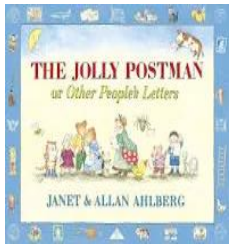
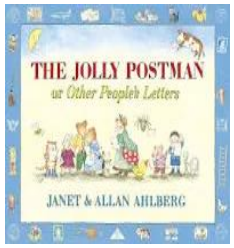
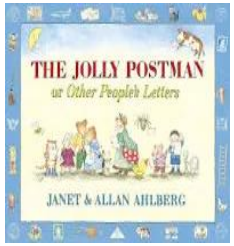
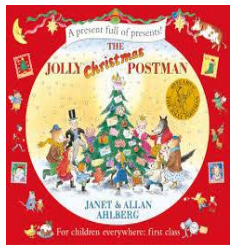
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Key Stage 1 Year Group 2

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.12	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
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	**The Story Machine by Tom McLaughlin** 	**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** 	**The Jolly Xmas 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**	**Narrative** <u>Hook</u> 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. <u>Phase 1 – Understanding as a reader.</u>	**Narrative** <u>Phase 2 – Understanding as writer.</u> **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'and' and 'but' by matching two clauses with a conjunction. **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'when' and 'because' by matching	**Narrative** <u>Phase 3 – Composition</u> **Write coherent narratives using coordinating and subordinating conjunctions.** Retell of 'The Story Machine' applying the skills of conjunctions to add additional detail and information to sentences. **Re-read over what has been read to make sense of it and make corrections.**	**Letter** <u>Phase 1 – Understanding as a reader.</u> **Sequence sections of stories using images for support.** Creating a story mountain with the key features of beginning, problem, resolution and ending. Revisiting prior learning of time conjunctions to sequence. **Discuss word meanings and link these to previously known words.**	**Letter** <u>Phase 2 – Understanding as writer.</u> **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'and' and 'but' by matching two clauses with a conjunction. **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'when' and 'because' by matching	**Letter** <u>Phase 3 – Composition</u> **Write coherent sentences for a range of purposes (letters).** Write a letter to the Jolly Postman asking about his deliveries, job. Build up over 2 sessions to write. **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	**Poetry** <u>Phase 2 – Understanding as writer.</u> **Write coherent sentences for a range of purposes (poem).** Collaborate to retrieve ambitious vocabulary and generate a selection of descriptive sentences to write a simile poem as a group. <u>Phase 3 – Composition.</u> **Write coherent sentences for a range of purposes (poem).**

	Sequence sections of stories using images for support. Use the Tales Toolkit structure prompts to organise the key information in the text and begin to internalise the story to be able to retell. **Discuss word meanings and link these to previously known words.** Create a glossary of new and ambitious vocabulary from the text to ensure knowledge of the meaning of new words and how they can be used. **Reading** **Routes to Reading SOW** Text: Ants Are Everywhere! **Discuss new vocabulary and understand meanings.** Develop dictionary skills and use them to identify the meaning of new vocabulary from the text.	two clauses with a conjunction. **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'so' and 'or' by matching two clauses with a conjunction. cohesion strategy 'Conjunction Builders' **Reading** **Routes to Reading SOW** Text: Ants Are Everywhere! **Summarise events within a text.** Read a summary of the text and identify which statements are correct or not correct.	Editing with purple polish to identify changes to improve spelling, grammar, punctuation and vocabulary choices. **Reading** **Routes to Reading SOW** Text: Kongy Arrives **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.	'Magpie Word Wall' to create a word bank of ambitious and Tier ll vocabulary from the text. How is it used, what does each word mean? **Reading** **Routes to Reading SOW** Text: Kongy Arrives **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.	two clauses with a conjunction. **Use subordinate and co-ordinating conjunctions.** Begin to explore conjunctions 'so' and 'or' by matching two clauses with a conjunction. cohesion strategy 'Conjunction Builders' **Reading** **Routes to Reading SOW** Text: Why Do Stars Twinkle? **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.	correct spelling of key vocabulary. **Reading** **Routes to Reading SOW** Text: The Great Escape **Retrieve information from a text.** Retrieve information from the text to answer true or false statements.	Apply the descriptive language and techniques practised to write own simile poem. **Re-read over what has been read to make sense of it and make corrections** Edit own simile poem, checking for capital letters, full stops and correct spelling of key vocabulary and publish poem to perform. **Reading** **Routes to Reading SOW** Text: The Great Escape **Use inference skills to answer comprehension questions.** Make inferences to demonstrate comprehension of the text.
Ambitious Vocabulary	Machine Puzzled Accident Perhaps Jumbled Noticed Story Important			Postman Bicycle Cackle Glee Nightingale Nervously			

Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**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. Solve a selection of + and – calculations using a number line. 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).** Fluency Toolkit: Four pictures + and – in the context of money. Correct or not correct + and – to identify if a given solution is correct or not. 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**	Everyday materials **What materials can we identify and what are their properties?**	Everyday materials **What are the properties of different materials?**	Everyday materials **Enquiry Question: What properties make**	Everyday materials **How can different materials be changed?**	**Sticky Knowledge** *Acquire and Apply: Participate in a materials hunt to*	Everyday materials **Why are some objects made out of different materials?**	-

observe, connect, respond **-Biology** **-Chemistry** **-Physics**	**Pre-assessment Indicator:** *Use their observations and ideas to suggest answers to questions.* **Identify and compare the suitability of a variety of everyday materials.** Explore a variety of everyday objects in a feely bag, then the wider classroom 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.	**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.	**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.	**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.	*identify a selection of materials or properties that match and meet the needs of a given purpose.* *Name an object, say what material it is made from, identify the properties of that material and make links between its properties and its use.*	**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 solve a problem.	
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 frieze 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	**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.	**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.	**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.	**GET SET 4 PE SOW** Indoor PE – Ball Skills **Develop catching a range of objects with two hands. Catch with and without a bounce.**	**GET SET 4 PE SOW** Indoor PE – Ball Skills **Explore dribbling with hands and feet with increasing control on the move.**	**GET SET 4 PE SOW** Indoor PE – Ball Skills ***Assessment Indicator:*** *Work co - operatively with a partner and a small group.*

	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. ***Pre-Assessment Indicator:*** *Describe how the body feels during exercise.* (BV-Mutual Respect)	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)	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)	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. ***Assessment Indicator:*** Move with a ball towards a goal. (BV-Mutual Respect)	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)	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)	Apply dribbling and tackling skills to send and receive a ball with a partner. Outdoor PE – Invasion Games ***Assessment Indicator:*** *know how to score points and can remember the score.* *Know who is on my team and I can attempt to send the ball to them.* (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 ***Assessment Indicator:*** *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** **-Using Globes, Maps and Plans**	**-**	**-**	**-**	**-**	**Minor:** Map Skills and Fieldwork **Follow and describe a route on a prepared map.** **Use simple compass directions (NSEW)** Observe a map of the outdoor environment and follow a route to	**Minor:** Map Skills and Fieldwork **Use symbols on maps (own and class agreed symbols).** **Know that when you 'zoom in' you see a smaller area in more detail.** Observe a selection of maps of the school	**Minor:** Map Skills and Fieldwork **Recognise key features of a map: title, key, symbols.** **Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.**

					identify human and physical features.	grounds and local area and identify the key human and physical features. Construct a simple key to work alongside the observed map.	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. ***Assessment Indicator:*** *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 to create a timeline of communication methods.	**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.	**Sticky Knowledge** *Acquire and Apply:* *Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.* *Can understand the key concept of* ***change.*** *Can compare 'then' with another 'then'.*	-	-
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. ***Pre-Assessment Indicators:*** *Ask questions and suggest answers and*	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. **Collect examples of what Jewish people do, give, sing, remember or think**	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. **Ask questions and suggest answers and meanings about stories**	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. **Collect examples of what Jewish people do, give, sing, remember or think**	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. **Collect examples of what Jewish people do, give, sing, remember or think**	**EXPRESSING** How and why do we celebrate special and sacred times? Part 1 Judaism. **Collect examples of what Jewish people do, give, sing, remember or think**	-

	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.	**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)	**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 festival of Pesach. ***Assessment Indicator:*** *Retell stories connected to Pesach and say why they are important to believers.* (PC-Religion and Beliefs) (BV-Respect and Tolerance)	**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. ***Assessment Indicator:*** *List the different foods on the Seder plate and when it is used.* (PC-Religion and Beliefs) (BV-Respect and Tolerance)	**about at the religious celebrations studied, and say why they matter to believers.** Revisit the celebration of Chanukah through stories and artefacts. (PC-Religion and Beliefs) (BV: Respect and Tolerance)	**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) ***Assessment Indicator:*** *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 to the French hello song: French Greetings Song for Children. (BV-Tolerance and Respect)	**Listen to welcomes and greetings in different languages.** Listen to the French hello song: French Greetings Song for Children. (BV-Tolerance and Respect)	**Listen to welcomes and greetings in different languages.** Listen to and begin to join in with the French hello song: French Greetings Song for Children. (BV-Tolerance and Respect)	**Listen to welcomes and greetings in different languages.** Listen to and begin to join in with the 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)
Design and Technology -Design -Make -Evaluate -Food Technology **Art and Design -Sculpting and Creating -Art Elements**	**-**	**Design and Technology. Food Technology** **Investigate and Evaluate. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables using our senses. Taste and evaluate a range of fruit and vegetables to determine the**	**Design and Technology. Food Technology** **Design and Plan. Design appealing products for a particular user based on simple design criteria. Communicate these ideas through talk and drawings.** Share the design criteria elements. Draw and annotate a design, labelling the fruit	**Design and Technology. Food Technology** **Focused practical skills. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.** Hygiene: washing hands, cleaning work surfaces, washing fruit and using clean equipment. Safe fruit preparation,	**Design and Technology. Food Technology** **Make. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.** Revisit design criteria. Organise ingredients and equipment using a	**Design and Technology. Food Technology** **Evaluate. Evaluate ideas and finished products against design criteria, including intended user and purpose.** Complete evaluation comparing the finished product with the	**-**

-Evaluate and Appraise		**intended user's preferences.** Develop a class sensory evaluation of a seasonal fruit crumble. Consider the use of senses to evaluate aspects and how fruit may change when cooked.	filling, crumble topping and ingredients. It must contain a selection of seasonal fruit. It should have a crumble topping. It should look appealing. It should be made using safe and hygienic rules.	including washing, peeling if necessary, removing cores and cutting fruit with appropriate tools.	checklist. Prepare the crumble topping and assemble the fruit filling and topping according to the recipe.	original design. WWW and EBI.	
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Creative Music Curriculum** Lets keep singing **Enjoy learning to sing songs and start to understand the phrase "in tune with each other".** Develop foundational singing skills through warm-ups, rhythm and pitch exercises, and correct posture, breathing, and phrasing.	**Charanga Creative Music Curriculum** Lets keep singing **Enjoy learning to sing songs and start to understand the phrase "in tune with each other".** Connect singing with movement and storytelling, perform collaboratively, and reflect on their progress.	**Charanga Creative Music Curriculum** Lets keep singing **Enjoy learning to sing songs and start to understand the phrase "in tune with each other".** Begin to connect music with movement, articulate words clearly, and internalise rhythm and melody.	**Charanga Creative Music Curriculum** Lets keep singing **Enjoy learning to sing songs and start to understand the phrase "in tune with each other".** Maintain rhythm and melody while singing. Develop spatial awareness, teamwork, and confidence through paired and group activities.	**Charanga Creative Music Curriculum** Lets keep singing **Demonstrate an understanding of dynamics and tempo following written or visual instructions.** Consolidate musical skills, singing with accuracy, expression, and control, while refining choreography, staging, and performance techniques.	**Charanga Creative Music Curriculum** Lets keep singing **Demonstrate an understanding of dynamics and tempo following written or visual instructions.** Sing confidently and expressively, maintaining pitch, rhythm, dynamics, and a clear narrative.	-
Outdoor Learning Opportunities	Outdoor Classroom Day 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: (History) Use the outdoor environment to explore historical methods of communication and their speed and effectiveness.	Minor: (Science) Revisit the buildings and objects outside and discuss what would happen if they were made out of unsuitable materials.	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.	-
Enhancements **Visits and Visitors**							
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm	Writing Workshop 20.11.26 9.00am			KS1 Christmas Performance 07.12.26 2.15pm 08.12.26 9.15am	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor Classroom Day 05.11.26	Anti-Bullying week Odd Sock Day 16.11.26 Remembrance Day 11.11.26				Christmas Dinner Day 09.12.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

		Children in Need 13.11.26					

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.