: Healthy Me. I can recognise how being healthy helps me to feel happy. To explain why my body is amazing and identify some ways to keep it safe and healthy.
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Indoor PE Gymnastics To explore travelling movements. Use different body parts to travel on. Use high and low levels to travel. Outdoor PE Net and Wall. To defend space, using the ready position. Feet hip width apart and knees bent. Return to the ready position after each roll or throw.	Get Set 4 PE SOW Indoor PE Gymnastics To develop and combine travelling movements. Use different body parts to travel on. Use high and low levels to travel. Outdoor PE Net and Wall. To play against an opponent and keep the score. Say the score out loud every time someone scores a point. Shake hands with your opponent at the end of each game.	Get Set 4 PE SOW Indoor PE Gymnastics To develop quality when performing and linking shapes. Squeeze your muscles to make them feel hard and tense when in a shape. Outdoor PE Net and Wall. To explore hitting with a racket. Hold the racket towards the bottom of the handle. Keep the ball in the centre of the racket face.	Get Set 4 PE SOW Indoor PE Gymnastics To develop quality when linking shapes. Squeeze your muscles to make them feel hard and tense when in a shape. Outdoor PE Net and Wall. To develop racket and ball skills. Keep the ball in the centre of the racket face. Use small movements to hit the ball.	Get Set 4 PE SOW Indoor PE Gymnastics To develop stability and control when performing balances. Be as still as a statue in your balance. Hold your balances for 5 seconds. Squeeze your muscles so that they feel hard. Outdoor PE Net and Wall. To develop sending a ball using a racket. Move your feet to the ball. Stand sideways on and push the ball back using the centre of the racket face.	Get Set 4 PE SOW Indoor PE Gymnastics To develop stability and control when performing balances. Be as still as a statue in your balance. Hold your balances for 5 seconds. Squeeze your muscles so that they feel hard. Outdoor PE Net and Wall. To develop hitting over a net. Finish your racket face pointing at where you want the ball to go. Look at where the other team are standing and throw or hit the ball away from them.
Computing -Code -Connect -Communicate -Collect	Data and information. To label and match data. Begin to understand that objects have many different labels that can be	Data and information. To group and count objects with the same properties. To demonstrate the ability to count a small number of	Data and information. To describe objects in different ways. Identify the properties of objects and begin to understand that properties	Data and information. To make different groups. Classify objects based on their properties and group objects with similar	Data and information. To compare groups of objects. Investigate how to group different objects by properties.	Data and information. <u>Assessment Indicator:</u> To answer questions about a group of objects.

	<p>used to put them into groups.</p> <p>To understand objects may fit into more than one group depending on contexts.</p>	<p>objects before and after they are grouped.</p> <p>Begin to learn that computers require input from to perform tasks.</p>	<p>can be used to group objects; for example, objects can be grouped by colour or size.</p> <p>Demonstrate the ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer.</p>	<p>properties, explaining how they have been grouped.</p> <p>Show how the same objects can be grouped in different ways.</p>	<p>They will begin to compare and describe groups of objects, then they will record the number of objects in each group.</p>	<p><i>Decide how to group objects to answer questions.</i></p> <p><i>Compare groups by thinking about how they are similar or different, and they will record what they find.</i></p> <p><i>They will then share what they have found with their peers.</i></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Major:-</p> <p>What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p><u>Pre-assessment -</u></p> <p><i>What are the seasons?</i></p> <p><i>What is weather?</i></p> <p><i>How does it affects us?</i></p> <p>Season's song.</p>	<p>Major:-</p> <p>What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p>Seasons - children match months to season cards.</p> <p>How can we measure weather?</p> <p>Make a rain gauge and measure rainfall over a week.</p> <p>Measure thermometers over a week.</p> <p>Weather record sheets.</p>	<p>Major:-</p> <p>What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p>Review data from rain gauges and thermometers.</p> <p>Make simple charts to show the results.</p> <p>Consider how weather affects our lives.</p> <p>Complete the 'which clothes for the weather?</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p>-</p>	<p>Major:-</p> <p>What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p>Weather forecasting - read weather maps and predict the weather.</p>	<p>Major:-</p> <p>What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p><u>Assessment Indicator:</u></p> <p><i>Make a seasons flap book, Draw inside a picture of what a tree would look like in that season. Add weather pictures, clothes and words (including months) to the picture.</i></p> <p><i>Is today's weather typical or atypical? Why?</i></p>
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>					<p>Minor:</p> <p>Source Enquiry.</p> <p>Begin to identify and understand why Amelia Earhart is an inspirational and significant figure.</p> <p>Women's History Month - Amelia Earhart (Individual Liberty)</p>	<p>Minor:</p> <p>Source Enquiry.</p> <p>Begin to identify and understand why Amelia Earhart is an inspirational and significant figure.</p> <p>Articulate and identify moments in Amelia Earhart's life that made her significant. Women's History Month - Amelia Earhart (Individual Liberty)</p>

Religious Education, Beliefs and Values - Believing - Expressing - Living	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? Part 2. Discussion on what children already know about Easter in terms of the Christian church, creating concept map. (Mutual respect and Tolerance)</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? Part 2. Shrove Tuesday, Ash Wednesday significance. And traditions. (Mutual respect and Tolerance)</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? Part 2. Understanding the significance of Lent. Make a Lenten promise. (Mutual respect and Tolerance)</p>	<p>Easter learning in context – visit to the Easter Trail at All Hallows Church – 12.03.2024 (Mutual respect and Tolerance)</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? Part 2. Looking at Holy Week, Explaining the key holy days and what their significance. Create a timeline of events. (Mutual respect and Tolerance)</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? Part 2. Understanding what Christians believe happened at Easter. Using small world/puppets to recreate the story. (Mutual respect and Tolerance)</p>
Modern Foreign Languages-French - Listening - Speaking - Reading - Writing - Intercultural Understanding	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about days of the week Les jours de la semaine – alain le lait</p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about days of the week Les jours de la semaine – alain le lait</p>	<p>Intercultural Understanding</p> <p>Begin to join in with dances from different cultures. Create own actions and dance moves to help recall each key word name. Tête, Épaules, Genoux, Pieds</p>	<p>Intercultural Understanding</p> <p>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.</p>	<p>Speaking</p> <p>Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for days of the week.</p>	<p>Speaking</p> <p>Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for days of the week.</p>
Art and Design and Design and Technology - Design - Make - Evaluate - Food Technology	<p>To evaluate and give an opinion about the work of a well-known artist. Investigate the art of Andy Goldsworthy by exploring a range of his existing art work.</p> <p>Collect a range of natural materials and explore cutting using a variety of tools and techniques. (Individual liberty)</p>	<p>To use pencils to create lines of different thickness in drawing. Using different pencil types as well as different natural materials,</p> <p>Experiment creating spirals with different resources. (Individual liberty)</p>	<p>To use drawing to show lines and geometric shapes. Working on last week's spirals, but expanding to larger scale.</p> <p>Using whole bodies to draw varying spirals. Attaching chalk to natural materials to draw from different heights. (Individual liberty)</p>	<p>Explore a range of materials to learn how to cut. Using a variety of malleable materials investigate how we can roll and coil these and whether they need to be secured.</p> <p>How can movement be represented by sculpture? (Individual liberty)</p>	<p>Use a range of materials to design and make products. Collect and select a range of appropriate materials to be used to create a piece of artwork inspired by Andy Goldsworthy using cutting and rolling skills. (Individual liberty)</p>	<p>Know how to cut, roll and coil materials.</p> <p><u>Assessment Indicator:</u> Collect and select a range of appropriate materials to be used to create a piece of artwork inspired by Andy Goldsworthy outside. (Individual liberty)</p>
Music - Listen and Appraise - Singing - Instruments - Improvisation - Composition	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. How does music help us understand our neighbours?</p> <p>Understanding music. Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p>	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. How does music help us understand our neighbours?</p> <p>Step 2 - Name Song</p> <p>Very simple rhythm patterns using long and short.</p> <p>Understanding music.</p>	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. How does music help us understand our neighbours?</p> <p>Step 3 - Cuckoo.</p> <p>Very simple rhythm patterns using long and short.</p> <p>Understanding music.</p>	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. Listen - How does music help us understand our neighbours?</p> <p>Step 4 - Upside Down.</p> <p>Very simple melodic patterns using high and low.</p> <p>Understanding music.</p>	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. Listen - How does music help us understand our neighbours?</p> <p><u>Step 5 - Assessment Indicator:-</u> Find and try to keep a steady beat.</p>	<p>Charanga Model Music Curriculum B</p> <p>Learning to Listen. How does music help us understand our neighbours?</p> <p>Step 6 - Who took the Cookie?</p> <p>Very simple rhythm patterns using long and short.</p> <p>Understanding music.</p>

	<p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond. Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>	<p>Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p> <p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond. Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>	<p>Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p> <p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond. Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>	<p>Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p> <p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond. Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>	<p>Very simple rhythm patterns using long and short.</p> <p>Very simple melodic patterns using high and low.</p> <p>Understanding music. Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p> <p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>	<p>Let's find and keep a steady beat.</p> <p>Play or clap simple rhythmic patterns using long and short sounds.</p> <p>Respond to different high and low pitches.</p> <p>Improvise together. Keep a steady beat when improvising.</p> <p>Clap four-beat rhythms, creating long and short sounds.</p> <p>Improvise using one, two or three notes, using F, G and A.</p> <p>Listen and Respond Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.</p>
Enhancements Visits and Visitors				Visit to The Easter Trail at All Hallows Church 12.03.24	Local area walk to gather data about the plants and trees in our local community 21.03.24	
Parental Engagement					Book Fair 18.03.24-20.03.24 Parent Consultation meetings 19.03.2 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	

Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24
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Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.