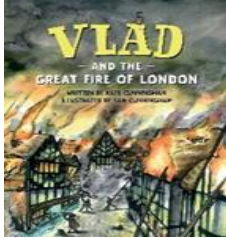
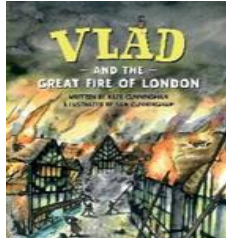
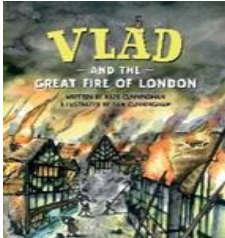
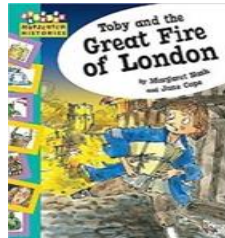
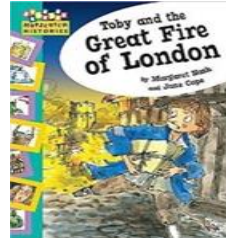
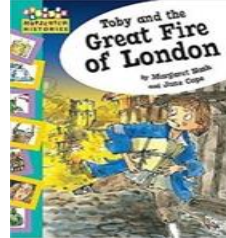




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum –Summer 1 2026**  
**Phase Key Stage 1 Year Group 2**



	Week 1 Wk Beg 13.04	Week 2 Wk Beg 20.04	Week 3 Wk Beg 27.04	Week 4 Wk Beg 04.05	Week 5 Wk Beg 11.05	Week 6 Wk Beg 18.05
<b>Big Question</b>	Fetch The Engines – what happened on Pudding Lane?					
<b>Connected Concepts</b>	<b>Cause and Effect Change Structure</b>	<b>Cause and Effect Change Structure</b>	<b>Cause and Effect Change Structure</b>	<b>Cause and Effect Change Structure</b>	<b>Cause and Effect Change Structure</b>	<b>Cause and Effect Change Structure</b>
<b>Book Studies</b>	<b>Vlad and the Great Fire of London</b> 	<b>Vlad and the Great Fire of London</b> 	<b>Vlad and the Great Fire of London</b> 	<b>Toby and the Great Fire of London</b> 	<b>Toby and the Great Fire of London</b> 	<b>Toby and the Great Fire of London</b> 
<b>Children steering learning...</b>	When was the Great Fire of London? Who or how was the fire started? Who was impacted by the fire? How was the Great Fire of London put out? How do we know about the Great Fire of London? What was the lasting impact of the fire? How did the fire change London?					
<b>English Writing</b> -Transcription -Composition -Vocabulary, <b>Grammar and Punctuation</b>  <b>Reading</b> -Word reading -Comprehension	<b>Diary entry</b>  <b>Hook</b> Great Fire of London <b>Immersion</b> - Baking bread - Great Fire of London inspired artwork  <b>Phase 1: Understanding as a Reader</b> Explore an example of a diary entry and the features it has to include: - first person - past tense - descriptive - thoughts and feelings  <b>Phase 2: Understanding as a Writer</b>	<b>Diary entry</b>  <b>Phase 2: Understanding as a Writer</b>  <b>Consistently uses the present tense and past tense correctly.</b> Begin to explore past tense and identify sentences that are written in past tense.  <b>Begins to explore time conjunctions to sequence information.</b> Begin to orally practise threading three sentences together for cohesion using the time linkers cohesion strategy.	<b>Diary entry</b>  <b>Phase 3: Composition</b>  <b>Writes simple and coherent narratives.</b> Compose a diary entry to retell the key events that were witnessed when the Great Fire of London first started, using the features explored.  <b>Re-read over what has been read to make sense of it and make corrections.</b> Develop a shared success criteria, then read own writing to identify areas for improvement.	<b>Recount</b>  <b>Phase 1: Understanding as a Reader</b>  <b>Identify key features of different text genres.</b> Read two side by side examples that retell the events which happened during our educational visit to staircase house and identify which one is the best.  Make links between a recount and the diaries we wrote about the GFoL to generate an initial success criteria.	<b>Recount</b>  <b>Phase 2: Understanding as a Writer</b>  <b>Uses subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions.</b> Children orally practise building short, linked ideas using co-ordination and subordination through conjunction builders cohesion strategy.  Children develop their knowledge of conjunction builders and apply into writing to link a selection	<b>Recount</b>  <b>Phase 3: Composition</b>  <b>Create a simple plan with a clear beginning, middle and end for the recount.</b> Use images explored previously to create a plan for the recount.  <b>Writes simple and coherent narratives.</b> Write a recount of events that happened during our educational visit including the features we have explored: - first person - past tense - descriptive

	<p><b>Use expanded noun phrases to describe</b> Begin to explore the events during the fire and orally practise what people may have heard, seen, smelt and felt.</p> <p>Explore ambitious, descriptive language and begin to uplevel sentences.</p> <p><b>Reading</b> Bea's Pumpkin <b>Discuss favourite words and phrases from the story.</b> To listen, discuss and express views about a range of contemporary stories.</p>	<p>Use images as a prompt to write three time linked sentences describing what was happening in the past.</p> <p><b>Reading</b> Bea's Pumpkin <b>Share and discuss favourite stories providing justified reasons making links to their own experience.</b> Justify their preferences and point of view.</p> <p>Discuss the sequence of events in the story and how they are related.</p>	<p><b>Reading</b> It Came From Outer Space <b>Use prior knowledge, including context and vocabulary, to understand texts.</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p><b>Begins to explore time conjunctions to sequence information.</b> Retrieve knowledge of time linkers to sequence images of our visit and ensure they are organised in the correct time order.</p> <p><b>Reading</b> It Came From Outer Space <b>Retell stories including fairy stories and traditional tales and sequence the main events in the story into the correct order.</b> Discuss the sequence of events in the story and how they are related.</p>	<p>of ideas together cohesively.</p> <p><b>Reading</b> In the Year 2100 <b>Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.</b> Make inferences based on what we have read to answer a selection of comprehension questions.</p>	<p>- thoughts and feelings - time linkers - conjunctions</p> <p><b>Re-read over what has been read to make sense of it and make corrections.</b> Begin to listen to feedback and identify which feedback is relevant to their writing. Use the feedback to improve writing.</p> <p><b>Reading</b> In the Year 2100 <b>Generate and answer questions using prompts from Bloom's taxonomy.</b> Make inferences to answer a selection of comprehension questions.</p>
<b>Tier Two Vocabulary</b>	Blazing Roaring Crackling Fierce Smouldering Engulfed	Blazing Roaring Crackling Fierce Smouldering Engulfed	Blazing Roaring Crackling Fierce Smouldering Engulfed	Blazing Roaring Crackling Fierce Smouldering Engulfed	Blazing Roaring Crackling Fierce Smouldering Engulfed	Blazing Roaring Crackling Fierce Smouldering Engulfed
<p><b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Fractions</b></p> <p><b>Measurement</b> <b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b></p>	<p><b>Addition and Subtraction</b> TO + TO to 100 TO - TO to 100</p> <p><b>Add and subtract numbers using concrete objects and pictorial representations.</b> Concrete/ pictorial: Explore addition and subtraction through bar models and dienes and ones.</p> <p><b>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and</b></p>	<p><b>Addition and Subtraction</b> TO + TO to 100 TO - TO to 100</p> <p><b>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</b> Toolkit: Pick a pair. Choose two two-digit numbers and add and subtract in the context of money.</p> <p>Toolkit: Eliminate me Solve a selection of addition and subtraction calculations, then eliminate</p>	<p><b>Addition and Subtraction</b> TO + TO to 100 TO - TO to 100</p> <p><b>Use the inverse operation to check calculations and solve missing number problems by working backwards.</b> Deeper Thinking: Use knowledge of inverse operations to check a selection of calculations.</p> <p>Word Problem - Numberless Problems Solve numberless problems by applying knowledge of addition and subtraction to</p>	<p><b>Multiplication and Division</b> <b>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</b> Retireval tasks to support the acquiring and applying of multiplication and division in a range of contexts, including visual representations and abstract.</p>	<p><b>Multiplication and Division</b> <b>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</b> Retireval tasks to support the acquiring and applying of multiplication and division ina range of contexts, including visual representations and abstract.</p>	<p><b>Statistics</b> Simple pictograms and tables Totalling data</p> <p><b>Interpret data using statistics.</b> Concrete/ pictorial: Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p><b>Gather and record data.</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>

	<p><b>solve missing number problems.</b> Toolkit: Odd on out Solve missing number addition and subtraction problems and identify the odd one out.</p> <p>Correct or Not Solve missing number addition and subtraction problems and identify if the given information is correct or not correct.</p> <p>Links to measure - application of length, capacity and money.</p>	<p>answers in relation to a selection of clues given.</p> <p>Links to measure - application of length, capacity, volume and money in context.</p>	<p>a selection of visual representations.</p> <p>Links to measure - application of length, capacity and volume in context.</p>			<p><b>Devise and answer questions about data collected.</b> Word Problem Focus: Number less problems using a visual representation approach</p>
<b>Retrieval through Maths Rehearsal sequence</b>	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>	-	<p><b>Everyday materials</b> Enquiry Question: Why are different objects made from different materials?  <b>Pre-assessment Indicator:</b> <i>Use their observations and ideas to suggest answers to questions.</i>  <b>Identify and compare the suitability of a variety of everyday materials.</b> Explore a variety of everyday objects and identify and identify what materials they are made of. Begin to think about which of the materials would have been useful during the GFoL.</p>	<p><b>Everyday materials</b> Enquiry Question: What properties make items suitable for their purpose?  <b>Identify and compare the suitability of a variety of everyday materials for particular uses.</b> 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.</p>	<p><b>Everyday materials</b> Enquiry Question: Where do materials come from and what is their environmental impact?  <b>Identify and compare the suitability of a variety of everyday materials for particular uses.</b> Explore a range of man made and natural materials and begin to explore which ones cause less harm to the planet.</p>	<p><b>Everyday materials</b> Enquiry Question: How can different materials be changed?  <b>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</b> Look more closely at a selection of everyday materials and explore which ones can be changed by bending, twisting, stretching and squashing and how this makes them more suitable for different purposes.</p>	<p><b>Everyday materials</b> Enquiry Question: Why are some objects made out of different materials?  <b>Identify and compare the suitability of a variety of everyday materials for particular uses.</b> Apply knowledge and vocabulary to identify the most and least suitable materials that could be used today to build a vehicle that would have been useful to people during the GFoL..</p>

<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b>  <b>-Health and Well-Being</b>  <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE Jigsaw SOW Relationships.</b></p> <p>Identify the different members in my family, understand my relationship with each of them and why it is important to share and co-operate.  Accept that every family is different and understand that most people value their family.  (BV-Mutual Respect)  (PC-Race/Age)</p>	<p><b>PSHEE Jigsaw SOW Relationships.</b></p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.  Know which types of physical contact I like and don't like and be able to talk about this.  (BV-Mutual Respect/Rule of Law)  (PC:-Gender/Age)</p> <p><b><u>Assessment Indicators:</u></b>  Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><b>PSHEE Jigsaw SOW Relationships.</b></p> <p>Identify some of the things that cause conflict with my friends.  Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.  (BV-Mutual Respect/Rule of Law)  (PC-Gender/Age)</p>		<p><b>PSHEE Jigsaw SOW Relationships.</b></p> <p>Understand that sometimes it is good to keep a secret, and sometimes it is not good to keep a secret.  Know how it feels to be asked to keep a secret I do not want to keep, and know who to talk to about this.  (BV: Mutual Respect/Rule of Law)  (PC-Gender/Age)</p>	<p><b>PSHEE Jigsaw SOW Relationships.</b></p> <p>Recognise and appreciate people who can help me in my family, my school and my community.  Understand how it feels to trust someone.</p> <p><b><u>Assessment Indicators:</u></b>  Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.  (BV-Mutual Respect/Rule of Law)  (PC-Gender/Age)</p>
<p><b>Physical Education</b>  <b>-Gymnastics</b>  <b>-Dance</b>  <b>-Games</b>  <b>-Athletics</b></p>	<p><b>Get Set 4 PE SOW Indoor PE - Dance</b></p> <p><b>Accurately remember, repeat and link actions to express an idea.</b>  Copy, repeat and create actions in response to a stimulus relating to the rainforest.  Outdoor PE - Striking and Fielding.</p> <p><b>To track a rolling ball and collect it.</b>  Track a ball using fielding skills and stop the batting team from scoring points.  <b><u>Assessment Indicator:</u></b>  Hit a ball using equipment with some consistency.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Dance</b></p> <p><b>Develop an understanding of dynamics.</b>  Copy, create and perform actions considering dynamics, imagining we are in the rainforest.  <b><u>Assessment Indicator:</u></b>  Work with a partner using mirroring and unison in actions.  Outdoor PE - Striking and Fielding.</p> <p><b>To develop overarm throwing to limit a batter's score.</b>  Finish a throw with their hands facing towards their target and keep elbows high and in line with their shoulders.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Dance</b></p> <p><b>Know that using counts of 8 will help me to stay in time with my partner and the music.</b>  Create a short dance phrase with a partner showing clear changes of speed, imagining we are in the rainforest.  Outdoor PE- Striking and Fielding.</p> <p><b>To develop hitting for distance to score more points.</b>  Look at where the fielders are standing before deciding where to hit.  Understand that aiming a ball involves facing side on and looking at the target.</p>	<p><b>Get Set 4 PE SOW Outdoor PE - Striking and Fielding.</b></p> <p><b>Be able to throw the ball accurately to get a batter out.</b>  Look at where the batter is before making a decision about where to send the ball.  Make sure the person you are throwing to is looking at you.  <b><u>Assessment Indicators:</u></b>  Understand the rules of the game and can use these to play fairly in a small group.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Dance</b></p> <p><b>Remember and repeat actions and dance as a group in response to a piece of music.</b>  Use counts of 8 to stay in time to the music. Use clear, exaggerated actions.  Outdoor PE - Striking and Fielding.</p> <p><b>Understand the rules of the game and use these to play fairly.</b>  Look at where the ball is before deciding to run on to the next base.</p>	<p><b>Get Set 4 PE SOW Indoor PE - Dance</b></p> <p><b>To copy, repeat and create actions in response to a stimulus.</b>  Choose actions that show clear changes in speed.  Show stillness when holding your shape and balance.  <b><u>Assessment Indicators:</u></b>  Show confidence to perform.  Begin to provide feedback using key words.  Outdoor PE - Striking and Fielding.</p> <p><b>Understand the rules of the game and use these to play fairly.</b>  Use knowledge and skills acquired to play a game.</p>

<p><b>Computing</b>  <b>-Code</b>  <b>-Connect</b>  <b>-Communicate</b>  <b>-Collect</b></p>	<p><b>Creating Media- Digital photography.</b>  Use a digital device to take a photograph  Discuss devices that can be used to take photographs.  Begin to capture own photographs.  <u><b>Pre-assessment:</b></u>  <i>Can explain how to take a photograph.</i></p>	<p><b>Creating Media- Digital photography.</b>  <b>Explain what makes a good photograph and make choices when taking photos.</b>  Explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.</p>	<p>-</p>	<p><b>Creating Media- Digital photography.</b>  <b>Explain what makes a good photograph and make choices when taking photos.</b>  Discuss what constitutes good photography composition and put this into practice by composing and capturing photos of our own.</p>	<p><b>Creating Media- Digital photography.</b>  <b>Recognise that photos can be changed and use tools to do so.</b>  Explore image editing software and use the 'Adjust' tools to change the colour effect of an image.  <u><b>Assessment Indicator:</b></u>  <i>Use tools to achieve a desired effect when editing a photo.</i></p>	<p><b>Creating Media- Digital photography.</b>  <b>Decide how photos can be improved.</b>  Investigate the effect that good lighting has on the quality of the photos and explore what effect using the camera flash can have on their photos.  <u><b>Assessment Indicators:</b></u>  Identify what is wrong with a photo and how to improve it by retaking the shot.</p>
<p><b>History</b>  <b>-Chronology</b>  <b>-Concepts</b>  <b>-Interpretation</b>  <b>-Enquiry</b>  <b>-Communication</b></p>	<p><b>Major:</b>  <b>EQ: Did the Great Fire make London a better or worse place to live?</b>    Understand how the <i>Great Fire of London</i> is an event beyond living memory that is significant nationally and globally. (legacy)  <b>EQ: What happened during the Great Fire?</b>  Explore the events of the Great Fire of London through story telling and immersive arts.</p>	<p><b>Major:</b>  <b>EQ: Did the Great Fire make London a better or worse place to live?</b>    Identify causes and effects from different periods and establish links between them.  <b>EQ: Why did the Great Fire burn down so many houses?</b>  Knowing how the fire spread, begin to develop a deeper understanding of why this was such a big fire.</p>	<p>-</p>	<p><b>Major:</b>  <b>EQ: Did the Great Fire make London a better or worse place to live?</b>    Identify why certain events have had an impact locally, nationally and internationally.  <b>EQ: Could more have been done to slow the spread of the fire?</b>  Explore the firefighting methods used during the GFoL and discuss their disadvantages. Discuss the actions taken to stop the fire spreading and consider if somebody was to blame.</p>	<p><u><b>Sticky Knowledge</b></u>  <b>Acquire and Apply:</b>  <i>Can explain an important event, offering two or three reasons why the Great Fire of London spread so quickly</i>  <i>Can give two main effects of an event.</i>  <i>Can offer reasons why simple changes occur.</i>  <i>Consolidate learning and understanding of the events that happened during the GFoL and how it has left a lasting effect on London today.</i>  <i>Create a timeline to retell the events during the Great Fire of London and when they happened.</i></p>	<p><b>Major:</b>  <b>EQ: Did the Great Fire make London a better or worse place to live?</b>    Identify how periods of time can impact on individuals and events  <b>EQ: What changed after the fire?</b>  Discuss and identify the main problems caused for the citizens of London following the Great Fire and what changes were made to improve their lives and the city.</p>

<p><b>Geography</b>  -Locational and Place Knowledge  -Field Work  -Using Globes, Maps and Plans</p>	<p>Minor:  EQ: How has London changed over time?  Use GIS such as digimaps and google maps.  Look at maps from past and present to explore streets and landmarks that were present before and after the Great Fire of London.</p>	-	-	-	-	-
<p><b>Religious Education, Beliefs and Values</b>  -Believing  -Expressing  -Living</p>	-	<p>BELIEVING  What can we learn from sacred Islamic books and stories?  Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  Explore why the Qu 'ran is sacred to Muslim people and ways it is treated with care and respect.  <b><u>Assessment Indicators:</u></b>  Explain what the Qur'an is and that sacred texts contain stories which are special to many people and should be treated with respect.  Identify how Muslims treat their secret books  (BV-Mutual Respect/Tolerance)</p>	<p>BELIEVING  What can we learn from sacred Islamic books and stories?  Read stories from the Holy Qur'an and suggest the meaning of these stories.  Explore stories from the Qu 'ran (Muhammed and Bilal), identify the teaching within this story and why it is significant for Muslims.  (BV-Mutual Respect/Tolerance)</p>	-	<p>BELIEVING  What can we learn from sacred Islamic books and stories?  Read stories from the Holy Qur'an and suggest the meaning of these stories.  Learn about the story 'Muhammed and the hungry stranger' ask questions about the teachings of this story before investigating the answers.  (BV-Mutual Respect/Tolerance)</p>	<p>BELIEVING  What can we learn from sacred Islamic books and stories?  Talk about issues of good and bad, right and wrong arising from these stories.  Investigate the story 'Muhammed and the rebuilding of ka'aba and retell the story referring to the stories significant teachings. Discuss teachings and questions arisen from Islamic stories we have learnt about through a P4C discussion.  <b><u>Assessment Indicators:</u></b>  Retell the story of the Black stone and identify the meaning of it including issues of good, bad, right and wrong  Make two links between the messages within sacred texts and the way people live.  (BV-Mutual Respect/Tolerance)</p>

<p><b>Modern Foreign Languages-French</b>  <b>-Listening</b>  <b>-Speaking</b>  <b>-Intercultural Understanding</b></p>	<p>Listen and show understanding through songs and rhymes  Listen to Londres brûle (London's burning- Kidslingo).</p>	<p>Listen and show understanding through songs and rhymes  Listen to Londres brûle (London's burning- Kidslingo).</p>	<p>Listen and show understanding through songs and rhymes  Listen to and join in with Londres brûle (London's burning- Kidslingo).</p>	<p>Know and join in with familiar French songs and rhymes.  Listen to and join in with Londres brûle (London's burning- Kidslingo).</p>	<p>Know and join in with familiar French songs and rhymes.  Listen to and join in with Londres brûle (London's burning- Kidslingo).</p>	<p><b>Assessment Indicator:</b>  <i>Know some simple French songs by engaging and singing along.</i></p>
<p><b>Design and Technology</b>  <b>-Design</b>  <b>-Make</b>  <b>-Evaluate</b>  <b>-Food Technology</b></p>	<p>DT Mechanisms -Wheels and axles  <b>Evaluating</b>  Explore and evaluate a range of products with wheels and axles.  Distinguish between fixed and freely moving axles.  Investigate a selection of everyday objects and discuss how wheels and axles are used in daily life. Sort the items based on the type of axle.  <b>Assessment Indicator:</b>  <i>Give an opinion on a range of products including wheels and axles.</i></p>	<p>DT Mechanisms -Wheels and axles  <b>Making</b>  Explore and use wheels, axles and axle holders  Using samples of materials and components they will use when designing and making, ask the children to assemble some examples of wheel, axle, axle holder combinations. Display the work completed as a reference for their final design.  <b>Assessment Indicator:</b>  <i>Use a variety of tools and materials to create a wheel and axle mechanism..</i></p>	<p>DT Mechanisms -Wheels and axles  <b>Designing</b>  Generate initial ideas and simple design criteria through talking and using own experiences.  <b>Develop and communicate ideas through drawings and mock-ups.</b>  Collaborate to develop a success criteria for a cart to transport belongings out of London during the Great Fire. Design a cart based on the success criteria and consider materials, tools and techniques that will be used.</p>	<p>MT Mechanisms -Wheels and axles  <b>Making</b>  Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing  Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.  Follow the success criteria and design to make the cart with moving wheels.</p>	<p>DT Mechanisms -Wheels and axles  <b>Making</b>  Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing  Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.  Follow the success criteria and design to make the cart with moving wheels.  <b>Assessment Indicator:</b>  <i>Refer back to design criteria throughout making process, adapting where necessary.</i></p>	<p>DT Mechanisms -Wheels and axles  <b>Evaluating</b>  <b>Assessment Indicators:</b>  <i>Know and use technical vocabulary relevant to the project.  Refer back to design criteria to evaluate their ideas.  Use technical vocabulary and the success criteria to test and evaluate the finished product - a cart.</i></p>
<p><b>Music</b>  <b>-Listen and Appraise</b>  <b>-Singing</b>  <b>-Instruments</b>  <b>-Improvisation</b>  <b>-Composition</b></p>	<p>Charanga Model Music Curriculum B  How Does Music Make Us Happy?  Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.  Playing Instruments</p>	<p>Charanga Model Music Curriculum B  How Does Music Make Us Happy?  Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.  Composing  Explore using a graphic score whilst improvising on</p>	<p>Charanga Model Music Curriculum B  How Does Music Make Us Happy?  Describe tempo as fast or slow. Describe dynamics as loud or quiet. Talk about how the music makes you feel.  Listening and Appraising  Listen and appraise the song 'Moon River' by Henry</p>	<p>-</p>	<p>Charanga Model Music Curriculum B  How Does Music Make Us Happy?  Rehearse and learn to play a simple melodic instrumental part by ear or from notation.  Improvising and Composing  Use the glockenspiel to perform a song.  (BV-Mutual Respect)</p>	<p>Charanga Model Music Curriculum B  How Does Music Make Us Happy?  Sing, rap or rhyme as part of a choir/group.  Composing  Create and perform a simple composition using a glockenspiel in response to</p>

	To play and rehearse an instrumental part on a glockenspiel within a group by ear or from standard notation and as part of the song 'I Wanna Play in a Band' (BV-Mutual Respect/ Tolerance)	a glockenspiel to record notation in response to the song 'Music is All Around Us' (BV-Mutual Respect)	Mancini, commenting on tempo, dynamics and how the music makes us feel. (BV-Mutual Respect)			a piece of music focused on within the unit.  <b><u>Assessment Indicator:</u></b> <i>Begin to create personal musical ideas using the given notes for this unit.</i> (BV-Mutual Respect)
<b>Outdoor Learning Opportunities</b>	<b>Minor: (Computing)</b> Explore digital photography in the outdoor environment.	<b>Minor: (Computing)</b> Take landscape and portrait photographs in the outdoor area.	-	<b>Minor: (History)</b> Re-enact the events of the Great Fire of London to explore the firefighting methods of the time.	<b>Minor: (Literacy)</b> Enjoy sharing a class text in the outdoor environment.	<b>Minor: (Maths)</b> Create simple tallies using natural materials.
<b>Enhancements Visits and Visitors</b>			Educational Visit to Staircase House 27.04.26			
<b>Parental Engagement</b>					Sports Day 15.05.26 9.15am	Sports Day Back-up 22.05.26 9.15am
<b>Whole School and National Events</b>	Autism Awareness Week 13.04.26	Careers Week 20.04.26	Class Photos 29.04.26 INSET Day 01.05.26	Outdoor Learning Day 08.05.26		

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.