



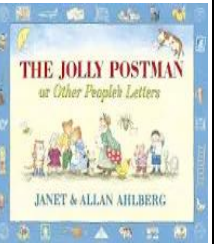
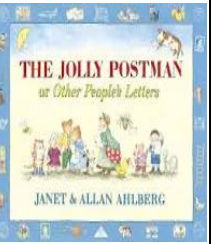
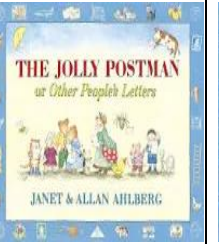
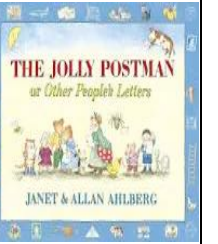




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2024
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 28.10	Week 2 Wk Beg 4.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 2.12	Week 7 Wk Beg 9.12	Week 8 Wk Beg 16.12
Big Question	Keeping in touch - How have inventions changed our lives?							
Connected Concepts	Significance Influence							
Book Studies	<p>The Story Machine by Tom McLaughlin</p> 	<p>The Story Machine by Tom McLaughlin</p> 	<p>The Story Machine by Tom McLaughlin</p> 	<p>The Story Machine by Tom McLaughlin</p> 	<p>The Jolly Postman Allan Ahlberg</p> 	<p>The Jolly Postman Allan Ahlberg</p> 	<p>The Jolly Postman Allan Ahlberg</p> 	<p>The Jolly Postman Allan Ahlberg</p> 
Children steering learning...	What is communication? Are all inventions successful? What was the invention that had the greatest lasting legacy? How do inventions help us? How can inventions help us talk to people? Who has the job of inventing new things? What is a telegram? How was the telephone invented?							
<p>English Writing</p> <p>-Transcription</p> <p>-Composition</p> <p>-Vocabulary, Grammar and Punctuation</p> <p>Reading</p> <p>-Word reading</p> <p>-Comprehension</p>	<p>Explanation text Understanding as a reader</p> <p>Hook - explore the new key text 'The Story Machine' and identify key information (characters, setting, problem, solution)</p> <p><u>Phase 1 - Understanding as a reader</u></p> <p>Discuss the unfamiliar words and what these might mean. Complete a text detective to</p>	<p>Explanation text <u>Phase 1 - Understanding as a reader</u></p> <p>Re-read for meaning and check that the text makes sense.</p> <p>Recognise when a text does not make sense and go back through and re-read.</p> <p>Explore the features of an explanation text and organise them to demonstrate coherence.</p>	<p>Explanation text <u>Phase 2 - Understanding as writer</u></p> <p>Use a selection of coordinating, subordinating and time conjunctions. Apply a range of conjunctions to join two clauses.</p> <p>Use a selection of coordinating, subordinating and time conjunctions. Develop an interesting variety of sentences through the</p>	<p>Explanation text <u>Phase 3 - Composition</u></p> <p>Plan or say out loud what we are going to write about. Generate a plan to identify the features (time conjunctions, similes and bossy verbs) which will be used in an explanation text and generate a vocabulary list.</p> <p>Write for a range of purposes</p>	<p>Letter <u>Phase 1 - Understanding as a reader</u></p> <p>Hook: Share the story of The Jolly Postman and explore the letters inside.</p> <p>Retrieve information from the text and identify the layout of non-fiction texts.</p> <p>Explore a range of letters from the text and begin to identify and</p>	<p>Letter <u>Phase 2 - Understanding as writer</u></p> <p>Apply statements, questions and exclamations. Explore a range of range of sentences and identify between statement, command, question and exclamations.</p> <p>Apply statements, questions and exclamations.</p> <p>Generate a range of own sentences</p>	<p>Letter <u>Phase 3 - Composition</u></p> <p>Plan or say out loud what we are going to write about. Create a plan to identify sentences and information that will be included in the final letter.</p> <p>Write for a range of purposes.</p> <p>Apply all of the features we have explored to write a letter.</p>	<p>Letter <u>Phase 3 - Composition</u></p> <p>Make simple additions, revisions and corrections to writing. Use purple polish to up level writing by applying spelling rules, phonetic and grammatical knowledge.</p> <p>Re-read over what has been read and identify what they like and dislike about mine and others writing to make sensible and</p>

	<p>identify descriptive vocabulary that we could use in our own explanation text.</p> <p>Use expanded noun phrases to describe and specify. Independently read a selection of adjectives and match them with nouns to develop expanded nouns.</p> <p>Reading Routes to Reading SOW Text: The Great Escape.</p> <p>Retrieve information from a text. Retrieve information from the text to answer true or false statements.</p>	<p>Phase 2 – Understanding as writer</p> <p>Identify and apply bossy verbs. Use bossy verbs to give an explanation of how to use the story machine and use them to describe the story machine.</p> <p>Develop the use of simple similes for description. Write descriptive similes to describe the story machine and the drawings made by the main character.</p> <p>Reading Routes to Reading SOW Text: The Great Escape.</p> <p>Use inference skills to answer comprehension questions. Make inferences to demonstrate comprehension of the text.</p>	<p>application of sentence stems.</p> <p>Reading Routes to Reading SOW Text: Ants Are Everywhere!</p> <p>Discuss new vocabulary and understand meanings. Develop dictionary skills and use them to identify the meaning of new vocabulary from the text.</p>	<p>Write an explanation text based on the story 'The Story Machine', using vocabulary and features we have practised.</p> <p>Reading Routes to Reading SOW Text: Ants Are Everywhere!</p> <p>Summarise events within a text. Read a summary of the text and identify which statements are correct or not correct.</p>	<p>organise the key features.</p> <p>Discuss the unfamiliar words and what these might mean. Look closely at a selection of vocabulary often used in letters and demonstrate their meanings in context.</p> <p>Identify different word classes. Identify and discuss vocabulary and sort a selection of verbs, nouns and adjectives.</p> <p>Reading Routes to Reading SOW Text: Kongy Arrives</p> <p>Make sensible predictions based on what has been read, the front cover, pictures, and the blurb. Make predictions on the new text and discuss the purpose/ why we would want to read this text.</p>	<p>to include within a letter.</p> <p>Reading Routes to Reading SOW Text: Kongy Arrives.</p> <p>Retrieve information from the text to recall events. Answer a selection of true or false statements by skimming and scanning to retrieve information from the text.</p>	<p>Reading Routes to Reading SOW Text: Why Do Stars Twinkle?</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>ambitious decisions on what to change and why. Peer assess writing using the TAG structure and success criteria.</p> <p>Reading Routes to Reading SOW Text: Why Do Stars Twinkle?</p> <p>Explain and discuss their understanding of books, commenting on characters and responding to what has happened. Use explanations to write a review of the text.</p>
<p>Tier Two Vocabulary</p>	<p>Machine Bleep Buzz Puzzled Malfunction Gadget Success Failure</p>			<p>Address Indeed Occupy Postal Inform Cackle Send Receive</p>				

<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Addition and Subtraction</p> <p>Add and Subtract 2 digit and 1 digit not crossing the boundaries.</p> <p>Concrete: solve a selection of + and - practically using a variety of tens and ones.</p> <p>Concrete/Pictorial: solve a selection of + and - pictorially using tens frames.</p> <p>Fluency Toolkits: Find my neighbour and Box sort.</p>	<p>Addition and Subtraction</p> <p>Add and Subtract 2 digits when both numbers are tens.</p> <p>Concrete/Pictorial: solve a selection of + and - using tens frames.</p> <p>Fluency Toolkit: Odd one out</p> <p>Deeper Thinking Toolkit: Missing number - using inverse to solve.</p>	<p>Addition and Subtraction</p> <p>Add and Subtract 2 digit + tens e.g. 43 + 30 (not crossing 100).</p> <p>Concrete/Pictorial: solve a selection of + and - using tens frames.</p> <p>Fluency Toolkit: Four pictures - adding and subtracting amounts of money.</p> <p>Deeper Thinking Toolkit: True or False</p>	<p>Addition and Subtraction</p> <p>Add and Subtract 2 digit + tens e.g. 43 + 30 (not crossing 100).</p> <p>Representation - What's the image?</p> <p>Look at a selection of bar models and apply knowledge of addition and subtraction to decide which is a representation of each question.</p>	<p>Multiplication and Division</p> <p>Write repeated addition problems using \times and $=$</p> <p>Write and solve multiplication problems using arrays for $\times 2$, $\times 5$ and $\times 10$ tables.</p> <p>Arrays</p> <p>Commutativity</p> <p>Counting in 2, 5 and 10</p> <p>Pictorial: observe a selection of arrays and write the corresponding repeated addition calculation.</p> <p>Small steps</p> <p>Revisit the arrays and repeated addition sentences and use to generate corresponding multiplication sentences.</p> <p>Pictorial: read a repeated addition sentence and generate the corresponding array.</p> <p>Small steps</p> <p>Revisit the arrays and repeated addition sentences and use to generate corresponding multiplication sentences.</p>	<p>Multiplication and Division</p> <p>Write repeated addition problems using \times and $=$</p> <p>Write and solve multiplication problems using arrays for $\times 2$, $\times 5$ and $\times 10$ tables.</p> <p>Arrays</p> <p>Commutativity</p> <p>Fluency Toolkit: Match me up - matching arrays with repeated addition and multiplication statements.</p> <p>Pictorial: observe a selection of arrays and use the image to solve a corresponding division calculation.</p> <p>Pictorial: read a division calculation sentence and generate the corresponding array to solve.</p> <p>Fluency Toolkit: Odd one out - begin to explore commutativity.</p>	<p>Multiplication and Division</p> <p>Write and calculate division statements using \div and $=$ symbols.</p> <p>Write and solve division problems using arrays for $\times 2$, $\times 5$ and $\times 10$ tables.</p> <p>Division problems</p> <p>Problem Solving.</p> <p>Word Problem: Representation - What's the image?</p> <p>Look at a selection of bar models and apply knowledge of \times and \div to decide which is a representation of each question.</p>	<p>Geometry</p> <p>Properties of shapes</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify properties of 2d and 3d shape.</p> <p>Describe and compare 2D and 3D shapes.</p> <p>To identify and label shapes around the classroom and record their properties.</p>
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Retrieval through Maths Rehearsal sequence	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.	Bonds within 20 Addition and subtraction.
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Everyday materials</p> <p>Enquiry Question: What can materials can we identify and what are their properties?</p> <p><u>Pre-assessment Indicator</u> Use their observations and ideas to suggest answers to questions.</p> <p>Identify and compare the suitability of a variety of everyday materials. Explore a variety of different objects and identify what materials they are made of and the properties of each one.</p>	<p>Everyday materials</p> <p>Enquiry Question: What properties make items suitable for their purpose?</p> <p>Identify and compare the suitability of a variety of everyday materials. Explore the properties of different materials in further detail and discuss what these properties make it good for.</p>	<p>Everyday materials</p> <p>Enquiry Question: What properties make items suitable for their purpose?</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore the properties of different materials in further detail and discuss what these properties make it good for.</p>	<p>Everyday materials</p> <p>Enquiry Question: Is all material magnetic?</p> <p>Ask simple questions and recognising that they can be answered in different ways.</p> <p>Perform simple tests. Explore magnets and a range of metal materials. Carry out an experiment to find out more about magnetism.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p><u>Mid-point Assessment</u> Name an object, say what material it is made from, identify properties and make a link between property and use.</p> <p>Apply knowledge of properties to sort a selection of materials and identify the odd one out.</p>	<p>Everyday materials</p> <p>Enquiry Question: Why are some objects made out of different materials?</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Perform simple tests including some fair tests and making predictions. Perform an investigation to test the suitability of materials to build a house.</p>	<p>Everyday materials</p> <p>Enquiry Question: Why are some objects made out of different materials?</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Perform simple tests including some fair tests and making predictions. Perform an investigation to test the suitability of materials to build a house.</p>	<p>Everyday materials</p> <p><u>TAPS Assessment Indicator</u> Name an object, say what material it is made from, identify properties and make a link between property and use. Use suitable vocabulary to describe similarities and differences.</p> <p>Participate in a material hunt and consolidate knowledge of materials and their properties.</p>
<p>Personal, Social, Health and Economic Education</p> <p>-Relationships</p> <p>-Health and Well-Being</p> <p>-Living in the Wider world</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Understand assumptions people make about boys and girls, but recognise how they can be similar and different. Generic gender statements to be</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Understand assumptions people make about boys and girls, but recognise how they can be similar and different. In partners, children to find differences</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Recognise that bullying can be because of difference and Know what is right and wrong and stand up to this. Acting out scenarios based on</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Recognise that bullying can be because of difference and Know what is right and wrong and stand up to this. Discussing emotions of different</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Know what is right and wrong, and how to stand up for this. Freeze frames of different scenarios. (BV-Mutual respect/Tolerance)</p>	<p>PSHE Jigsaw SOW Celebrating diversity</p> <p>Know what is right and wrong, and how to stand up for this. Anti-bullying information poster. (BV-Mutual respect/Tolerance)</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p>Recognise it is ok to be different from people, but be friends with them and not judge them. Anti-bullying information poster. (BV-Mutual respect/Tolerance)</p>	<p>PSHE Jigsaw SOW Celebrating diversity.</p> <p><u>Assessment Indicator</u> Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>

Relationships and Sex Education (RSE) and Health Education	placed in order of Agree or Disagree. (BV-Mutual respect/Tolerance) (PC-sex)	between themselves. (BV-Mutual respect/Tolerance) (PC-Disability/race)	bullying and how to help others. (BV-Mutual respect/Tolerance)	characters from previous week. (BV-Mutual respect/Tolerance)				Demonstrate how we can treat people regardless of gender or differences.
Physical Education -Gymnastics -Dance -Games -Athletics	GETSET4PE SOW Indoor PE - Ball Skills Roll, throw and kick a ball to hit a target. Practise rolling a ball and hitting a target. <u>Pre- assessment Indicator</u> <i>Dribble a ball with my hands with some control.</i> Outdoor PE - Invasion Games Know that when my team is in possession of the ball, I am an attacker and we can score. Practise keeping the ball close to your body to keep possession. <u>Pre-assessment Indicator:</u> <i>describe how the body feels during exercise.</i> (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Consistently track and collect a ball being sent directly. Explore dribbling with hands and feet with increasing control on the move. Develop coordination and be able to stop a rolling ball. Outdoor PE - Invasion Games Understand and apply simple tactics for attack and defence. Recognise that scoring is an attacking skill and explore ways to do this. (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Explore dribbling with hands and feet with increasing control on the move. Develop dribbling a ball with feet. Develop coordination and be able to stop a rolling ball. Outdoor PE - Invasion Games Understand and apply simple tactics for attack and defence. Practise stopping goals and ways to do this successfully. (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Roll, throw and kick a ball to hit a target. Develop skills to kick a ball and aim towards a target. Outdoor PE - Invasion Games Explore staying close to other players to try and stop them getting the ball. To be ready and react quickly when someone is about to move the ball and explore ways to gain possession. (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Consistently track and collect a ball being sent directly. To develop control and technique when kicking a ball to a partner. <u>Mid-point Assessment</u> <i>Work co-operatively with a partner and a small group.</i> Outdoor PE - Invasion Games <u>Mid-point Assessment</u> <i>Move with a ball towards goal.</i> (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Develop catching a range of objects with two hands. Catch with and without a bounce. Know to use wide fingers and pull the ball in to my chest to help to securely catch. To develop coordination and technique when throwing and catching. Outdoor PE - Invasion Games Know that standing between the ball and the attacker will help me to stop them from getting the ball. Mark an opponent and understand this is a defending skill. (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills Explore dribbling with hands and feet with increasing control on the move. Know to keep my head up when dribbling to see space/opponents. Develop dribbling using hands. Outdoor PE - Invasion Games Understand and apply simple tactics for attack and defence. Apply simple tactics for attacking and defending. To stay close to the attacker to intercept the ball. (BV-: Mutual respect)	GETSET4PE SOW Indoor PE - Ball Skills To develop coordination and control when dribbling a ball with your hands. <u>Assessment Indicator</u> <i>Begin to understand and use simple tactics.</i> Outdoor PE - Invasion Games <u>Assessment Indicators</u> <i>Know how to score points and can remember the score.</i> <i>Know who is on my team and I can attempt to send the ball to them.</i> (BV-: Mutual respect)
Computing -Code -Connect -Communicate	Pictograms Recognise that we can count and compare objects using tally charts.	Pictograms Recognise that objects can be represented as pictures.	Pictograms Recognise that objects can be represented as pictures.	Pictograms <u>Mid-point Assessment</u> <i>Record data in a tally chart and</i>	Pictograms. Recognise that people can be described by attributes	Pictograms Choose suitable attributes to compare people to	Pictograms Explain that we can present information using a computer	Pictograms <u>Assessment Indicator</u> <i>Draw conclusions from data collected</i>

<p>-Collect</p>	<p>Create tally charts to organise data, and represent the tally count as a total.</p>	<p>Become familiar with the term 'pictogram' and create pictograms manually.</p>	<p>Collect data to create a tally chart and use this to make a pictogram on a computer.</p>	<p><i>compare totals in the chart.</i></p> <p>Think about ways in which objects can be grouped by attribute. Tally objects using a common attribute and present the data as a pictogram.</p>	<p>Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.</p>	<p>be able to collect data</p> <p>Use attributes to describe images of people in the class. Collect data needed to organise people using attributes and create a pictogram to show this pictorially.</p>	<p>Understand that there are other ways to present data than using tally charts and pictograms, such as block diagrams.</p>	<p>Read from a range of sources to answer questions about the data.</p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>						<p>Minor Map Skills and Fieldwork</p> <p>Follow and describe a route on a prepared map.</p> <p>Use simple compass directions (NSEW)</p> <p>Observe a map of the outdoor environment and follow a route to identify human and physical features.</p>	<p>Minor Map Skills and Fieldwork</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Know that when you 'zoom in' you see a smaller area in more detail.</p> <p>Observe a selection of maps of the school grounds and local area and identify the key human and physical features. Construct a simple key to work alongside the observed map.</p>	<p>Minor Map Skills and Fieldwork</p> <p>Recognise key features of a map: title, key, symbols.</p> <p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>Use maps of the local area as a reference point and create own maps of their journey to school, including the features of a map.</p> <p><u>Assessment Indicator:</u> Recognise key features of a map: title, key, symbols</p>
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p>	<p>Major Changes in Living Memory</p> <p>Enquiry Question: How do changes in</p>	<p>Major Changes in Living Memory</p> <p>Enquiry Question: How have forms of</p>	<p>Major Changes in Living Memory</p> <p>Enquiry Question: How are letters sent and received?</p>	<p>Major Changes in Living Memory</p> <p>Enquiry Question: How was the</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>			

<p>-Communication How do changes in technology help us keep in touch?</p>	<p>technology help us keep in touch?</p> <p>Historical Concept: Legacy, Achievements</p> <p>Identify changes in exploration within living memory. Understand that there are a range of different ways we communicate now, as there were in the past.</p> <p>Explore different methods of communication and how they have changed throughout history.</p> <p><u>Assessment Indicator</u> <u>Answer Baseline Questions.</u></p>	<p>communication changed?</p> <p>Historical Concept: Legacy, Achievements</p> <p>Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally. Begin to understand how and why telegrams were developed, including exploring the use of Morse Code.</p> <p>Discuss how telegrams changed communication at the time.</p>	<p>Historical Concept: Legacy, Achievements</p> <p>Identify changes in exploration within living memory. Recognise how the post office and Royal Mail came to exist and how it changed the lives of people comparing with communication from the past.</p> <p>Consider how communication has changed further still, since the development of the postal service. Explain what forms of communication we may use now as an alternative.</p>	<p>telephone invented?</p> <p>Historical Concept: Legacy, Achievements</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Explore reasons why the telephone was invented and how the invention has developed into what we use today.</p>	<p>Enquiry Question: What is the significance of different forms of communication?</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Explain different methods of communication from the past, detailing how they were used and what impact it has had on communication today. Ideas and images will be displayed and shared in a class museum exhibition.</p> <p><u>Assessment Indicators</u> <i>Can understand the key concept of change.</i> <i>Can compare 'then' with another 'then'.</i></p>			
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: What do you celebrate and why?</p> <p>Baselining activity: group discussion about what we</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: What do you celebrate and why?</p> <p>Discuss why celebrations are important and establish that each</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: How do Jewish people celebrate?</p> <p>Ask pre planned questions to our Jewish visitor about how they celebrate, what</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: Why do Jewish people tell the story of Pesach each year?</p> <p>Listen to the story of Passover and discuss thoughts</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: What does the Seder plate symbolise?</p> <p>Explore how Pesach is celebrated each year through the</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: How does celebrating Pesach bring Jewish people closer to God?</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: How and why do Jewish people celebrate special and Holy times?</p> <p>Collect examples of what Jewish people do, give, sing,</p>	<p>EXPRESSING How and why do we celebrate special and sacred times? Part 1 Judaism.</p> <p>Enquiry Question: How and why do Jewish people celebrate special and Holy times?</p> <p>Collect examples of what Jewish people do, give, sing,</p>

	<p>celebrate. Adult to annotate key ideas.</p> <p>Collaborate ideas to create a concept map detailing the celebrations children know and participate in, as well as how they celebrate.</p> <p><u>Pre Assessment Indicator</u> Children answer baseline questions. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>celebration is held for a reason. Write a simple description of a personal celebration. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>traditions they have and what they do in the synagogue/ at home to celebrate. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>and feelings. Sequence the events of Passover. Ask questions and suggest answers and meanings about stories related to the festivals of Sukkot, Chanukah or Pesach.</p> <p><u>Assessment Indicator: Give reasons why some people like to celebrate important events.</u></p>	<p>symbolisation of the Seder plate. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>Ask some questions about believing in God and offer some ideas of their own. P4C.</p> <p>Through P4C children will discuss Pesach in more detail and consider how this celebration brings Jewish people closer to God. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Explore similarities and differences between the celebration of Chanukah, Pesach and Easter. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p>	<p>remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Explore similarities and differences between the celebration of Chanukah, Pesach and Easter. (BV-Respect/ Tolerance) (PC-Race/Religion/ Belief)</p> <p><u>Assessment Indicator:</u> Children answer base line questions.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Create simple actions to help remember key words in the song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Create simple actions to help remember key words in the song - 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Perform a simple French counting song with actions. 'Une Chanson des Chiffres' - A song of numbers.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Perform a simple French counting song with actions. 'Une Chanson des Chiffres' - A song of numbers.</p>
<p>Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Investigative and Evaluative tasks (IEAs) - Generate initial ideas and design criteria</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Focussed Tasks (FTs) - Design appealing products for a particular user based on</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Focussed Tasks (FTs) - Design appealing products for a particular user based on</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Investigative and Evaluative tasks (IEAs)- Know how to prepare simple dishes safely and</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Investigative and Evaluative tasks (IEAs) - Use simple utensils and equipment to e.g.</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Investigative and Evaluative tasks (IEAs) - Use simple utensils and equipment to e.g.</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Design, Make and Evaluate assignment (DMEAs) - Evaluate ideas and</p>	<p>Food Preparing Fruit and Vegetables</p> <p>Design, Make and Evaluate assignment (DMEAs) - Evaluate ideas and</p>

	<p>through investigating a variety of fruits. Gather the opinions of the existing products from the intended users.</p>	<p>simple design criteria. Understand the difference between fruit and vegetables and identify the meaning and size of a portion. Compare fruit Kebab recipes by different chefs. Identify what the like or dislike about the recipes.</p>	<p>simple design criteria. Discuss the possible products they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of the product.</p>	<p>hygienically without a heat source. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Make a poster to demonstrate.</p>	<p>peel, cut, slice, squeeze, grate and chop safely. Consider utensils needed and how to use them. Discuss quantities of ingredients needed and how to prepare them.</p> <p><u>Assessment Indicator</u> Can name what the equipment is used for and demonstrate how it can be used safely.</p>	<p>peel, cut, slice, squeeze, grate and chop safely. Use utensils and preparing techniques to create the final product.</p>	<p>finished products against design criteria, including intended user and purpose. Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<p>finished products against design criteria, including intended user and purpose. Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p> <p><u>Assessment Indicator</u> Create an evaluation against their design criteria.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Listen Play copycat rhythms, copying a leader, and invent rhythms for others to copy. Find and try to keep a steady beat.</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Listen Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests.</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Improvise Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p><u>Assessment Indicator</u> What is the style of the song and what instruments can you hear?</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Listen and Appraise Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo Walk in time to the beat of a piece of music or song.</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Improvise Begin to group beats in twos and threes, by tapping knees on the first (strongest) beat and clapping the remaining beats Identify the beat groupings in familiar music that they sing regularly and listen to.</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Improvise Understand the meaning of the song and what it was intended for Understand the importance of vocal warm-up</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Appraise Understand and describe the meaning of the song/piece and any lyrics, try to use some musical words. Explore where the song/piece fits in the world and why it was written.</p>	<p>Charanga Model Music Curriculum B Focus on dynamics and tempo: How does music teach us about the past?</p> <p>Appraise Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit</p> <p><u>Assessment Indicator</u> Sing the song-performance to be</p>

								<i>uploaded in music leadership area.</i>
Outdoor Learning Opportunities	Minor: (Maths) Explore addition and subtraction with natural materials in the outdoor area.	Minor: (Literacy) Create preposition sentences about what we can see in the outdoor area. Outdoor Learning Day Cloud Watching - spend some time practising mindfulness by observing the clouds. Think about how they move, shapes they make and stories they might tell.	Minor: (Reading) Read our new text 'Ants are everywhere' in our outdoor area.	Minor: (French) Create a number line to use as a reference point when singing a French counting song.	Minor: (Literacy) Word scavenger hunt to identify tier 2 vocabulary and practise writing the new words.	Major: (Geography) Observe a map of the outdoor environment and follow a route to identify human and physical features.	Minor: (Computing) Create block diagrams in the outdoor environment.	Minor: (Maths) Identify and name shapes found outside in the natural outdoor environment.
Enhancements Visits and Visitors			Visitor from the Jewish Community 11.11.2024		No Pens Day 27.11.24		Virtual Workshop with the Postal Museum 13.12.24	
Parental Engagement		Parent Forum 06.11.24 Parent Teacher Consultations 06.11.24 and 07.11.24		Drop Everything And Read 19.11.24			Christmas Performances KS1 09.12.24 @ 2:15 10.12.24 @ 9:30	
Whole School and National Events	Halloween 31.10.24 Diwali 1.11.24	Bonfire Night 5.11.24 Outdoor Learning Day 7.11.24	Remembrance Day 11.11.24 Anti-Bullying Week 11.11.24 - 15.11.24 Children In Need 15.11.24		Advent begins 1.12.24		Christmas Dinner 11.12.24 Save the Children Christmas jumper day - FS1 charity 13.12.24	Staff Team Member for the Day 17.12.24 Santa Dash 18.12.24 Children's Christmas Party 20.12.24

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