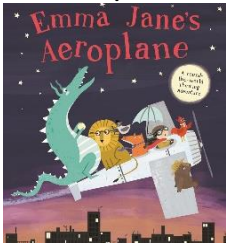


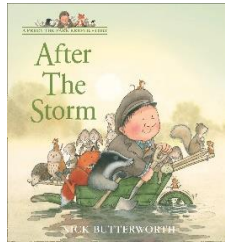




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Summer 1 2024**  
**Phase Key Stage 1 Year Group 1**



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
<b>Big Question</b>	What is beyond the clouds?					
<b>Connected Concepts</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>	<b>Cause &amp; Effect Power Significance</b>
<b>Book Studies</b>	<b>Emma Jane's Aeroplane</b> 	<b>Emma Jane's Aeroplane</b> 	<b>Emma Jane's Aeroplane</b> 	<b>After the Storm</b> 	<b>After the Storm</b> 	<b>After the Storm</b> 
<b>Children steering learning....</b>	What can fly? Which types of flying machine are there?	How can you fly? How does the plane stay up?	How did planes get invented? Why do storms happen?	What is a storm? Can we be a weather reporter?	How can we fly in different ways?	What flying machines will be invented next?
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<b>Phase 1 - Understanding as a reader.</b> Begin to make predictions about the events in a text including predicting from the front cover and the title of the book. Explain how what they are reading relates to their Big Question. Reviewing the book shared.  <b>Phase 1 - Understanding as a reader.</b> Sequence sections of stories using images for support. Tales toolkit page with captions and phrases to explain what the problem	<b>Phase 2 - Understanding as a writer.</b> Following Airport visit: Sequence sentences in chronological order to recount an event or experience. Consider and include own experiences when writing, photos from the visit to prompt discussion. What happened first? What happened next? How did it end?  <b>Phase 2 - Understanding as a writer.</b> Identify when sentences have missing Capital Letters and Full Stops.	<b>Phase 2 - Understanding as a reader.</b> <b>Poetry</b> Orally devise sentences using alliteration. I can see...  <b>Phase 3 - Composition</b> <b>Weather Poetry</b> Write simile sentences to describe. Look at the ... as tall as ...  <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with ir and ue.	<b>Phase 1 - Understanding as a reader.</b> Sequence sections of stories using images for support. How can we use the illustrations to identify the correct order, how do we know what happens next?  <b>Phase 1 - Understanding as a reader.</b> Sequence sections of stories using images for support. Tales toolkit page with captions and phrases to explain what the problem	<b>Phase 2 - Understanding as a writer.</b> Correct use of question marks. Asking Percy and the animals different questions to find out what they were doing at different points in the story.  <b>Phase 2 - Understanding as a writer.</b> Joining words and joining clauses using 'and'. Beginning to use other co-ordinating conjunctions such as 'but' and 'so' and some subordinating	<b>Phase 3 - Composition.</b> Sequencing sentences to form short narratives. Creating narratives to match the illustrations.  <b>Assessment Indicator:</b> Retell of 'After the Storm' using illustrations to retell in sections - work on over the week to build up a significant piece of writing.  <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with o_e and u_e. Include review of split

	and solution are within the text. <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with ou and ie.  Explain clearly their understanding of what is read to them.	Correct or not correct, creating own examples. <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with ea and oy.  Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	and solution are within the text. <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with aw and ew.  Being encouraged to link what they read or hear read to their own experiences.	conjunctions such as 'because'. <b>Reading</b> FFT Phase 5 Consolidation: Read and spell words with a_e, e_e, and i_e  Being encouraged to link what they read or hear read to their own experiences.	digraph sounds from previous half term.
<b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction  -Multiplication and Division -Fractions  <b>Measurement</b> -Geometry Properties of shapes -Geometry Position and Direction	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Fluency: Sort shapes that have been split in half/not half.  Fluency: Match the halves and shape names.  Fluency: Check the halves using mirrors, sort into half and not half.  Fluency: Write and draw 1/2.  3 Read.	Recognise, find and name a quarter as one of four equal parts. Fluency: Sort shapes that have been split in a quarter/ not a quarter.  Fluency: Match missing quarters and the shape names.  Fluency: Shade in 1/2.  Fluency: Write and draw 1/2.	Solve problems involving halves and quarters.  <b>Problem Solving and Reasoning: Patterns and Relationships.</b> Odd one out, give reasons.  <b>Logical Reasoning:</b> Begin to make links between maths, other areas of the curriculum and real life through role play activities (money, counting, measuring).  If the whole is 10p, what is the half? I have 8 cakes. I give 2 away. Have I given away 1/2 or 1/4? How do you know?	Count in multiples of twos, fives and tens. <b>Arrays.</b> Fluency: Recognising odd and even numbers using skip counting in 2's, 5s and 10s.  Fluency: Match arrays to number cards, what's the best count?  Toolkit: Match me up arrays and numbers.  Toolkit: Correct or incorrect?	Solve one-Step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.  One step word problems using number lines.  Share Bears NCTEM problem.	Solve one-Step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.  <b>Multiplication and Division Problem Solving and Reasoning.</b>  <b>Representation.</b> What's the calculation showing? What could the question be?  <b>Number less problems.</b> Using a visual representation approach.
<b>Science</b> -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	<b>Seasonal Changes - Weather.</b>  What is the weather forecast?  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  Observe and describe the current weather conditions over a period of days.	<b>Seasonal Changes - Weather.</b>  What is day and night?  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  Understand that the day length changes each day and varies from season to season.	<b>Seasonal Changes - Weather.</b>  What is rain? Why is it helpful to know?  Ask simple questions using their prior knowledge.  Observe closely, talking about what is noticed.  Perform simple tests and talk about how to make it fair.  Consider rain and how it affects our lives.	<b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>	<b>Seasonal Changes - Weather.</b>  What is temperature? Why do we need to know? Ask simple questions using their prior knowledge.  Observe closely, talking about what is noticed.  Perform simple tests and talk about how to make it fair.  Understand that warm and cold weather, including	<b>Materials.</b>  To observe closely by watching what happens To perform simple tests.  To use their observations and ideas to suggest answers to questions.  Umbrella investigation - testing if materials are water repellent to make an umbrella which is waterproof.  <b>Assessment Indicator:</b> TAPS seasonal changes, make a seasons wheel.

	<p>Make comparisons about any changes and consider if what is observed is typical of the current season and expectations for weather.</p> <p>Weather reporters - report on today's weather and make predictions on the next few day's weather, commenting on whether it is usual for this time of year.</p>	<p>Explore shadows and how they change during the day. Consider what life would be like if the sun didn't rise and create daylight.</p> <p>Track a shadow by observing and measuring it over time, observe and consider changes of shadow length plotted against time intervals.</p>	<p>Use rainfall gauges over the week discussing how to record the rainfall over a period of time.</p> <p>Make predictions about the results from the rainfall gauges and apply scientific vocabulary: weather, rainfall, precipitation and data.</p>		<p>snow, can be specific to different seasons.</p> <p>Understand that air temperature changes with the seasons, and that usually summer is hotter than winter.</p> <p>Set up and monitor temperature gauges over the week and at different points in the day, 9am, 1pm, and 3pm to consider changes throughout the day.</p>	<p><i>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</i></p>
<p><b>Personal, Social, Health and Economic Education</b></p> <p><b>-Relationships</b></p> <p><b>-Health and Well-Being</b></p> <p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Identify the members of my family and understand that there are lots of different types of families.</b></p> <p>To recognise and understand how it feels to be part of a family and care about the people who are important to me.</p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Identify what being a good friend means to me.</b></p> <p>To understand and identify the qualities of a good friend and I know how to be a good friend.</p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Know appropriate ways of physical contact to greet friends and know which ways I prefer.</b></p> <p>Recognise which forms of physical contact are acceptable and unacceptable to me and the others around me.</p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Know who can help me in my school community.</b></p> <p>To recognise when I need help and know how to ask for it.</p> <p>Identify the people and systems in place at school that I can go to for support.</p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Recognise my qualities as a person and a friend.</b></p> <p>Identify and celebrate the unique qualities we all possess and understand how these make me a good person and friend.</p>	<p><b>PSHEE JIGSAW SOW: Relationships.</b></p> <p><b>Say why I appreciate someone who is special to me.</b></p> <p><b><u>Assessment Indicator:</u></b> <i>Recognise and identify the positive qualities of the people around me and understand how these make them special to me.</i></p>
<p><b>Physical Education</b></p> <p><b>-Gymnastics</b></p> <p><b>-Dance</b></p> <p><b>-Games</b></p> <p><b>-Athletics</b></p> <p><b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To explore speeds and actions.</b></p> <p>Use a change of direction and speed to make your dance look interesting.</p> <p><b><u>Assessment Indicator:</u></b> <i>Copy, remember and repeat actions.</i></p> <p>Outdoor PE Striking and Fielding.</p> <p><b>To develop underarm throwing and catching.</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To use expression and create actions that relate to the story.</b></p> <p>Use counts of 8 to help you stay in time with the music, and each other.</p> <p>Outdoor PE Striking and Fielding.</p> <p><b>To develop overarm throwing.</b></p> <p>Use two hands to collect a ball.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To use a pathway when travelling.</b></p> <p>Discuss and share ideas with a partner to create actions.</p> <p>Outdoor PE Striking and Fielding.</p> <p><b>To develop hitting a ball.</b></p> <p>Strike the ball using the centre of a racket. Watch the ball as its coming towards you.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To explore and copy actions to a theme.</b></p> <p>Use counts of 8 to help you stay in time with the music.</p> <p><b><u>Assessment Indicator:</u></b> <i>Express what was enjoyable about someone else's performance.</i></p> <p>Outdoor PE Striking and Fielding.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To create my own actions for an animal.</b></p> <p>Discuss and share ideas with a partner to create actions.</p> <p>Outdoor PE Striking and Fielding.</p> <p><b>To understand how to get a batter out.</b></p> <p>When batting, bat away from the fielders.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p><b>To explore pathways with a partner.</b></p> <p>Use counts of 8 to help stay in time with partners and the music.</p> <p><b><u>Assessment Indicator:</u></b> <i>Show some sense of dynamic and expressive qualities in dance.</i></p> <p>Outdoor PE Striking and Fielding.</p>

	<p>Point your hand where you want the ball to go. Step forward with the opposite foot to your throwing arm.</p> <p><b>Assessment Indicator:</b> Know how to score points. Understand when I am successful.</p>	<p>Watch the ball when it is coming towards you.</p>		<p><b>To develop collecting a ball.</b> Get in front of the ball. Use two hands when collecting the ball.</p> <p><b>Assessment Indicator:</b> Understand the rules and begin to use these to play honestly and fairly.</p>	<p>When fielding, retrieve the ball and send it to the bowler.</p>	<p><b>To develop decision making and understand how to score points.</b> Make decisions about when to run by looking at the ball and the fielders.</p> <p>Run around the outside of the bases, when the ball has been hit.</p> <p><b>Assessment Indicator:</b> Catch a beanbag and a medium sized ball. Roll a ball towards a target. Strike a ball using hand. Track a ball that is coming towards me.</p>
<p><b>Computing</b> -Code -Connect -Communicate -Collect</p>	<p><b>Digital Writing.</b> Use a computer to write. Learners will familiarise themselves with a word processor and will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p>	<p><b>Digital Writing.</b> Add and remove text on a computer. Understand how to add text and explore more of the keys found on a keyboard. Begin to use the Backspace key to remove text from the computer.</p>	<p><b>Digital Writing.</b> Know that the look of text can be changed on a computer. Learners will begin to explore the different tools that can be used in word processors to change the look of the text.</p>	<p><b>Digital Writing.</b> Make careful choices when changing text. Begin to use their mouse cursor to select text to enable efficient changes to be made and explore the different fonts.</p>	<p><b>Digital Writing.</b> Compare typing on a computer to writing on paper. Consolidate ability to select text using the cursor, through double-clicking and clicking and dragging. Explain and justify tools that have been used.</p>	<p><b>Digital Writing.</b> Explain why tools were selected <b>Assessment Indicator:</b> Learners will make comparisons between using a computer for writing and writing on paper. Learners will begin to explain which they like best and think about which method would be the best method to use in different situations.</p>
<p><b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>			<p><b>Minor:</b> Which parts of our world are hot and cold? Use maps and globes to locate hot and cold areas of the world. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Investigate maps and globes to locate hot and cold places and to identify</p>	<p><b>Minor:</b> Where on our world will we find hot and cold locations? Use maps and globes to locate hot and cold areas of the world. 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 locations on maps and globes - compare the two</p>		

			<p>the location of the equator.</p> <p>Explore the human and physical features that suggest the climate of an area.</p> <p>Identify the Equator and North/South Poles on a map and understand which are hot and cold locations.</p> <p>Begin to understand why this might be (link back to science day length learning).</p>	<p>areas and the features which make them contrasting locations; use secondary sources - pictures, photographs, stories and films to find out about a place.</p>		
<p><b>History</b></p> <p><b>-Chronology</b></p> <p><b>-Concepts</b></p> <p><b>-Interpretation</b></p> <p><b>-Enquiry</b></p> <p><b>-Communication</b></p>	<p><b>Major:</b> How did we learn to fly?</p> <p>Events beyond Living Memory &amp; Significant Individuals.</p> <p>Understand how the first flight is an event beyond living memory that is significant nationally and globally.</p> <p>Identify why certain people/events are significant in history.</p> <p>Identify that events and changes have happened in order.</p> <p>Identify changes that have happened in history that can impact on today.</p> <p>Identify that there are reasons for continuities and changes and stating some of these - development of planes. What do these clues tell us about why the Wright brothers were famous?</p> <p>Use visual clues to piece together that the Wright</p>	<p><b>Major:</b> How did we learn to fly?</p> <p>Events beyond Living Memory &amp; Significant Individuals.</p> <p>Begin to understand what makes someone significant.</p> <p>Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally.</p> <p>How did the Wright brothers manage to be the first to launch a man powered flight?</p> <p>Understand the simple timeline of events which led to the first flight. Sequence the events of the Wright Brothers story and understand moments which made them significant.</p> <p><b>Assessment Indicator:</b> Can give simple consequences of someone's actions.</p>	<p><b>Major:</b> How did we learn to fly?</p> <p>Events beyond Living Memory &amp; Significant Individuals.</p> <p>Identifying that continuity or change can be a good or a bad thing.</p> <p>Identify that certain events and individuals have had major consequences in history.</p> <p>Understand how the first flight is an event beyond living memory that is significant nationally and globally.</p> <p>Why did the Wright brothers succeed where others had failed?</p> <p>To be able to offer valid reasons for the Wright's success based on the story and features of the brothers' personality.</p> <p>To use contextual knowledge of the story to pose valid historical questions.</p>	<p><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>	<p><b>Major:</b> How did we learn to fly?</p> <p>Events beyond Living Memory &amp; Significant Individuals.</p> <p>Analyse a variety of artefacts/objects to infer about an individual or event.</p> <p>Understand that the past is represented in different ways.</p> <p>How do we possibly know about their first successful flight, when it happened over 100 years ago now?</p> <p>Using sources to find out about the past and which evidence is most trustworthy/likely to have been correct and believable. Accurately match statements to the evidence provided.</p> <p><b>Assessment Indicator:</b> Can show they understand that a familiar event can be represented in different ways, e.g.</p>	<p><b>Major:</b> How did we learn to fly?</p> <p>Events beyond Living Memory &amp; Significant Individuals.</p> <p>Understand how the first flight is an event beyond living memory that is significant nationally and globally. (achievements, legacy)</p> <p>Explain the significance of the Wright Brothers achievement, both at the time and its subsequent impact. To summarise the most significant aspects of their life and their qualities that made them successful.</p> <p><b>Assessment Indicator:</b> How should we commemorate their great achievement? Understand and explain the importance of Wright Brother's accomplishments and how they have impacted modern day both locally and nationally.</p>

	<p>Brothers were early aviators. To understand why the Wright Brothers achievements were significant and why they are remembered today.</p> <p><b>Assessment Indicator:</b> Can describe features of life today, and how they differ from those of a different time Can use terms 'then' and 'now' and 'the past' correctly.</p>	<p>Can sequence processes, events and objects within their own experience.</p>	<p>Diamond 4 considering what made the first flight happen - what were the factors which meant the brothers were successful and what went wrong along the way?</p> <p><b>Assessment Indicator:</b> Ask and answer questions.</p>		<p>photograph, video and memories. Can understand there are several different versions of a nursery rhyme by comparing pictures and spotting the differences Can locate relevant information.</p>	<p>Ask and answer questions, locate relevant information and communicate the answers as sentences.</p>
<p><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>	<p>BELIEVING Who is a Christian and what do they believe? Part 2. Understand the difference between magic tricks and a miracle. Share the story of Jesus and the Ten Lepers. Retell through different medium, acting out, small world, drawing et. (Individual liberty)</p>	<p>BELIEVING Who is a Christian and what do they believe? Part 2. Retell stories told by Jesus and about Jesus in words, drama and pictures. Describe some ways that Christians describe Jesus and God. (Mutual respect)</p>	<p>BELIEVING Who is a Christian and what do they believe? Part 2. Make links between what Jesus taught and what Christians believe and do. Give reasons why Christians pray and describe what Christians pray about. (Mutual respect)</p>	<p>BELIEVING Who is a Christian and what do they believe? Part 2. Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them. How and why do Christians pray today? P4C focus.</p>	<p>BELIEVING Who is a Christian and what do they believe? Part 2. Understand the importance of the Lord's Prayer. What is it saying, and why might it be so important to Christians. Recognise key words in the prayer and be able to explain its meaning. (Mutual respect)</p>	<p>BELIEVING) Who is a Christian and what do they believe? Part 2. Consider how we would explain what being a Christian means to other children. <b>Assessment Indicator:</b> Who is a Christian? Fact File sharing information in a non-chronological report to inform others of what they have learned.</p>
<p><b>Modern Foreign Languages-French</b> -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 days of the week. Les jours de la semaine - alain le lait.</p>	<p>Listening 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 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 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. Tête, Épaules, Genoux, Pieds.</p>	<p>Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs.</p>	<p>Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs</p>
<p><b>Design and Technology</b> -Design -Make -Evaluate -Food Technology</p>	<p>Vincent Van Gough (Painting) - Starry Night Ask a question about a piece of art. Recognise artistic features that have been used to create a piece of</p>	<p>Textiles - Investigate Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p>	<p>Textiles - Design Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p>	<p>Textiles - Design Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p>	<p>Textiles - Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p>	<p>Textiles - Evaluating Evaluate their ideas throughout and their final products against original design criteria. <b>Assessment Indicator:</b></p>

<p><b>Art and Design</b></p>	<p>artwork. Ask relevant questions in response to a focused piece of art.</p>	<p><b>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</b> Investigate a range of textile materials and products, identifying positive and useful aspects as well as the texture and finish of the items.</p>	<p>Design a functional and practical product in response to a criteria.  Select and label appropriate features and materials.</p>	<p>Understand methods that have been used to join textile materials together and recognise the tools we use to do this.  Identify methods which may be used in design to join fabrics together.</p>	<p><b>Select from and use textiles according to their characteristics.</b> Use available tools to cut and join materials together.  Understand how we might join materials/added features together to achieve our planned design.</p>	<p><i>Evaluate a finished product. Identifying and recognising areas of strength and areas for development in response to a given brief.</i></p>
<p><b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b></p>	<p><b>Charanga Model Music Curriculum B</b> Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  Step 1 -Getting Dressed Understanding music. <b>Let's find and keep a steady beat.</b>  <b>Play or clap simple rhythmic patterns using long and short sounds.</b> <b>Respond to different high and low pitches.</b>  Improvise together. <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond. Listen carefully and copy back the actions.  <b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p>	<p><b>Charanga Model Music Curriculum B</b> Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  Step 2-Dress Up Understanding music. <b>Very simple rhythm patterns using long and short.</b>  <b>Let's find and keep a steady beat.</b>  <b>Play or clap simple rhythmic patterns using long and short sounds.</b>  <b>Respond to different high and low pitches.</b>  Improvise together. <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond. Listen carefully and copy back the actions.  <b>Respond to the questions, thinking about the music.</b></p>	<p><b>Charanga Model Music Curriculum B</b> Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  Step 3 -Brush Our Teeth Understanding music. <b>Very simple rhythm patterns using long and short.</b>  <b>Let's find and keep a steady beat.</b>  <b>Play or clap simple rhythmic patterns using long and short sounds.</b>  <b>Respond to different high and low pitches.</b>  Improvise together. <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond. Listen carefully and copy back the actions.  <b>Respond to the questions, thinking about the music.</b></p>	<p><b>Charanga Model Music Curriculum B</b> Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  Step 4 -Get Ready Understanding music. <b>Very simple melodic patterns using high and low.</b>  <b>Let's find and keep a steady beat.</b>  <b>Play or clap simple rhythmic patterns using long and short sounds.</b>  <b>Respond to different high and low pitches.</b>  Improvise together. <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond. Listen carefully and copy back the actions.  <b>Respond to the questions, thinking about the music.</b></p>	<p><b>Charanga Model Music Curriculum B</b> Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  <b><u>Step 5 Assessment Indicator:</u></b> <i>Find and try to keep a steady beat. Very simple rhythm patterns using long and short.</i> <i>Very simple melodic patterns using high and low.</i>  Understanding music. <b>Let's find and keep a steady beat.</b>  <b>Play or clap simple rhythmic patterns using long and short sounds.</b>  <b>Respond to different high and low pitches.</b>  Improvise together. <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond.</p>	<p><b>Charanga Model Music Curriculum B</b>  Charanga: Combining pulse, rhythm and pitch. What Songs Can We Sing to Help Us through the Day?  Step 6 - Who took the Cookie?  <b>Very simple rhythm patterns using long and short.</b>  Understanding music <b>Let's find and keep a steady beat.</b> <b>Play or clap simple rhythmic patterns using long and short sounds.</b> <b>Respond to different high and low pitches.</b>  Improvise together <b>Keep a steady beat when improvising.</b>  <b>Clap four-beat rhythms, creating long and short sounds.</b>  <b>Improvise using one, two or three notes, using F, G and A.</b>  Listen and Respond.</p>

	Singing. Sing, rap, rhyme, chant and use spoken words.	'Did You Know?' facts about the song.  Singing. Demonstrate good singing posture.	'Did You Know?' facts about the song.  Singing. Copy back intervals of an octave or a fifth.	'Did You Know?' facts about the song.  Singing. Sing songs from memory.	Listen carefully and copy back the actions.  Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.  Singing. Singing in unison.	Listen carefully and copy back the actions.  Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.  Singing. Singing in unison.
<b>Enhancements Visits and Visitors</b>		Manchester Airport Runway Visitor Park 22.04.24				
<b>Parental Engagement</b>						Sports Day KS1/FS 22.05.24 9.15 am
<b>Whole School and National Events</b>	Class Photographs 17.04.24	Earth Day 22.04.24 Saint Georges Day 23.04.24				

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.