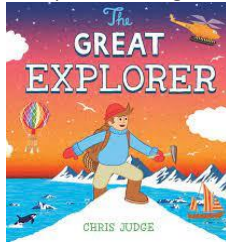
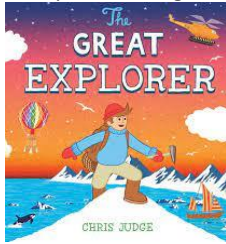
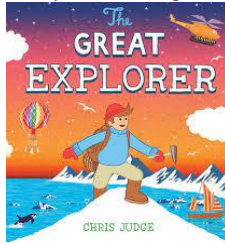
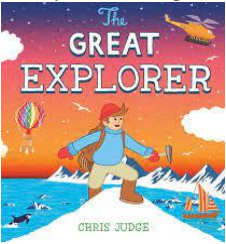







Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2024
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 02.09	Week 2 Wk Beg 09.09	Week 3 Wk Beg 16.09	Week 4 Wk Beg 23.09	Week 5 Wk Beg 30.09	Week 6 Wk Beg 07.10	Week 7 Wk Beg 14.10
Big Question	What is left of our world to discover?						
Key Concepts	Influence, Power and Significance						
Book Studies	The Great Explorer by Chris Judge 	The Great Explorer by Chris Judge 	The Great Explorer by Chris Judge 	The Great Explorer by Chris Judge 	Meerkat Mail by Emily Gravett 	Meerkat Mail by Emily Gravett 	Meerkat Mail by Emily Gravett 
Children steering learning...	What is a continent? How many continents are there? What is an ocean? How many oceans are there? Is the ocean the same as the sea? Are all the continents the same? What is a hemisphere? Can humans, plants and animals survive on all of the continents? Do people live on all of the continents? How can we explore the world? How do we know so much about the land and sea? Are there any parts of the world left to discover?						
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	Character description <u>Phase 1 – Understanding as a reader</u> Hook: read a letter sent from Tom the explorer, then visit the outdoor environment to 'explore' and find his lost items. Identify adjectives and nouns. Read and sort a selection of words, identifying the difference between adjectives and nouns. Use expanded noun phrases.	Character description <u>Phase 2 – Understanding as writer</u> Use expanded noun phrases to describe and specify. Generate and record ideas and key words, including new vocabulary to include within a description. Use adjectives and expanded noun phrases within descriptive sentences. Apply prepositional phrases to make accurate descriptions.	Character description <u>Phase 3 – Composition</u> Use expanded nouns and prepositional phrases to describe. Apply descriptive language to write a character description. Calligram poem <u>Phase 1 – Understanding as a reader</u> Read a range of poems and explore the features – descriptive language, use of shape in the poems.	Calligram poem <u>Phase 2 – Understanding as writer</u> Use senses to describe the conditions during Tom's adventure to the Arctic. <u>Phase 2 – Understanding as writer</u> Compose descriptive sentences to create a poem. <u>Phase 3 – Composition of a calligram poem</u> Apply descriptive sentences into a calligram poem based	Narrative <u>Phase 1 – Understanding as a reader</u> Hook: introduce the children to the story through a bag of clues. Can they identify the story we will be focussing on? Identify different word types (adjectives, nouns and verbs) Identify a selection of verbs, nouns and adjectives from the key text. Then generate own list of verbs.	Narrative <u>Phase 2 – Understanding as writer</u> Generate exclamation sentences. Generate exclamation sentences to describe events in the key text. Identify different word types (adverbs) Explore the use of adverbs and practise applying to describe how a verb is completed. Plan or say out loud what we are going to write about.	Narrative <u>Phase 3 – Composition</u> Write narratives to retell a familiar story. Write own narrative, retelling the story of Meerkat Mail. Make simple additions, revisions and corrections to writing. Edit writing with purple polish by following a success criteria.

	<p>Read a selection of adjectives and match them with nouns to develop expanded nouns.</p> <p>Reading Routes to Reading SOW The Tale of Chicken Little.</p> <p>Draw simple inferences from illustrations using the conjunction because to help justify ideas. Look closely at pictures and titles of a new text and make predictions and inferences based on these.</p>	<p>Become familiar with a range of prepositional phrases (next to, on top of, beside, near) and use to describe.</p> <p>Reading Routes to Reading SOW The Tale of Chicken Little.</p> <p>Discuss the unfamiliar words and what these might mean. Discuss unfamiliar words used in the text and identify their meaning through the use of a dictionary.</p>	<p>Reading Routes to Reading SOW Extreme Earth.</p> <p>Retrieve information from the text to recall key events. Answer a selection of true or false statements and record and organise in a table.</p>	<p>around Tom's adventure to the Arctic.</p> <p>Reading Routes to Reading SOW Extreme Earth.</p> <p>Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas. Make inferences based on what we have read to answer a selection of comprehension questions.</p>	<p>Distinguish between statements and exclamations. Read and sort a selection of sentences into statement and exclamation.</p> <p>Reading Routes to Reading SOW Animal Poems.</p> <p>Identify recurring language in stories and poems to discuss the impact this has on the reader. Use prior knowledge and content to discussion unfamiliar words within texts to determine what these might mean.</p>	<p>Retell the story to create a story map plan.</p> <p>Reading Routes to Reading SOW Animal Poems.</p> <p>Build a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Summarise the main events within a poem and provide simple justifications for these.</p>	<p>Reading Routes to Reading SOW The Great Escape.</p> <p>Sequence events within a text. Retrieve events from a text and retell them in sequence order.</p>
Tier Two Vocabulary	<p>Explorer Adventure Gigantic Unhitched Dangerous Rescued Hoisted Horizon</p>			<p>Freezing Cold Windy Vast Magical</p>	<p>Desert Together Termite Meerkat Jackal Mail</p>		
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement</p>	<p>Place value Read and write numbers to at least 100 in numerals and in words. Practical and pictorial opportunities to count, read and write numbers in numerals and words. Toolkit to develop fluency of counting,</p>	<p>Place value Partition two-digit numbers into tens and ones. Practical and pictorial opportunities to partition numbers into T and O, using part, part whole models, tens and ones grid and tens frames. Links to measure - application of length,</p>	<p>Place value Partition two-digit numbers into tens and ones in different ways. Practical and pictorial opportunities to partition numbers into T and O and other combinations using part, part whole models.</p>	<p>Place value Partition two-digit numbers into tens and ones in different ways. Deeper thinking opportunities to work systematically, when eliminating numbers to find the correct answer to a selection of statements linked to place value. (Eliminate me Toolkit)</p>	<p>Place value Partition two-digit numbers into tens and ones in different ways. Deeper thinking opportunities to apply place value knowledge and work systematically to identify different possibilities using different combinations of coins.</p>	<p>Place value Compare and order numbers from 0 up to 100; use <, > and = signs Practical and pictorial opportunities to partition into T and O to compare numbers. Identify, represent and estimate numbers using different</p>	<p>Place value Use place value and number facts to solve problems. Visualisation word problems - draw an image and apply place value knowledge to solve a spoken word problem. Links to measure - application of length,</p>

<p>-Geometry Properties of shapes -Geometry Position and Direction</p>	<p>identifying and writing numbers within 100. Links to measure - application of length, capacity and volume in context.</p>	<p>capacity and volume in context.</p>	<p>Toolkits to develop fluency and encourage problem solving when finding missing numbers. Deeper thinking opportunities to work systematically, when given a set number of tens and ones and asked to use them to make as many different numbers as possible. (All the possibilities Toolkit) Links to measure - application of length, capacity and volume in context.</p>	<p>Deeper thinking opportunities to apply place value knowledge and identify what is the same and what is different. Links to measure - application of length, capacity and volume in context.</p>	<p>Compare and order numbers from 0 up to 100; use <, > and = signs. Use symbols to compare and order the totals made using money. Links to measure - application of length, capacity and volume in context.</p>	<p>representations, including the number line. Practical and pictorial opportunities to estimate and recognise numbers on a number line represented in different ways, including a number line and measuring cylinder. Links to measure - application of length, capacity and volume in context.</p>	<p>capacity and volume in context.</p>
<p>Retrieval through Maths Rehearsal sequence</p>	<p>Number bonds within 10. Model and vocabulary</p>	<p>Number bonds within 10. Practise (practical)</p>	<p>Number bonds within 10. Practise (practical)</p>	<p>Number bonds within 10. Practise (pictorial)</p>	<p>Number bonds within 10. Practise (pictorial)</p>	<p>Number bonds within 10. Apply (missing numbers)</p>	<p>Number bonds within 10. Apply (missing numbers)</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Working scientifically. Ask simple questions and recognising that they can be answered in different ways. Investigate a variety of different sources to gather data about the types of animals that live in the Arctic. Compare the use of different sources and their validity.</p>	<p>Perform simple tests including some fair tests and making predictions. Predict the outcome to the statement 'The oldest child in our class will be the tallest'. Plan an investigation into this identifying factors they will control and what will be measured. (BV-Rule of law)</p>	<p>Observe closely, using simple equipment. Conduct an experiment to investigate if the 'Oldest person in our class is the tallest', presenting data in a table. (BV-Tolerance) (PC-Age)</p>	<p>Identify and classify using their own criteria. Explore a range of clothing items that might be taken to the Arctic, children to use their scientific knowledge to group items into things they would/would not take.</p>	<p>Perform simple tests including some fair tests and making predictions. Plan an investigation, identifying variables they will control and measure and select the equipment they will need. (BV-Tolerance)</p>	<p>Gather and record data to help in answering questions. Carry out the experiment they planned in the previous lesson recording their data in a table. <u>Assessment Indicators</u> Make predictions, suggest improvements and raise further questions. (BV-Tolerance)</p>	<p>Use their observations and ideas to suggest answers to questions. Use their knowledge of creating a fair test to answer reflective questions about their completed investigation.</p>
<p>Personal, Social, Health and Economic Education -Relationships</p>	<p>PSHE Jigsaw SOW Being Me in My World Understand my rights and responsibilities</p>	<p>PSHE Jigsaw SOW Being Me in My World Understand my rights and responsibilities</p>	<p>PSHE Jigsaw SOW Being Me in My World Listen and respond to everyone's views.</p>	<p>PSHE Jigsaw SOW Being Me in My World Listen and respond to everyone's views.</p>	<p>PSHE Jigsaw SOW Being Me in My World</p>	<p>PSHE Jigsaw SOW Being Me in My World</p>	<p>PSHE Jigsaw SOW Being Me in My World <i>Apply knowledge of positive learning</i></p>

<p>-Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>as a member of the class and school. Discuss and identify some of our hopes and worries for this year and what to do to cope with this emotion.</p>	<p>as a member of the class and school. Identify what rights and responsibilities are. (PC - Beliefs)</p>	<p>Understand how we can help to make our class a safe and fair place and acknowledge that our behaviour has consequences that can affect other people. (BV- Respect/Liberty).</p>	<p>Consider what rewards and consequences are appropriate to make the class a safe and fair place. (BV - Democracy)</p>	<p>Understand that actions have consequences. Consider positive learning behaviours and the impact this has on learning. Consider how working collaboratively can help us to learn. (BV - Tolerance)</p>	<p>Understand that actions have consequences. Identify positive learning behaviours recognised within a classroom. (BV - Individual liberty)</p>	<p>behaviours to show understanding. Assessment Indicator Explain why my behaviour can impact on other people in my class. (BV- Individual liberty)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics</p>	<p>GET SET 4 PE SOW Indoor PE - Fundamentals Clearly show different speeds when running. To explore how the body moves when running at different speeds. Assessment Indicator Show balance and co-ordination when running at different speeds Outdoor PE - Sending and receiving Roll a ball towards a target Assessment Indicator Move with a ball towards goal. (BV-Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Demonstrate balance when changing direction. Develop changing direction and dodging. Outdoor PE - Sending and receiving. Develop tracking a ball and decision making with the ball. Track and receive a rolling ball. (BV- Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Demonstrate balance when performing movements. To develop balance, stability and landing safely Outdoor PE - Sending and receiving. Explore dribbling with hands and feet with increasing control on the move. Send and receive a ball with feet. (BV- Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Demonstrate hopping for distance, height and in different directions. To explore and develop jumping, hopping and skipping actions. Outdoor PE - Sending and receiving Catch with two hands with some co-ordination and technique. Develop catching skills. (BV- Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Jumping for distance, height and in different directions. To develop co-ordination and combining jumps. Outdoor PE - Sending and receiving Catch with two hands with some co-ordination and technique. Develop throwing and catching skills. (BV-Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Explore single and double bounce when jumping in a rope. To develop combination jumping and skipping in an individual rope. Outdoor PE - Sending and receiving Hit a ball using equipment with some consistency Send and receive a ball using a racket. (BV- Mutual Respect)</p>	<p>GETSET4PE SOW Indoor PE - Fundamentals Explore single and double bounce when jumping in a rope. To develop combination jumping and skipping in an individual rope. Assessment Indicator Work with others to turn a rope and encourage others to jump at the right time. Outdoor PE - Sending and receiving Assessment Indicator Hit a ball using equipment with some consistency. (BV-Mutual Respect)</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Computing systems and networks - IT around us. Recognise the uses and features of IT. What is information technology (IT)? Explore devices that are computers and how IT can help us</p>	<p>Computing systems and networks - IT around us. Identify the uses of IT in school and beyond school. Identify examples of IT and explain the purpose of different</p>	<p>Computing systems and networks - IT around us. Identify the uses of IT in school and beyond school. Explore IT in environments beyond school, including home</p>	<p>Computing systems and networks - IT around us. Explain how IT helps us. Explore the benefits of using IT in the wider world. Identify why we use IT in the</p>	<p>Computing systems and networks - IT around us. Recognise choices are made when using IT. Consider how they use different forms of information technology safely, in a</p>	<p>Computing systems and networks - IT around us. Recognise choices are made when using IT. Think about the choices that are made when using information technology, and the</p>	<p>Computing systems and networks - IT around us. Assessment Indicator Identify examples of computers and that they are a part of IT. Talk about uses of IT. Collaborate to create a mind map detailing</p>

	both at school and beyond. (BV-Individual Liberty)	examples of IT in the school setting.	and familiar places such as shops.	wider world or not and why we use IT.	range of different environments. (BV-Mutual respect)	responsibility associated with those choices. (BV- Rule of law)	the different uses of IT. Pupil work saved in Big Question books (no computer work.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major Enquiry Question: What lies beyond our island? Know the names of and locate the seven continents of the world. Use Digimaps and Google Maps to find and explore the seven continents. Use the maps as reference to label own map of the seven continents. <u>Assessment Indicator</u> Find the given locations and features on a world map and globe. (PC- Race)	Major Enquiry Question: What lies beyond our island? Know the names of and locate the five oceans of the world. Explore aerial photographs and maps to find and explore the five oceans. Use the maps as a reference to label the oceans on own map. (PC- Race)	Major Enquiry Question: What lies beyond our island? Locate the Northern and Southern Hemisphere. Use maps and globes to explore the equator and northern and southern hemisphere and the relevance this has on the conditions on each continent. <u>Assessment Indicator</u> Make comparisons between features of different places. (PC: Race)	Major Sticky Knowledge Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Know the names of and locate the seven continents, the five oceans and the Northern and Southern Hemisphere. Fieldwork Collaborate using some natural materials to create own world maps including continents, oceans and hemispheres. <u>Assessment Indicator</u> Find the given locations and features on a world map and globe. Name and locate the world's seven continents and five oceans. (PC- Race)			
History -Chronology -Concepts -Interpretation -Enquiry -Communication					Minor Enquiry Question: How was Matthew Henson a leader of change? Historical Concept: cause and consequence	Minor Enquiry Question: How did Robert Falcon Scott travel and explore? Historical Concept: Using sources and evidence.	Minor Enquiry Question: How has travel and exploration changed? (Comparison between Matthew Henson and Robert Falcon Scott)

					<p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p> <p>Assessment Indicator Know that Matthew Henson is a significant individual from the past who has contributed to national and international achievements.</p>	<p>Identify how periods of time can impact on individuals and events.</p>	<p>Historical Concept: Change and continuity Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p> <p>Assessment Indicator Identify a similarity and difference between Matthew Henson and Robert Falcon Scott</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: What is precious to us? What is precious to Jewish people?</p> <p>Identify five fingers of faith in Judaism. Discuss the five different strands of Judaism and record using own hand print, naming the key points and what they are or what they are used for.</p> <p>Pre Assessment Indicator <i>Discuss the enquiry question and share current knowledge of Judaism and the beliefs of Jewish people.</i> (BV - Mutual respect)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: What does a mezuzah remind Jewish people about?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God. Share things that are precious to teacher and children to think of items that are precious to them. Children to explore and name different items that are precious to Jewish people, including the mezuzah. Create their own mezuzah along with a personal version of the Shema to display inside. (BV- Mutual respect)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: How and why do Jewish people celebrate Shabbat?</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Using images, name and discuss the different elements of a Shabbat dinner and how they may link together. (British Values - Mutual respect)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: What events in our own lives are similar to Shabbat?</p> <p>Children to create 3d mind map in small groups making links between the different elements. Begin to consider special times within their own lives and explore what might be similar between Shabbat and their beliefs.</p> <p>Assessment Indicator <i>Talk about how Shabbat is a special day of the week for Jewish people, and how they might celebrate.</i> (BV- Mutual respect)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: What does the story of Chanukah make us think about?</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. Share the story of Hanukkah and discuss its significance for Jewish people. Write 5 facts about Hanukkah, based on a familiar image depicting Hannukah in a Jewish home. (BV - Mutual respect)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: How does celebrating Chanukah bring Jewish people closer to God?</p> <p>Ask some questions about believing in God and offer some ideas of their own. P4C. Through P4C children will discuss Chanukah in more detail and consider how this celebration brings Jewish people closer to God. (BV - Mutual respect/ Individual liberty)</p>	<p>BELIEVING Who is Jewish and what do they believe?</p> <p>Enquiry Question: How do Jewish people think about miracles at Chanukah?</p> <p>Assessment Indicator <i>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</i> Children to retell the story of Hanukkah, recalling key facts about the festival. (BV- Mutual respect)</p>

<p>Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding</p>	<p>Listening . Listen to welcomes and greetings in different languages. Listen to how we say hello in different languages.</p>	<p>Listening and Speaking Listen to welcomes and greetings in different languages. Listen and learn a French hello song. French Greetings Song for Children - https://www.youtube.com/watch?v=NXkJ88ygPYO</p>	<p>Listening Listen to welcomes and greetings in different languages. Listen and learn a French hello song. French Greetings Song for Children - https://www.youtube.com/watch?v=NXkJ88ygPYO</p>	<p>Listening and Speaking Listen to welcomes and greetings in different languages. Listen to and learn other simple French greetings.</p>	<p>Listening and Speaking Listen to welcomes and greetings in different languages. Listen to and learn other simple French greetings.</p>	<p>Speaking Begin to engage in basic conversation. Use greetings within a conversation, when entering the classroom.</p>	<p>Speaking Begin to engage in basic conversation. Use greetings within a conversation, when entering and leaving the classroom and answering the register.</p>
<p>Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise</p>	<p>Picasso Painting Examine a piece of work by well-known artist and critically evaluate work. Explore who Picasso is and evaluate a range of his artwork, discussing likes, dislikes and techniques used.</p>	<p>Picasso Painting Mix paint to create the secondary colours. Name primary colours and practise mixing to make secondary.</p>	<p>Picasso Painting Use white to create tints, and black to create tones. Explore how we can add black and white to create different tints and tones of primary and secondary colours.</p>	<p>Picasso Painting Show texture in painting. Apply different painting techniques to create texture with paint.</p>	<p>Picasso Drawing Use lines and movement, contours and feelings and known shapes to create drawings. Choose and use three different grades of pencil when drawing. Use pencil to design and draw own 'Weeping Woman' in the style of Pablo Picasso. Assessment Indicator Create tone and shade adding white or black to colours.</p>	<p>Picasso Painting Create a piece of work in response to an artist's work. Apply newly acquired skills of colour mixing and creating texture to paint their pencil drawing. Assessment Indicators Know how to create secondary colours, from primary colours. Use stippling and dabbing to show texture in painting. Create tone and shade adding white or black to colours.</p>	<p>Picasso Painting Examine and critically evaluate work. Observe and evaluate their own work against a given success criteria.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Listen Find and keep a steady beat. Listen to a piece of music and identify the pulse, keeping in time with bodies.</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Improvise Copy back simple rhythmic patterns using long and short. Find the rhythm in a piece of music and</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Listen and Appraise Talk about how the music makes you feel. Answer questions in response to a piece of music.</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Listen and Appraise Talk about how the music makes you feel. Discuss likes and dislikes for a piece of music.</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Demonstrate good singing posture. Discuss and demonstrate how good posture is important when singing.</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear. Listen to a familiar song and respond</p>	<p>Charanga Model Music Curriculum B How does music help us to make friends? Improvise Explore improvisation within a major scale using the notes: C, D, E.</p>

		repeat it back using body percussion.		Talk about different styles of music.		using four notes on a glockenspiel.	Improvise playing the notes C, D and E along to a piece of music. <u>Assessment Indicators</u> Rehearse and perform their parts within the contexts of the unit song. Perform songs from the unit within a group showcasing singing and playing a simple rhythm on a glockenspiel.
Outdoor Learning Opportunities	Minor: (Literacy Hook) Explore the outdoor area to find missing items from the key text.	Minor: (Maths) Use chalks and natural materials to partition numbers into tens and ones.	Minor: (Science) Use chalks to measure each other and collect data for a science experiment.	Major: (Geography) Use natural materials to create a messy map of the world.	Minor: (Maths) Measure and compare natural materials using the <=> symbols.	Minor: (Literacy) Explore a selection of verbs and practise carrying them out in different ways to generate adverbs.	Minor: (Maths) Create number lines using chalk and natural materials.
Enhancements Visits and Visitors						Visit from someone from the local Jewish Synagogue (Date TBC)	
Parental Engagement					Exploring the world geography workshop 2.10.24 at 9:05-9.35		
Whole School and National Events		Mad Science and United Utilities assembly show 13.09.24		European Day of Languages 26.09.23 Individual and sibling photographs 25.09.24	Black History Month 1.10.24 to 31.10.24 Rosh Hashanah 2.10.24 to 4.10.24	World Mental Health day 10.10.24	Harvest Celebration 18.10.24

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.