



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



	<b>Week 1</b> Wk Beg 10.06	<b>Week 2</b> Wk Beg 17.06	<b>Week 3</b> Wk Beg 24.06	<b>Week 4</b> Wk Beg 01.07	<b>Week 5</b> Wk Beg 08.07	<b>Week 6</b> Wk Beg 15.07	<b>Week 7</b> Wk Beg 22.07
<b>Big Question</b>	<b>Keeping in touch- How have inventions changed our lives?</b>						
<b>Connected Concepts</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b> <b>Influence</b>
<b>Book Studies</b>	<b>Rosie Revere Engineer</b> 	<b>Rosie Revere Engineer</b> 	<b>Rosie Revere Engineer</b> 	<b>The Story of Inventions</b> 	<b>The Story of Inventions</b> 	<b>The Story of Inventions</b> 	<b>The Story of Inventions</b> 
<b>Children steering learning...</b>	What is communication? Why do we make inventions?	What inspires creations? What is a telegram?	Who are the different inventors? Who invented the postal service and why?	Have inventors changed technology we have now? Who invented the telephone?	Are all inventions successful? What other inventions help us to keep in touch with people?	Do all inventions help people?	Are all inventors the same? What jobs do inventors have?
<b>English Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation  <b>Reading</b> -Word reading -Comprehension	<b>Narrative</b> <b>Hook.</b> Explore the new key text 'Rosie Revere, Engineer' and identify key information (characters, setting, problem, solution)  <b>Phase 1 - Understanding as a reader.</b> Discuss the unfamiliar words and what these might mean.	<b>Phase 2 - Understanding as writer.</b> <b>Use expanded noun phrases to describe and specify.</b> Use adjectives and expanded noun phrases to describe characters and key events from the story.  <b>Develop the use of simple similes for description.</b> Write descriptive similes to describe	<b>Phase 2 - Understanding as writer.</b> <b>Use a selection of coordinating, subordinating and time conjunctions.</b> Develop an interesting variety of sentences through the application of sentence stems.  <b>Phase 3 - Composition of a narrative.</b>	<b>Explanation</b> <b>Hook.</b> Explore a selection of explanation texts and match them with images of inventions from the past and present.  <b>Phase 1 - Understanding as a reader.</b> <b>Identify different word classes.</b> Investigate the explanation texts in finer detail and	<b>Phase 2 - Understanding as writer.</b> <b>Use expanded noun phrases to describe and specify.</b> Use a range of high level vocabulary to describe different elements of the inventions explored.  <b>Use a selection of coordinating, subordinating and time conjunctions.</b>	<b>Phase 3 - Composition of an explanation text.</b> <b>Apply statements, questions and exclamations.</b> Design an invention for communication and write an explanation for how others can use it by applying the features and sentences types explored.  <b>Reading</b> Snow White and the Jaz Band.	<b>Make simple additions, revisions and corrections to writing.</b> Edit writing by following a success criteria.  <b>Reading</b> Consolidation Week.

	<p>Complete a text detective to identify descriptive vocabulary used that we can magpie and use in our own stories.</p> <p><b>Discuss the unfamiliar words and what these might mean.</b> Use dictionaries to identify meanings of new unfamiliar vocabulary.</p> <p><b>Use expanded noun phrases to describe and specify.</b> Independently read a selection of adjectives and match them with nouns to develop expanded nouns.</p> <p><b>Reading.</b> Anna's Homework.</p> <p><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>key characters and inventions from the story.</p> <p><b>Use a selection of coordinating, subordinating and time conjunctions.</b> Apply a range of conjunctions to uplevel a clause to a whole sentence.</p> <p><b>Reading.</b> Anna's Homework.</p> <p><b>Retell stories including fairy stories and traditional tales and sequence the main events in stories or non-fiction into the correct order.</b> Discuss the sequence of events in the story and how they are related.</p>	<p><b>Plan or say out loud what we are going to write about.</b> Create a story map to identify a clear beginning, middle and end of the story, including characters, places, problems and solutions.</p> <p><b>Writes simple and coherent narratives.</b> Write a narrative based on the story 'Rosie Revere, Engineer', using vocabulary and features we have practised.</p> <p><b>Reading.</b> Lost.</p> <p><b>Retell stories including fairy stories and traditional tales and sequence the main events in stories or non-fiction into the correct order.</b> Discuss the sequence of events in the story and how they are related.</p>	<p>identify what features and word types have been used (adjectives, verbs, imperative verbs and conjunctions).</p> <p><b>Distinguish between and apply statements, questions and exclamations.</b> Consolidate learning of sentence types: exclamation and statement.</p> <p><b>Reading.</b> Lost.</p> <p><b>Generate and answer questions using prompts from Bloom's taxonomy.</b> Make inferences to answer a selection of comprehension questions.</p>	<p>Apply a range of conjunctions to generate full sentences explaining how to use known inventions.</p> <p><b>Use imperative verbs to compose command sentences.</b> Apply imperative verbs to generate commands on how to use the inventions explored.</p> <p><b>Reading.</b> Snow White and the Jazz Band.</p> <p><b>Discuss favourite words and phrases in stories and poem.</b> To listen, discuss and express views about a range of contemporary poetry.</p>	<p><b>Share and discuss favourite stories providing justified reasons making links to their own experience.</b> Justify their preferences and point of view.</p>	
<b>Tier ii Vocabulary</b>	Invention, engineer, gadget, success.			Inventor, gear, lever, propeller, dispenser.			
<b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b>	<p><b>Time</b> Tell and write the time to five minutes, including quarter past/to the hour.</p> <p><b>Reasoning and problem solving</b> Daily number bond practise/space tables.</p>	<p><b>Multiplication and Division</b> Mathematical statements for 2, 5, 10 times tables.</p> <p><b>Commutativity</b> Problem solving. Links to measure - application of length,</p>	<p><b>Multiplication and Division</b> Mathematical statements for 2, 5, 10 times tables.</p> <p><b>Commutativity</b> Problem solving. Links to measure - application of length,</p>	<p><b>Multiplication and Division</b> Mathematical statements for 2, 5, 10 times tables.</p> <p><b>Commutativity</b> Problem solving. Links to measure - application of length,</p>	<p><b>Multiplication and Division</b> Mathematical statements for 2, 5, 10 times tables.</p> <p><b>Commutativity</b> Problem solving. Links to measure - application of length,</p>	<p><b>Measurement</b> Length, capacity, time, money. Practical and problem solving.</p>	<p><b>Measurement</b> Length, capacity, time, money. Practical and problem solving.</p>

<p><b>-Fractions</b>  <b>Measurement</b>  <b>-Geometry Properties of shapes</b>  <b>-Geometry Position and Direction</b></p>		<p>capacity and volume in context.</p>	<p>capacity and volume in context.</p>	<p>capacity and volume in context.</p>	<p>capacity and volume in context.</p>		
<p><b>Science</b>  <b>-Working Scientifically to observe, connect, respond</b>  <b>-Biology</b>  <b>-Chemistry</b>  <b>-Physics</b></p>	<p><u><b>TAPS Assessment:</b></u>  <i>Talks about the features of the animal/plant and how they are suited to the habitat.</i></p> <p><b>Gather and record data to help in answering questions.</b>  Apply knowledge of habitats and microhabitats to decide where would be the best place to look for woodlice.</p> <p>Create a tally chart based on the criteria devised then revisit the outdoor environment to record how many woodlice are visible in each microhabitat.</p> <p>Follow up by analysing results as a class and consider which habitats the woodlice preferred.</p>	<p><b>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</b>  Explore a range of food chains in different habitats.</p>	<p><b>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</b>  Create a food chain including producer, consumer, predator and prey.</p>	<p><b>Explore and compare the differences between things that are living, dead, and things that have never been alive.</b>  Visit the outdoor area and explore the differences between things that are living, dead and things that have never been alive.</p> <p>Discuss the key features of things that are living, as opposed to dead.</p>	<p><b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p><u><b>Assessment Indicator:</b></u>  <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i></p> <p>Sort a selection of animals to show a selection of food chains.</p> <p><u><b>Assessment Indicator:</b></u>  <i>Explore and compare the differences between things that are living, dead, and things that have never been alive.</i></p> <p>Sort a selection of animals into dead, living and never alive.</p>	<p><b>Explore and compare the differences between things that are living, dead, and things that have never been alive.</b></p> <p><b>Gather and record data to help in answering questions.</b>  Look more closely at what happens in a food chain and understand that the sun's energy travels through a food chain and then back into the ground.</p>	<p><u><b>Assessment Indicator:</b></u>  <i>Talks about what the animal eats.</i>  <i>Constructs a food chain.</i></p> <p>Create a shoebox diorama demonstrating a food chain and the transference of energy from sun back to the ground.</p>
<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Recognise cycles of life in nature.</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Explain the natural process of growing from young to old</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Recognise how my body has changed since I was a baby</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Recognise the physical differences between boys and</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Understand that there are lots of forms of physical</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><b>Think about changes I will make in my next year at school</b></p>	<p><b>PSHEE JIGSAW SOW:</b>  <b>Changing me.</b></p> <p><u><b>Assessment Indicator:</b></u></p>

<p><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>Explore life cycles of different animals.</p>	<p><b>and understand that this is not in my control.</b> Discuss changes between different stages of our lives.</p>	<p><b>and where I am on the continuum from young to old.</b> Create a time line to show the different stages of our life.</p>	<p><b>girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</b> Identify physical differences within our bodies.</p>	<p><b>contact within a family and that some of this is acceptable and some is not.</b> Discuss contact and how to say we don't like it.</p>	<p><b>and know how to go about this.</b> Identify emotions and changes linked to transition.</p>	<p><i>Use the correct terms to describe penis, testicles, anus, vagina, and vulva and explain why they are private.</i> <i>Explain why some types of touches feel OK and others don't.</i> <i>Explain contact and how to say we don't like it.</i></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</b> Indoor PE Gymnastics.</p> <p><u>Pre-assessment:</u> <i>Plan and repeat simple sequences of actions. Retrieve and apply prior knowledge of balances and shapes.</i></p> <p><b>Explore shape jumps and take off combinations.</b> To demonstrate different shapes, take-off and landing when performing jumps.</p> <p>Outdoor PE Athletics.</p> <p><b>Develop the sprinting action.</b> To develop the sprinting action.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><b>Understand that looking forward will help me to land with control.</b> To develop different shapes, take offs and landings when performing jumps.</p> <p>Outdoor PE Athletics.</p> <p><b>Explore safely jumping for distance and height.</b> To develop jumping for distance.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><b>Explore barrel, straight and forward roll and put into sequence work.</b> To develop rolling and sequence building.</p> <p>Outdoor PE Athletics.</p> <p><b>Explore safely jumping for distance and height.</b> To develop jumping for height.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><b>Understand that there are different teaching points for different rolls.</b> To refine rolling and sequence building.</p> <p>Outdoor PE Athletics.</p> <p><b>Develop overarm throwing for distance.</b> <u>Assessment Indicator:</u> <i>Use an overarm throw to help to throw for distance.</i> To develop throwing for distance.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><b>Know that if I use shapes that link well together it will help my sequence to flow.</b> To create a sequence using apparatus.</p> <p>Outdoor PE Athletics.</p> <p><b>Know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</b> To develop throwing for accuracy.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><b>Know that if I use shapes that link well together it will help my sequence to flow.</b> <u>Assessment Indicator:</u> <i>Begin to provide feedback using key words.</i> <i>To create a sequence using apparatus.</i></p> <p>Outdoor PE Athletics.</p> <p><b>Understand and apply simple tactics for attack and defence.</b> To select and apply knowledge and technique in an athletics carousel.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.</p> <p><u>Assessment Indicator:</u> <i>Be proud of work and confident to perform in front of others.</i> <i>To create and perform a sequence using apparatus.</i></p> <p>Outdoor PE Athletics.</p> <p><u>Assessment Indicator:</u> <i>Work with others, taking turns and sharing ideas.</i> <i>To select and apply knowledge and technique in an athletics carousel.</i></p>
<p><b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b></p>	<p><b>Creating Media Making music.</b></p> <p><b>Identify simple differences in pieces of music.</b> Listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. Use a musical description</p>	<p><b>Creating Media Making music.</b></p> <p><b>Create a rhythm pattern and play an instrument following a rhythm pattern.</b></p> <p><b>Show how music is made from a series of notes.</b></p>	<p><b>Creating Media Making music.</b></p> <p><b>Use a computer to experiment with pitch.</b></p> <p><b>Create music for a purpose.</b> Experiment with the pitch of notes to</p>	<p><b>Creating Media Making music.</b></p> <p><b>Show how music is made from a series of notes.</b></p> <p><b>Create music for a purpose.</b></p>	<p><b>Creating Media Making music.</b></p> <p><b>Show how music is made from a series of notes.</b> Create a piece of music using an animal as inspiration. Create a rhythm pattern, then create a musical</p>	<p><b>Creating Media Making music.</b></p> <p><b>Show how music is made from a series of notes.</b></p> <p><b>Create music for a purpose.</b> Retrieve and review the work created. Spend time making</p>	<p><b>Consolidation Week</b></p>

	word bank to describe how this music generates emotions.	Create patterns and use them as rhythms. Use untuned percussion instruments and computers to hear the different rhythm patterns created.	create a piece of music, which they will then associate with a physical object – in this case, an animal.	Use a computer to create and refine musical patterns.	pattern (melody) to go with it.	improvements and then share their creation with a partner.	
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans						<b>Minor:</b> <b>Map Skills and Fieldwork.</b>  <b>Recognise and record different types of land use, buildings and environments</b> Explore different land use within the local area displaying information collected in a geographical drawing.	<b>Minor:</b> <b>Map Skills and Fieldwork.</b>  <u><b>Assessment Indicator:</b></u> <i>Collect and organise simple data from first and second hand sources including fieldwork.</i>  Present the data they collected to summarise their findings about land use in the local area.
<b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication	<b>Major:</b> <b>Changes in Living Memory.</b>  How do changes in technology help us keep in touch?  <b>Identify changes in exploration within living memory.</b> Understand that there are a range of different ways we communicate now, as there were in the past.  Explore different methods of communication.	<b>Major:</b> <b>Changes in Living Memory.</b>  How do changes in technology help us keep in touch?  <b>Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally.</b> Begin to understand how and why telegrams were developed, including exploring the use of Morse Code.	<b>Major:</b> <b>Changes in Living Memory.</b>  How do changes in technology help us keep in touch?  <b>Identify changes in exploration within living memory.</b> Recognise how the post office and Royal Mail came to exist and explain what forms of communication we may now use as an alternative.	<b>Major:</b> <b>Changes in Living Memory.</b>  How do changes in technology help us keep in touch?  <b>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</b> Explore reasons why the telephone was invented and how the invention has developed into what we use today.	<b>Major:</b> <b>Changes in Living Memory.</b>  How do changes in technology help us keep in touch?  <b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>  <u><b>Assessment Indicator:</b></u> <i>Can understand the key concept of change.</i> <i>Explain and justify different methods of communication and how they were used in</i>		

					a class museum activity.		
<b>Religious Education, Beliefs and Values</b> - Believing - Expressing - Living	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? <u>Assessment Indicator:</u> Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.  Investigate and recognise ways in which Shabbat is celebrated through an educational visitor from a local synagogue. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Explore why the Torah is sacred to Jewish people and ways it is treated with care and respect. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Explore why the Torah is sacred to Jewish people and ways it is treated with care and respect. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? Re-tell stories from the Torah - part of the Tenkah; suggest the meaning of these stories. Explore stories from the Torah (Muhammed and Bilal), identify the teaching within this story and why it is significant for Jewish people. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? Re-tell stories from the Torah - part of the Tenkah; 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. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish 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 Jewish stories we have learnt about through a P4C discussion. (Mutual respect/ Tolerance)	<b>BELIEVING</b> What can we learn from sacred Jewish books and stories? <u>Assessment Indicator:</u> Explain what the Qur'an is. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  Explain the importance of the Torah and its teachings for Jewish people and recognise why it is a sacred text. (Mutual respect/ Tolerance)
<b>Modern Foreign Languages-French</b> - Listening - Speaking - Intercultural Understanding	Listen and show understanding through songs and rhymes using everyday language.  Listen to La Chanson des Couleurs - The Song of Colours.	Listen and show understanding through songs and rhymes using everyday language.  Listen to La Chanson des Couleurs - The Song of Colours.	Know and join in with familiar French songs and rhymes.  Join in with familiar French song La Chanson des Couleurs - The Song of Colours.	Know and join in with familiar French songs and rhymes.  Join in with familiar French song La Chanson des Couleurs - The Song of Colours.	Know and join in with familiar French songs and rhymes.  Join in with familiar French song La Chanson des Couleurs - The Song of Colours.	Begin to recognise some colours when they hear them.  Using the vocabulary from La Chanson des Couleurs match some colours with their name (listening to the spoken word).	Begin to recognise some colours when they hear them.  Using the vocabulary from La Chanson des Couleurs match some colours with their name (listening to the spoken word).
<b>Art and Design</b> - Sculpting and Creating - Art Elements - Evaluate and Appraise	Know how and why artists have created colour, shape and pattern. Look at sources of evidence to explore who Lady Kwali was and what style and techniques she used.	Examine a piece of work by well-known artist and critically evaluate work. Evaluate a pieces created by Lady Kwali discussing likes, dislikes and techniques used. (Mutual respect)	Create a piece of work in response to an artist's work. Design a clay pot in the style of Lady Kwali.	<u>Assessment Indicator:</u> Use tools to create texture and joining with clay.  Retrieve knowledge and practise using tools to cut and create texture in clay.	Use clay to join things together.  Know how to make a clay pot and know how to join two clay finger pots together. Following the design, manipulate clay to create a pot and join together with a handle.	Use clay to join things together.  Know how to make a clay pot and know how to join two clay finger pots together. Following the design, manipulate clay to create a pot and join together with a handle.	Examine and critically evaluate work. Observe and evaluate their own work against a given success criteria. (Individual liberty)

<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Playing instruments. <b>Rehearse and learn to play a simple melodic instrumental part by ear.</b> Listen to 'The Sunshine Song' and respond using four notes on a glockenspiel.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Improvising. <b>Explore improvisation within a major scale using the notes: C, D, E.</b> Improvise playing the notes C, D and E along to 'The Sunshine Song'.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Playing instruments. <b>Rehearse and learn to play a simple melodic instrumental part by ear.</b> Listen to 'Four White Horses' and respond using four notes on a glockenspiel.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Composing. <b>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</b> Compose a short rhythm using the notes C, D and E along to 'Four White Horses' and record rhythms using graphic notation.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Listening and appraising. <b>Talk about how the music makes you feel.</b> Answer questions in response to 'Down by the bay' using key musical vocabulary.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  Playing instruments. <b>Rehearse and learn to play a simple melodic instrumental part by ear.</b> Listen to 'Down By The Bay' and respond using four notes on a glockenspiel.	<b>Charanga Model Music Curriculum B</b>  How Does Music Teach Us About Looking After Our Planet?  <b><u>Assessment Indicator:</u></b> <i>Rehearse and perform their parts within the context of the unit song. Perform songs from the unit within a group showcasing singing and playing a simple rhythm on a glockenspiel.</i>
<b>Enhancements Visits and Visitors</b>	In school visit from the Yeshuran Synagogue - learning about Shabbat 14.06.24		Careers Week 24.06.24			Transition - Planning learning opportunities and experiences for Year 3 15.07.24	Transition - Planning learning opportunities and experiences for Year 3 22.07.24
<b>Parental Engagement</b>					Sports Day KS1/FS 10.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24	
<b>Whole School and National Events</b>		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

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

