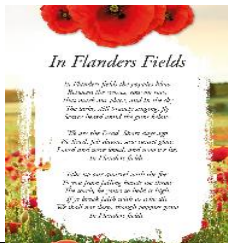



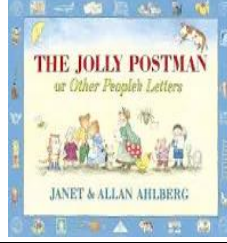
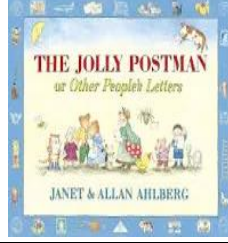
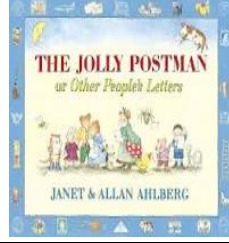




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2025
Phase Key Stage 1 Year Group 2

	Week 1 Wk Beg 03.11	Week 2 Wk Beg 10.11	Week 3 Wk Beg 17.11	Week 4 Wk Beg 24.11	Week 5 Wk Beg 01.12	Week 6 Wk Beg 08.12	Week 7 Wk Beg 15.12
Big Question	Keeping in touch – How have inventions changed our lives?						
Connected Concepts	Significance Influence	Significance Influence	Significance Influence	Significance Influence	Significance Influence	Significance Influence	Significance Influence
Book Studies	In Flanders Fields by John McCrae 	In Flanders Fields by John McCrae 	The Story Machine by Tom McLaughlin 	The Story Machine by Tom McLaughlin 	The Jolly Postman by Janet and Allan Ahlberg 	The Jolly Postman by Janet and Allan Ahlberg 	The Jolly Postman by Janet and Allan Ahlberg 
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?						
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	Poetry Hook Look at a selection of poppies (real, representations and videos) discuss their significance and what they represent at this time of year. Use the senses to identify adjectives and verbs that could be used to describe and explain what the poppies are like. Phase 1 – Understanding as a reader.	Poetry Phase 2 – Understanding as writer. Write coherent sentences for a range of purposes (poem). Collaborate to retrieve ambitious vocabulary and generate a selection of descriptive sentences to write a plan acrostic poem as a group. Phase 3 – Composition.	Explanation Hook Listen to mysterious machine noises along with a covered box labelled "Story Machine." Discuss the possibilities of what the machine might do. Read the key text to uncover 'The Story Machine' and what it does. Phase 1 – Understanding as a reader. Identify the features of an explanation text.	Explanation Phase 2 – Understanding as writer Begin to explore time conjunctions to sequence information. Use sentence stems to create a selection of sentences explaining how the story machine works. Phase 3 – Composition. Write coherent sentences for a range of purposes (explanation).	Letter Hook Recap our visit from Postie Megan then share the story of The Jolly Postman and explore the letters inside. Identify the features of a letter. Retrieve knowledge of the features in a letter then explore a range of the letters from the key text and find the identified features. Reading Routes to Reading SOW	Letter Phase 2 – Understanding as writer. Use subordinate and co-ordinating conjunctions. Begin to explore conjunctions so and but by matching two clauses with a conjunction. Use subordinate and co-ordinating conjunctions. Use the cohesion strategy 'Conjunction Builders' to compose a	Letter Phase 3 – Composition Write coherent sentences for a range of purposes (letters). Apply all of the features we have explored to write a letter. Re-read over what has been read to make sense of it and make corrections Edit own letter checking for capital letters, full stops and correct spelling of key vocabulary.

	<p>Identify the features of an acrostic poem. Explore and identify the features of an acrostic poem. Read and sort a selection of poems into acrostic or not acrostic. Collaborate to write a selection of simple sentences that could be used in an acrostic poem.</p> <p>Phase 2 – Understanding as writer.</p> <p>Identify and apply different word types (adjectives, verbs and nouns). Explore the cohesion strategy 'Sentence Stitching' and begin to link two or three short ideas together using simple repeated nouns in sentences.</p> <p>Reading Routes to Reading SOW</p> <p>Text: The Great Escape</p> <p>Retrieve information from a text. Retrieve information from the text to answer true or false statements.</p>	<p>Write coherent sentences for a range of purposes (poem). Apply the descriptive language and techniques practised to write own draft acrostic poem.</p> <p>Re-read over what has been read to make sense of it and make corrections Edit own acrostic poem, checking for capital letters, full stops and correct spelling of key vocabulary and publish poem to perform.</p> <p>Reading Routes to Reading SOW</p> <p>Text: The Great Escape</p> <p>Use inference skills to answer comprehension questions. Make inferences to demonstrate comprehension of the text.</p>	<p>Explore a selection of explanation texts and identify what writing features are included in a good example.</p> <p>Look at images of the story machine and identify what different elements of the machine are for and the actions and reactions it has. Orally explain what each part of the machine is for and does.</p> <p>Phase 2 – Understanding as writer.</p> <p>Begin to explore time conjunctions to sequence information. Begin to explore the cohesion strategy 'Time Linkers' and sort a selection of explanation sentences into time order.</p> <p>Reading Routes to Reading SOW</p> <p>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 a coherent explanation detailing how the story machine works.</p> <p>Reading Routes to Reading SOW</p> <p>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>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>selection of sentences linking ideas.</p> <p>Reading Routes to Reading SOW</p> <p>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</p> <p>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>
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Ambitious Vocabulary	Bright/Vivid/Brilliant Red/ Crimson/Scarlet Delicate/Fragile Sway Bloom Grow Fiery Silky	Machine Bleep Buzz Puzzled Malfunction Gadget Success Failure	Address Postal Inform Send Receive				
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	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.	Addition and Subtraction Add and Subtract 2 digits when both numbers are tens Concrete/Pictorial: solve a selection of + and - calculations using dienes. Fluency Toolkit: Odd one out Solve a selection of + and - calculations then identify which ones are the odd ones out. Deeper Thinking Toolkit: Missing number. Begin to explore how we can use the inverse to solve missing number problems. Links to measure - application of length, capacity and volume in context.	Addition and Subtraction Add and Subtract 2 digit + tens e.g. 43 + 30 (not crossing 100) Concrete/Pictorial: solve a selection of + and - calculations using tens and ones. Fluency Toolkit: Four pictures + and - in the context of money. Deeper Thinking Toolkit: True or False. Apply knowledge and skills of addition and subtraction to answer true or false statements. Links to measure - application of length, capacity and volume in context.	Addition and Subtraction Add and Subtract 2 digit + tens e.g. 43 + 30 (not crossing 100) Representation - What's the image? Look at a selection of bar models and apply knowledge of addition and subtraction to problem solve and decide which is a representation of each question. Links to measure - application of length, capacity and volume in context.	Multiplication and Division Write repeated addition problems using x and = Write and solve multiplication problems using arrays for x2, x5 and x10 tables Counting in 2, 5 and 10 Pictorial: observe a selection of arrays and write the corresponding repeated addition calculation. Revisit the arrays and repeated addition sentences and use to generate corresponding multiplication sentences. Pictorial: read a repeated addition sentence and generate the corresponding array. Revisit the arrays and repeated addition sentences and use to generate corresponding multiplication sentences. Links to measure - application of length, capacity and volume in context.	Multiplication and Division Write repeated addition problems using x and = Write and solve multiplication problems using arrays for x2, x5 and x10 tables Fluency Toolkit: Match me up. Match a selection of arrays with repeated addition and multiplication statements. Pictorial: observe a selection of arrays and use the image to solve a corresponding division calculation. Pictorial: read a division calculation sentence and generate the corresponding array to solve. Fluency Toolkit: Odd one out. Begin to explore inverse and commutativity. Links to measure - application of length, capacity and volume in context.	Multiplication and Division Write and calculate division statements using ÷ and = symbols Write and solve division problems using arrays for x2, x5 and x10 tables Word Problem: Representation - What's the image? Look at a selection of bar models and apply knowledge of x and ÷ to decide which is a representation of each question.

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
Science -Working Scientifically to observe, connect, respond - Biology - Chemistry - Physics		Everyday materials What materials can we identify and what are their properties? <u>Pre-assessment Indicator:</u> <i>Use their observations and ideas to suggest answers to questions.</i> Identify and compare the suitability of a variety of everyday materials. Explore a variety of everyday objects and identify and identify what materials they are made of. Classify a selection of everyday objects based on their material and begin to think about their properties.	Everyday materials What are the properties of different materials? Identify and compare the suitability of a variety of everyday materials. Explore a carousel of materials and begin to use key vocabulary to describe the properties.	Everyday materials Enquiry Question: What properties make items suitable for their purpose? Identify and compare the suitability of a variety of everyday materials for particular uses. Explore the properties of different materials in further detail and discuss why materials are suitable for certain purposes. Match everyday objects to the most appropriate materials.	Everyday materials How can different materials be changed? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Look more closely at a selection of everyday materials and explore which ones can be changed by bending, twisting, stretching and squashing.	Everyday materials Why are some objects made out of different materials? Identify and compare the suitability of a variety of everyday materials for particular uses. Apply knowledge and vocabulary to identify the most and least suitable materials that could be used to build the walls in our new classroom.	
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education		PSHEE Jigsaw SOW Celebrating diversity Understand assumptions people make about boys and girls, but recognise how they can be similar and different. Explore gender stereotypes by exploring and sorting generic gender statements/images into agree or disagree. (PC-Sex) (BV-Mutual Respect and Tolerance)	PSHEE Jigsaw SOW Celebrating diversity Understand assumptions people make about boys and girls, but recognise how they can be similar and different. Collaborate to discuss the similarities and differences between boys and girls and break down and gender stereotypes. (PC-Sex) (BV-Mutual Respect and Tolerance)	PSHEE Jigsaw SOW Celebrating diversity Recognise that bullying can be because of difference and know what is right and wrong and stand up to this. Collaborate to identify ways we can help others. Act out freeze frames to demonstrate ways we can do this. (BV-Mutual Respect and Tolerance)	PSHEE Jigsaw SOW Celebrating diversity Recognise that bullying can be because of difference and know what is right and wrong and stand up to this. Explore a selection of scenarios and discuss if they depict bullying or not and if so then why. (BV-Mutual Respect and Tolerance)	PSHEE Jigsaw SOW Celebrating diversity Recognise it is ok to be different from people, but be friends with them and not judge them. Explore people's differences through a selection of scenarios and discuss how we can make everyone feel safe and welcome regardless of differences. (BV-Mutual Respect and Tolerance)	PSHEE Jigsaw SOW Celebrating diversity Recognise it is ok to be different from people, but be friends with them and not judge them. Share similarities and differences among our class community and celebrate everybody's uniqueness. (BV-Mutual Respect and Tolerance)

Physical Education -Gymnastics -Dance -Games -Athletics	GET SET 4 PE SOW Indoor PE - Ball Skills Roll, throw and kick a ball to hit a target. Use finger tips to control a ball and develop techniques for rolling a ball to hit a target. Outdoor PE - Invasion Games Know that when my team is in possession of the ball, I am an attacker and we can score. Explore and practise what being in possession means and support a teammate to do this. <u>Pre-assessment Indicator:</u> Describe how the body feels during exercise. (BV-Mutual Respect)	GET SET 4 PE SOW Indoor PE - Ball Skills Consistently track and collect a ball being sent directly. Develop and practise stopping 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)	GET SET 4 PE SOW Indoor PE - Ball Skills Explore dribbling with hands and feet with increasing control on the move. To develop dribbling a ball with your feet. 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)	GET SET 4 PE SOW Indoor PE - Ball Skills Know to keep my head up when dribbling to see space/opponents. Develop different skills needed when kicking a ball. 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. <u>Mid-point Assessment:</u> Move with a ball towards a goal. (BV-Mutual Respect)	GET SET 4 PE SOW Indoor PE - Ball Skills Develop catching a range of objects with two hands. Catch with and without a bounce. Practise different throwing and catching techniques. 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)	GET SET 4 PE SOW Indoor PE - Ball Skills Explore dribbling with hands and feet with increasing control on the move. Develop dribbling techniques and apply them to dribble the ball with 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)	GET SET 4 PE SOW Indoor PE - Ball Skills <u>Assessment Indicator:</u> <i>Work co - operatively with a partner and a small group.</i> Apply dribbling and tackling skills to send and receive a ball with a partner. Outdoor PE - Invasion Games <u>Assessment Indicator:</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 -Collect	Pictograms Recognise that we can count and compare objects using tally charts. Create tally charts to organise data, and represent the tally count as a total.	Pictograms Recognise that objects can be represented as pictures. Become familiar with the term 'pictogram' and create pictograms manually.	Pictograms Recognise that objects can be represented as pictures. Collect data to create a tally chart and use this to make a pictogram on a computer.	Pictograms <u>Mid-point Assessment</u> Record data in a tally chart and compare totals in the chart. Think about ways in which objects can be grouped by attribute. Tally objects using a common attribute and present the data as a pictogram.	Pictograms Recognise that people can be described by attributes. 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.	Pictograms Present information using a computer. Understand that there are other ways to present data than using tally charts and pictograms, such as block diagrams.	
Geography -Locational and Place Knowledge -Field Work					Minor Map Skills and Fieldwork Follow and describe a route on a prepared map.	Minor Map Skills and Fieldwork Use symbols on maps (own and class agreed symbols).	Minor Map Skills and Fieldwork Recognise key features of a map: title, key, symbols.

-Using Globes, Maps and Plans					Use simple compass directions (NSEW) Observe a map of the outdoor environment and follow a route to identify human and physical features.	Know that when you 'zoom in' you see a smaller area in more detail. 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.	Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. 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. <u>Assessment Indicator</u> Recognise key features of a map: title, key, symbols
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major Changes in Living Memory How do changes in technology help us keep in touch? Historical Concept: Legacy, Achievements Identify changes within living memory. Understand that there are a range of different ways we communicate now, as there were in the past. Explore different methods of communication and how they have changed throughout history.	Major Changes in Living Memory How have forms of communication changed? Historical Concept: Legacy, Achievements 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. Discuss how telegrams changed communication at the time.	Major Changes in Living Memory How are letters sent and received? Historical Concept: Legacy, Achievements 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. 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.	Major Changes in Living Memory How was the telephone invented? Historical Concept: Legacy, Achievements 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.	<u>Sticky Knowledge</u> Acquire and Apply 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. <u>Assessment Indicator</u> Can understand the key concept of <i>change</i> . Can compare 'then' with another 'then'.		
Religious Education, Beliefs and Values -Believing	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and	EXPRESSING How and why do we celebrate special and

-Expressing -Living	sacred times? Part 1 Judaism. <u>Pre Assessment Indicator</u> Ask questions and suggest answers and meanings about stories related to the festivals of Pesach and Hanukah. Answer a selection of questions to identify knowledge of Jewish celebrations and their meanings.	sacred times? Part 1 Judaism. Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Discuss why celebrations are important and establish that each celebration is held for a reason. Write a simple description of a personal celebration. (PC-Religion and beliefs) (BV-Respect and tolerance)	sacred times? Part 1 Judaism. Ask questions and suggest answers and meanings about stories related to the festivals of Pesach. Listen to the story of Passover and discuss thoughts and feelings. Sequence the events of Passover. Ask questions and suggest answers and meanings about stories related to the festivals of Shabbat and Pesach. <u>Assessment Indicator</u> Retell stories connected to Pesach and say why they are important to believers. (PC-Religion and Beliefs) (BV-Respect and Tolerance)	sacred times? Part 1 Judaism. Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Explore how Pesach is celebrated each year through the symbolisation of the Seder plate. <u>Assessment Indicator</u> List the different foods on the Seder plate and when it is used. (PC-Religion and Beliefs) (BV-Respect and Tolerance)	sacred times? Part 1 Judaism. Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Explore the celebration of Chanukah through stories and artefacts. (PC-Religion and Beliefs) (BV: Respect and Tolerance)	sacred times? Part 1 Judaism. Ask questions and suggest answers and meanings about stories related to the festivals of Hanukah. Listen to a visitor from the Jewish community and ask questions about their beliefs and customs during Chanukah.	sacred times? Part 1 Judaism. Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Explore similarities and differences between the celebration of Chanukah and Pesach. (PC-Religion and Beliefs) (BV-Respect and Tolerance) <u>Assessment Indicator</u> Ask questions and suggest answers about stories relating to Pesach, Hanukkah and Shabbat.
Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding	Listen to welcomes and greetings in different languages. Listen to how we say hello in different languages. (BV-Tolerance and Respect)	Listen to welcomes and greetings in different languages. Listen and learn a French hello song. French Greetings Song for Children. (BV-Tolerance and Respect)	Listen to welcomes and greetings in different languages. Listen and learn a French hello song. French Greetings Song for Children (BV-Tolerance and Respect)	Listen to welcomes and greetings in different languages. Listen to and learn other simple French greetings. (BV-Tolerance and Respect)	Listen to welcomes and greetings in different languages. Listen to and learn other simple French greetings. (BV-Tolerance and Respect)	Begin to engage in basic conversation. Use greetings within a conversation, when entering the classroom. (BV-Tolerance and Respect)	Begin to engage in basic conversation. Use greetings within a conversation, when entering and leaving the classroom and answering the register. (BV-Tolerance and Respect)
Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise		Major: Art PRINTING Henri Matisse (Teeny) Examine a piece of work by a well-known artist and critically evaluate work.	Major: Art PRINTING Henri Matisse (Teeny) Experiment with different techniques such as fabric printing and rubbing.	Major: Art PRINTING Henri Matisse (Teeny) Experiment with printing on fabric or different types of paper.	Major: Art PRINTING Henri Matisse (Teeny) Create a piece of work in response to an artist's work. Create a design to be printed in the style of	Major: Art PRINTING Henri Matisse (Teeny) Use mono printing technique to create printed art. Transfer design onto Styrofoam and apply	Major: Art PRINTING Henri Matisse (Teeny) Examine a piece of work by a well-known artist and critically evaluate work.

		Examine Teeny by Henri Matisse, looking at the techniques and medium used.	Begin to explore printing in different ways, by choosing from a wide selection of textured items to create different effects.	Use different pressures to create different effects of print.	Henri Matisse, by retrieving and applying knowledge of the style and features discussed and explored.	rolling techniques to create a monoprint. <u>Assessment Indicator</u> Create printed art by pressing, rolling, rubbing and stamping.	Create a piece of work in response to an artist's work. Evaluate finished print, making reference to the techniques, shapes and applied. Consider what went well and what could be improved.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does music teach us about the past? Listen Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Play copycat rhythms, copying a leader, and invent rhythms for others to copy. Find and try to keep a steady beat.	Charanga Model Music Curriculum B How does music teach us about the past? Listen Copy back and create simple melodic patterns using high and low. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns.	Charanga Model Music Curriculum B How does music teach us about the past? Improvise Understand that the speed of the beat can change, creating a faster or slower pace (tempo). <u>Assessment Indicator</u> Follow a steady beat and staying 'in time'.	Charanga Model Music Curriculum B How does music teach us about the past? 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.	Charanga Model Music Curriculum B How does music teach us about the past? Improvise Understand that improvisation is about making up your own very simple tunes on the spot. Begin to group beats in twos and threes, by tapping knees on the first beat and clapping the remaining beats.	Charanga Model Music Curriculum B How does music teach us about the past? Composition Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Play and perform an instrumental part by ear or from standard notation in The Orchestra Song.	
Outdoor Learning Opportunities	Outdoor Learning Day (Science) Cloud Watching - spend some time practising mindfulness by observing the clouds. Think about how they move, shapes they make and stories they might tell.	Major: (Science) Explore a range of materials in the outdoor area and begin to consider why items have been made out of a particular material.	Minor: (Art) Look for texture in the natural environment and consider what materials could be used to create mono prints.	Minor: (Science) Collect a selection of natural materials then classify them, before recording the data in a tally chart.	Major: (Geography) Observe a map of the outdoor environment and follow a route to identify human and physical features.	Minor: (Geography) 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.	Minor: (Geography) 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.
Enhancements Visits and Visitors						Mrs Berg visiting to teach us about the Jewish celebration of Chanukkah. 01.12.25	
Parental Engagement		Parent Forum Parent Consultation Meetings 11.11.25 and				KS1 Christmas Performance 08.12.25 2.15pm or 09.12.25 9.15am	

		13.11.25 3.40pm-5.50pm					
Whole School and National Events	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	Santa Dance-a-thon 17.12.25 Children's Christmas Party 18.12.25

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.