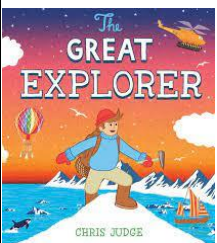
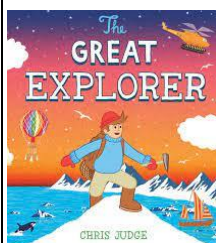
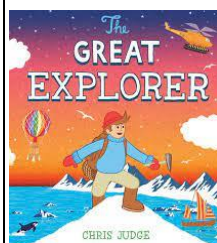
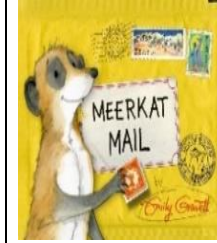




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2026
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 31.09	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Big Question	Where is there to discover beyond our island?							
Connected Concepts	Influence Power Significance	Influence Power Significance	Influence Power Significance	Influence Power Significance	Influence Power Significance	Influence Power Significance	Influence Power Significance	Influence Power 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 	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? Do people live on all of the continents? How many countries are in each continent? How big is the ocean? What is at the bottom of the ocean? How do people travel and what do they need to explore? How do people survive when they explore? How big is the world? How many islands are there? Where are the rainforest habitats? What habitats do different animals live in?							
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	Character description Phase 1 – Understanding as a reader 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 the story of the Great Explorer	Character description Phase 2 – Understanding as writer Identify adjectives and nouns. Sort a selection of words from the text, identifying the difference between adjectives and nouns. Use expanded noun phrases.	Character description Phase 2 – Understanding as writer Use expanded noun phrases to describe and specify. Use previously generated adjectives to compose expanded noun phrases. Challenge to apply phrases within	Character description Phase 3 – Composition Write for a range of purposes. Independently apply skills to write a character description of a second character from the text. Reading Routes to Reading SOW	Narrative Phase 1 – Understanding as a reader Hook: explore a box of clues and discover the new text we will be reading. Retell stories in the correct order. Sequence key events from the text to build coherence and	Narrative Phase 2 – Understanding as writer Plan or say out loud what we are going to write about. Look closely at a selection of images from the key text and recreate them through freeze frames.	Narrative Phase 2 – Understanding as writer Plan or say out loud what we are going to write about. Write sentences to retell key events from the text, including ambitious vocabulary and time conjunctions. Plan or say out loud what we are	Narrative Phase 3 – Composition Writes simple and coherent narratives. Write own narrative, retelling the story of Meerkat Mail. Make simple additions, revisions and corrections to writing.

	and discuss the main character Tom - identify what he looks like and what type of personality he has based on his actions in the story. Nest, pair, share to orally practise what they can see and what they think about Tom (Is he kind? Is he brave?)	Read a selection of adjectives and match them with nouns to develop expanded nouns. Use expanded noun phrases to describe and specify. Generate adjectives to describe a selection of nouns from the text. Reading Routes to Reading SOW The Tale of Chicken Little 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.	descriptive sentences. Use expanded noun phrases to describe and specify. Apply descriptive language to write a character description collaboratively. Reading Routes to Reading SOW The Tale of Chicken Little 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.	Extreme Earth Retrieve information from the text to recall key events. Answer a selection of true or false statements and record and organise in a table.	understanding of the story. Identify different word types (adjectives, nouns and verbs). Identify a selection of verbs, nouns and adjectives from the key text. Generate a list of verbs to detail Sunny the meerkat's actions, linking explicitly to ambitious vocabulary. Reading Routes to Reading SOW Extreme Earth 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.	Explore time conjunctions to sequence information. Explore a selection of time conjunctions and begin to apply them when sequencing events from the text. Explore time conjunctions to sequence information. Use Seesaw to orally retell the story, using ambitious vocabulary and time conjunctions. Reading Routes to Reading SOW Animal Poems 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.	going to write about. Independently create a story mountain to retell the story of Meerkat Mail. Reading Routes to Reading SOW Animal Poems 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.	Edit writing with purple polish by following a success criteria. Reading Routes to Reading SOW The Great Escape Sequence events within a text. Retrieve events from a text and retell them in sequence order.
Ambitious Vocabulary	Explorer Adventure Brave Confident Dangerous Nervous Hopeful				Forest Sunlight Desert Together Termite Meerkat Jackal			

	Excited Relieved				Mail Burrow			
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Place value Pictorial/Practical 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. Links to measure - application of length, capacity and volume in context.	Place value Pictorial/Practical 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 grids and tens frames. Links to measure - application of length, capacity and volume in context.	Place value Toolkit Partition two-digit numbers into tens and ones. Correct or not correct - use place value knowledge to identify if a pictorial representation of two digit number is correct. Odd one out - use place value knowledge to identify which pictorial representation of a two digit number is the odd one out. Match me up - use place value knowledge to identify which pictorial representation of a two digit number matches with the correct numeral. Links to measure - application of length, capacity and volume in context.	Place value Pictorial/Practical Partition two-digit numbers into tens and ones in different ways. Practical and pictorial opportunities to partition numbers in different ways using part, part whole models, tens and ones grids and tens frames. Links to measure - application of length, capacity and volume in context.	Place value Toolkit Partition two-digit numbers into tens and ones in different ways. Missing numbers: use practical and pictorial models to partition a whole number and identify the missing tens or ones. Introduce systematic working with 'City of Towers' challenge. Work systematically to identify all of the possibilities when partitioning a given number. Links to measure - application of length, capacity and volume in context.	Place value Pictorial/Practical 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. Use symbols to compare and order the totals made using money. Links to measure - application of length, capacity and volume in context.	Place value Toolkit Identify, represent and estimate numbers using different representations, including the number line. Missing number - Identify missing numbers by estimating and recognising 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.	Place value Deeper Thinking/Word Problems Use place value and number facts to solve problems. Eliminate me - use place value knowledge and systematic recording to solve number and word problems. Visualisation word problems - draw an image and apply place value knowledge to solve a spoken word problem. Links to measure - application of length, capacity and volume in context.
Retrieval through Maths Rehearsal sequence	Number bonds within 10 Model and vocabulary	Number bonds within 10 Practise (practical)	Number bonds within 10 Practise (practical)	Number bonds within 10 Practise (pictorial)	Number bonds within 10 Practise (pictorial)	Number bonds within 10 Apply (missing numbers)	Number bonds within 10 Apply (missing numbers)	Number bonds within 20 Addition and subtraction
Science -Working Scientifically to	What is a Habitat? Identify that most living things live in	What Lives Where? Identify and name a variety of plants	What is a Microhabitat? Identify and name a variety of plants	What can we find in a local Microhabitat?	<u>Sticky Knowledge</u> Acquire and Apply: Classify and sort a range of animals	What are the features of an Arctic habitat?	What are the features of a rainforest habitat?	Why are some animals and plants better suited to

observe, connect, respond -Biology -Chemistry -Physics	habitats to which they are suited. In groups discuss what animals need from their habitats to survive. Come together and share ideas. Explore a variety of habitats and the conditions we would find there. Match animal to habitats and explain why.	and animals in their habitats. Look at a selection of sources to explore different global and local habitats. Based on knowledge, sort images of animals and plants into their correct habitat. Select a habitat and draw a native animal and plant that we would find there.	and animals in their habitats, including microhabitats. Return to an image of a habitat we have explored and 'zoom in' to identify the microhabitats that can be found there. Use secondary sources to find out what animals live there. Discuss why these microhabitats are suitable places for animals to live.	Identify and name a variety of plants and animals in their habitats, including microhabitats. Observe closely, using simple equipment. Explore the school grounds to identify microhabitats. Take photographs of the animals that can be found there. Create a simple tally chart to record findings. Analyse the findings and discuss what made these microhabitats good homes.	<i>and insects into habitats suited to their needs.</i> <u>Assessment Indicator:</u> Name <i>plants/animals which live in different habitats and micro habitat.</i>	Identify and name a variety of plants and animals in their habitats, including microhabitats. Ask simple questions and recognise that they can be answered in different ways. Use a selection of sources to look more closely at an Arctic habitat. Find out what the conditions are like and what plants and animals live there.	Identify and name a variety of plants and animals in their habitats, including microhabitats. Ask simple questions and recognise that they can be answered in different ways. Use a selection of sources to look more closely at a rainforest habitat. Find out what the conditions are like and what plants and animals live there.	one habitat than another? Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. Make comparisons between an Arctic and a rainforest habitat. Consider the temperature, plants and animals. Explore adaptation, considering what would happen if we swapped the animals—would they survive? <u>Assessment Indicator:</u> <i>Discuss the features of the animal/plant and how they are suited to the habitat.</i>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE)	<u>Assessment Indicator:</u> <i>Explain why my behaviour can impact on other people in my class.</i> Discuss whole school expectations (successful, hopeful, resourceful and caring) and identify how we can create a positive classroom community.	PSHEE Jigsaw SOW Being in My World Understand my rights and responsibilities as a member of the class and school. Identify and practise strategies we can and should use to promote kindness and tolerance for others in our class.	PSHEE Jigsaw SOW Being Me in My World Understand my rights and responsibilities as a member of the class and school. Discuss and identify some of our hopes and worries for this year and what to do	PSHEE Jigsaw SOW Being Me in My World Understand my rights and responsibilities as a member of the class and school. Identify what rights and responsibilities are. (PC-Beliefs)	PSHEE Jigsaw SOW Being Me in My World Listen and respond to everyone's views. Understand how we can help to make our class a safe and fair place and acknowledge that our behaviour has consequences that	PSHEE Jigsaw SOW Being Me in My World Listen and respond to everyone's views. Consider what rewards and consequences are appropriate to make the class a safe and fair place. (BV-Democracy)	PSHEE Jigsaw SOW Being Me in My World 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.	PSHEE Jigsaw SOW Being Me in My World Understand that actions have consequences. Identify positive learning behaviours and how behaviours have consequences. (BV-Individual liberty)

and Health Education			to cope with this emotion.		can affect other people. (BV-Respect/ Liberty)		(BV-Tolerance)	
Physical Education -Gymnastics -Dance -Games -Athletics		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. <u>Assessment Indicator:</u> Show balance and co-ordination when running at different speeds. Outdoor PE - Sending and receiving Develop tracking a ball and decision making with the ball. Track and receive a rolling ball.	GET SET 4 PE SOW Indoor PE- Fundamentals Demonstrate balance when changing direction. Develop changing direction and dodging. Outdoor PE - Sending and receiving Explore dribbling with hands and feet with increasing control on the move. Send and receive a ball with feet.	GET SET 4 PE SOW Indoor PE - Fundamentals Demonstrate balance when performing movements. To develop balance, stability and landing safely. <u>Assessment Indicator:</u> Show balance and coordination when running at different speeds. Outdoor PE - Sending and receiving Catch with two hands with some co-ordination and technique. Develop catching skills.	GET SET 4 PE 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 throwing and catching skills.	GET SET 4 PE 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.	GET SET 4 PE 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.	GET SET 4 PE SOW Indoor PE - Fundamentals To develop combination jumping and skipping in an individual rope. <u>Assessment Indicator:</u> Work with others to turn a rope and encourage others to jump at the right time. Outdoor PE - Sending and receiving <u>Assessment Indicator:</u> Hit a ball using equipment with some consistency.
Computing -Code -Connect -Communicate -Collect		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 both at school and beyond.	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 examples of IT in the school setting.	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 and familiar places such as shops.	Computing systems and networks - IT around us. Explain how IT helps us. Explore the benefits of using IT in the wider world. Identify why and when we use IT in the wider world or not.	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 range of different environments.	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 range of different environments.	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 responsibility

								associated with those choices. <u>Assessment Indicator:</u> Talk about different rules for using IT and how these keep me safe.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major: What are continents? <u>Assessment Indicator:</u> <i>Find the given locations and features on a world map and globe.</i> Name and locate the world's seven continents. Recognise how maps show land and oceans. Explore continents through maps and songs. Play fastest finger first to practise identifying each of the 7 continents. Partner talk to discuss the size and shape of each continent.	Major: What are continents? Recognise how maps show land and ocean. Explore how continents are represented on a map. Begin with a consolidation quiz. Use aerial photographs and maps as a reference for continents. Use them to identify size, shape and location of continents then recreate in chalk maps.	Major: What are continents? Devise a simple map. Create and label collage maps showing 7 continents.	Major: Where are the oceans? Understand what an ocean is and where they are found. Explore how oceans are represented on a map. Explore oceans through maps and songs and discuss the differences between oceans and seas. Play corners and globe toss to develop knowledge.	<u>Sticky Knowledge Acquire and Apply:</u> Locate and identify the seven continents and five oceans. <u>Assessment Indicator:</u> <i>Find the given locations and features on a world map and globe.</i> <i>Name and locate the world's seven continents and five oceans.</i>	Major: What is the equator and where are the hemispheres? Locate the Northern and Southern Hemisphere. Understand that continents are made of countries, which have boundaries. Explore atlases to identify where the equator is. Zoom in to surrounding areas and identify which countries will be hotter based on their position in relation to the equator.	-	-
History -Chronology -Concepts -Interpretation -Enquiry -Communication	-	-	-	-	-	Minor: How was Matthew Henson a leader of change? Historical Concept: Cause and consequence Identify that the significant figures from the past have helped shape	Minor: How did Robert Falcon Scott travel and explore? Historical Concept: Using sources and evidence. Draw conclusions about a person or	Minor: How has travel and exploration changed? Historical Concept: Change and continuity Compare aspects of significant individual's lives to other individuals

						the present locally, nationally and internationally. Explore the expedition of Matthew Henson to the North Pole and how this has helped us understand the dangers of polar exploration. <u>Assessment Indicator:</u> Know that Matthew Henson is a significant individual from the past who has contributed to national and international achievements.	event using evidence. Use more than one source of evidence to draw a conclusion. Explore images of Robert Falcon Scott and his team on their expedition to Antarctica. Make observations of their actions, clothing and equipment and how this would have impacted their expedition.	who lived in different periods. Make comparisons between Matthew Henson and Robert Falcon Scott, based on the new knowledge collected. <u>Assessment Indicator:</u> Recognise similarities and differences between people and events from different periods of time.
Religious Education, Beliefs and Values -Believing -Expressing -Living	-	BELIEVING Who is Jewish and what do they believe? Answer the baseline questions to identify current knowledge. Introduce the religion of Judaism and the key principles: the religion, the people, the place of worship, the religious text and who is their God.	BELIEVING Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God. Nest, pair, share what items are precious to us and why. Through discussion and exploration of artefacts begin to understand about the mezuzah and why this item is so precious to Jewish people. Create a mezuzah along with a personal version	BELIEVING Who is Jewish and what do they believe? Talk about how Shabbat is a special day of the week for Jewish people, and explore some examples of what they might do to celebrate Shabbat. Using artefacts to recreate a Shabbat dinner table, explore the importance and significance of each element and how it brings Jewish people closer to God.	BELIEVING Who is Jewish and what do they believe? Read 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 Chanukah in a Jewish home.	BELIEVING Who is Jewish and what do they believe? Read a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. Retrieve knowledge of the story of Hanukkah and make suggestions of its meaning for Jewish people. <u>Assessment Indicator:</u> Re-tell the story of Hanukkah and make some suggestions of	BELIEVING Who is Jewish and what do they believe? Ask some questions about believing in God and offer some ideas of their own. Through P4C discuss Chanukah detail and consider how this celebration brings Jewish people closer to God. Make links and ask questions about their own beliefs or ideas about God. (BV - Mutual respect) (PC - Religion and beliefs/Race)	BELIEVING Who is Jewish and what do they believe? Re-answer the baseline questions to demonstrate retrieval of the new knowledge acquired about Jewish people and their beliefs. <u>Assessment Indicators:</u> Explain the features of the Mezuzah and how it is used. Detail the main features of Shabbat, its meaning and how it is celebrated.

			of the Shema to display inside. <u>Assessment Indicators</u> Explain the features of the Mezuzah and how it is used. (BV - Mutual respect) (PC - Religion and beliefs/Race)	<u>Assessment Indicators</u> Detail the main features of Shabbat, its meaning and how it is celebrated. (BV - Mutual respect) (PC - Religion and beliefs/Race)	<u>Assessment Indicators</u> Re-tell the story of Hanukah and make some suggestions of its meaning to Jewish people. (BV - Mutual respect) (PC - Religion and belief/Race)	its meaning to Jewish people. (BV - Mutual respect) (PC - Religion and beliefs/Race)		Re-tell the story of Hanukah and make some suggestions of its meaning to Jewish people.
Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding	Listening Listen to welcomes and greetings in different languages. Listen to greetings in different languages.	Listening Listen to welcomes and greetings in different languages. Listen to greetings in different languages.	Listening Listen to welcomes and greetings in different languages. Listen to the song Bonjour Bonjour!	Listening Listen to welcomes and greetings in different languages. Listen to the Bonjour Bonjour!	Listening and Speaking Listen to welcomes and greetings in different languages. Listen to the song Bonjour Bonjour! and learn some simple greetings.	Listening and Speaking Listen to welcomes and greetings in different languages. Listen to the Bonjour Bonjour! and learn some simple greetings.	Listening and Speaking Listen to welcomes and greetings in different languages. Sing along with Bonjour Bonjour! and learn some simple greetings.	Listening and Speaking Listen to welcomes and greetings in different languages. Sing along with the Bonjour Bonjour! and learn some simple greetings.
Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise	Self-portraits 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 lines to draw a self-portrait and use graded pencils to create light and shade.	Picasso Appraising and Evaluating 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. <u>Assessment Indicator:</u> Explain when in history a piece of artwork came from. EG in living memory or beyond.	Picasso Painting Mix paint to create the secondary colours. Name primary colours and practise mixing to make secondary colours.	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.	Picasso Drawing Use lines and movement, contours and feelings and known shapes to create drawings. Use pencil to design and draw own 'Weeping Woman' in the style of Pablo Picasso.	Picasso Painting Create a piece of work in response to an artist's work. Know how to mix paint to create all the secondary colours. Apply newly acquired skills of colour mixing to paint their pencil drawing. <u>Assessment Indicator:</u> Know how to create secondary colours, from primary colours.	Picasso Painting Create a piece of work in response to an artist's work. Know how to mix paint to create all the secondary colours. Apply newly acquired skills of colour mixing to paint their pencil drawing. <u>Assessment Indicator:</u> Know how to create secondary colours, from primary colours.	Picasso Appraising and Evaluating Examine a piece of work by a well-known artist and critically evaluate work. Share artwork in the style of an art gallery, giving constructive feedback to each other on the success of recreating artwork in the style of Pablo Picasso. <u>Assessment Indicator:</u> Use a piece of artwork as a

						Create tone and shade adding white or black to colours.	Create tone and shade adding white or black to colours.	stimulus to create their own work.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition		Charanga Model Music Curriculum B Pulse, Rhythm and Pitch - How does music help us to make friends? Understanding Music Copy back and create simple rhythmic patterns using long and short. Copy back and create simple melodic patterns using high and low. Listen to a piece of music and identify the pulse, keeping in time with bodies.	Charanga Model Music Curriculum B Pulse, Rhythm and Pitch - How does music help us to make friends? Listen and appraise Describe tempo as fast or slow. Describe dynamics as loud or quiet. Listen to the song Boléro by Maurice Ravel and discuss if the music is fast or slow, smooth or spiky and if it has a steady beat.	Charanga Model Music Curriculum B Pulse, Rhythm and Pitch - How does music help us to make friends? Singing Demonstrate good singing posture. Understand and follow the leader or conductor. Listen to the song 'Hey Friends' and begin to sing along to the words by following the teachers lead.	Charanga Model Music Curriculum B Pulse, Rhythm and Pitch - How does music help us to make friends? Singing Sing songs from memory and/or from notation. Sing in unison and sometimes in parts, and with more pitching accuracy. Revisit the song 'Hey Friends' and develop skills to sing as a group.	Charanga Model Music Curriculum B How does music help us to make friends? Composition Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music. Use C note to create a musical score in response to the song 'Hey Friends'.	Charanga Model Music Curriculum B How does music help us to make friends? Instruments Rehearse and learn to play a simple melodic instrumental part by ear. Play simple notation on the glockenspiels, alongside singing the song Hello! by Joanna Mangona and Pete Readman.	Charanga Model Music Curriculum B How does music help us to make friends? Instruments Rehearse and learn to play a simple melodic instrumental part by ear. Play in unison, keeping in time with the beat. <u>Assessment Indicator:</u> Play together with everybody while keeping in time with a steady beat.
Outdoor Learning Opportunities	Major: (Literacy) Explore the outdoor environment to locate equipment needed for an Arctic expedition.	Major: (Geography) Recreate maps of the world identifying the seven continents using chalk.	-	Major: (Science) Explore the outdoor environment to identify microhabitats and the plants and animals that live there.	-	Major: (PSHEE) Take a mindfulness moment, lying on our backs in the outdoor environment and spotting shapes in the clouds.	Minor: (PSHEE) Play cooperation games to explore how working collaboratively can help us learn.	Minor: (Maths) Use natural materials in the outdoor environment to represent a range of numbers and make comparisons using <=> symbols.
Enhancements Visits and Visitors				Mrs Berg from the local Jewish community to deliver a workshop about Shabbat. 22.09.26				
Parental Engagement					Parents are invited to join us in the classroom for a Geography and exploration			

					workshop. 9.00-9.30 01.10.26			
Whole School and National Events				Individual and sibling photographs 23.09.25 European Day of Languages 24.09.26	Black History Month begins	Black History Month	Black History Month	Black History Month Harvest festival 21.10.26

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.