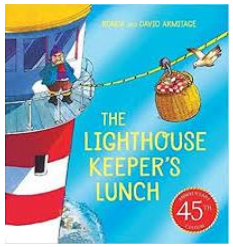
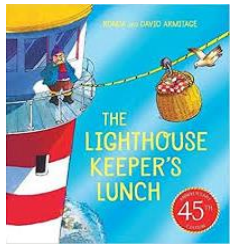
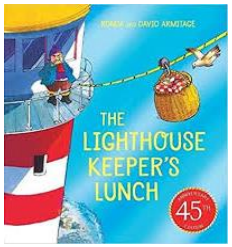
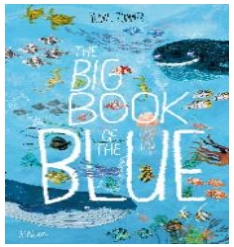
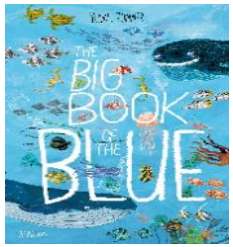
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum –Summer 2 2025
Phase Key Stage 1 Year Group 2

	Week 1 Wk Beg 16.06	Week 2 Wk Beg 23.06	Week 3 Wk Beg 30.06	Week 4 Wk Beg 07.07	Week 5 Wk Beg 14.07	Week 6 Wk Beg 21.07
Big Question	**Changing coasts- What will you find on land and sea?**					
Connected Concepts	**Cause and Effect Structure Significance**	**Cause and Effect Structure Significance**	**Cause and Effect Structure Significance**	**Cause and Effect Structure Significance**	**Cause and Effect Structure Significance**	**Cause and Effect Structure Significance**
Book Studies	**The Lighthouse Keeper's Lunch** 	**The Lighthouse Keeper's Lunch** 	**The Lighthouse Keeper's Lunch** 	**The Big Book of the Blue** 	**The Big Book of the Blue** 	**The Big Book of the Blue** 
Children steering learning….	How has the seaside changed over time? Why do people go to the seaside- have these reasons changed over time? Have our coasts always looked the same? What animals would we find at the coast? Are all oceans the same? What are the features of an ocean?					
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	Narrative writing **<u>Phase 1 – Understanding as a reader</u>** **Retrieve information from the text to recall names of characters, titles and events.** Explore the fiction text through story maps and drama. **<u>Phase 2 – Understanding as a writer</u>** **Explore cohesion through pronouns, conjunctions and chronological order.** Explore the features of pieces of writing that are and are not cohesive.	Narrative writing **<u>Phase 2 – Understanding as a writer</u>** **Use conjunctions to add detail to our writing.** Create cohesion in writing by using subordinating and coordinating conjunctions, understanding that both clauses need to make sense on their own. **Discuss unfamiliar words and what these might mean.** Match ambitious vocabulary to their definitions and write	Narrative writing **<u>Phase 3 - Composition</u>** **Plan or say out loud what they are going to write about using story mountains, planning grids** Plan a narrative about The Lighthouse Keeper's Lunch, using conjunctions and expanded noun phrases. **Write for different purposes** Write a cohesive narrative about The Lighthouse Keeper's Lunch including expanded noun phrases and conjunctions.	Non – chronological report **<u>Phase 1 – Understanding as a reader</u>** **Generate and answer questions using prompts from Bloom's taxonomy** Ask specific questions about information read in our key text and research the answers to these. **Discuss the unfamiliar words and what these might mean** Generate unfamiliar words from our key text and research the definitions of these creating a glossary.	Non – chronological report **<u>Phase 2 – Understanding as a writer</u>** **Use subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions** Use conjunctions to write informative sentences about a chosen animal from our key text. **Use commas to separate items in a list** Use commas to separate items within a list when writing factual information about an animal. **<u>Phase 3 – Composition</u>**	Non – chronological report **<u>Phase 3 – Composition</u>** Write for different purposes Write a non-chronological report about a chosen animal including title/sub headings, formal language and present tense. Make simple additions, revisions and corrections to writing Up level writing using purple polish where appropriate. Up level writing using purple polish where appropriate.

	Identify what is needed to make a text cohesive. **<u>Reading</u>** Bea's Pumpkin **Discuss favourite words and phrases from the story.** To listen, discuss and express views about a range of contemporary stories.	sentences using the words correctly. **<u>Reading</u>** Bea's Pumpkin **Share and discuss favourite stories providing justified reasons making links to their own experience.** Justify their preferences and point of view. Discuss the sequence of events in the story and how they are related.	**Make simple additions, revisions and corrections to writing** Up level writing using purple polish where appropriate, checking for cohesion by referring back to the features of a cohesive piece of writing. **<u>Reading</u>** It Came From Outer Space **Use prior knowledge, including context and vocabulary, to understand texts.** Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	**<u>Phase 2 – Understanding as a writer</u>** **Chunking texts into some of the key features and sections to identify these (titles, noun phrases) verbally within a group** Explore the features of a non-chronological report through a text detective activity **<u>Reading</u>** It Came From Outer Space **Retell stories including fairy stories and traditional tales and sequence the main events in the story into the correct order.** Discuss the sequence of events in the story and how they are related.	**Plan or say out loud what they are going to write about using story mountains, planning grids** Plan a non-chronological report, on a chosen animal. **<u>Reading</u>** In the Year 2100 **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.	**<u>Reading</u>** In the Year 2100 **Generate and answer questions using prompts from Bloom's taxonomy.** Make inferences to answer a selection of comprehension questions.
Tier Two Vocabulary		Perch Tend Scavenge Ingenious Appetising Devour		Crustaceans Polluted Abyss Ocean Coast •Coral		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes**	Multiplication and Division Retrieval of multiplication and division Toolkit/Pictorial **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.** Retrieve knowledge of arrays and equal groups to solve a selection of multiplication and division calculations. Fluency Toolkits **Recall and use multiplication and division**	Multiplication and Division Pictorial/Practical **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.** Represent multiplication calculations in a number of ways, including images, arrays, repeated addition and tens frames. **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.** Write calculations to represent arrays and draw	Multiplication and Division Fluency Toolkits **Write and calculate division statements using ÷ and = symbols.** **Write and solve division problems using known facts or mental methods for x2, x5 and x10 tables.** Apply knowledge of multiples to choose division statements with a quotient that matches a given criteria.	Multiplication and Division Problem Solving and Reasoning **Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** Analyse data in different contexts to find key information, then solve multiplication and division to identify missing numbers.	Addition and subtraction with measurements **Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.** **Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.** Add and subtract two two digit numbers and apply	Position and Direction/ Patterns and sequences **Order and arrange combinations of mathematical objects in patterns and sequences.** Identify a selection of 2D and 3D shapes and sort them to demonstrate a repeating pattern. **Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing**

-Geometry Position and Direction	**facts for the 2, 5 and 10 multiplication tables.** Odd one out – solve a selection of multiplication and division calculations to identify which one is the odd one out. Balances - solve a selection of multiplication and division calculations with varied multiples to find equal answers.	arrays to represent calculations. **Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.** Apply knowledge of multiplication and division facts to identify missing numbers and make fact families. Fluency Toolkits **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.** Recognise and sort a selection of multiplication and division statements based on the times tables that they appear in.	**Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.** Choose two numbers from a given selection and apply mental methods and arrays to solve. Cloud Choose – choose a number from each cloud to multiply or divide and find a product or quotient within given boundaries.	**Ask and answer questions about totalling and comparing categorical data.** Solve a selection of multiplication and division calculations and record the answers in a selection of tables.	knowledge of sum or difference to check answers of the inverse or commutative. Apply commutativity and inverse calculations to identify missing numbers.	**between rotations as a turn.** Follow a series of directions, such as forwards, backwards and rotating to identify the position of a shape.
Retrieval through Maths Rehearsal sequence	Bonds within 20 Bridging	Bonds within 20 Bridging	Bonds within 20 Bridging	Multiples of 10 to 100	Multiples of 10 to 100	Multiples of 10 to 100
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	Living things and their habitats EQ: What is a habitat? **Pre assessment** Identify the basic names of habitats for a selection of animals **Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.** Explore a selection of familiar habitats and what animals and plants need from their habitats - air,	Living things and their habitats EQ: What are microhabitats and what creatures live there? **Identify features of microhabitats and animals and plants that live there.** Look closely at microhabitats and identify the plants and animals that live there.	Living things and their habitats EQ: How do the conditions in habitats affect the type of animals that live there? **Apply knowledge of microhabitats to decide where would be the best place to look for minibeasts.** Create a tally chart based on the criteria devised then revisit the outdoor environment to record how many minibeasts are visible in each microhabitat. Follow up by analysing results as a class and	Sticky knowledge. EQ: How have animals adapted to survive? **Identify that most living things live in habitats to which they are suited.** Match the animals to their habitats based on the description of their adaptations. ***TAPS Assessment:*** *Talks about the features of the animal/plant and how they are suited to the habitat.*	Living things and their habitats EQ: Which animals live in under water and coastal habitats? **Identify features of coastal and under water habitats and animals and plants that live there.** Look closely at the habitats that can be found on the coast and under the water and order animals into groups based on how they have adapted to suit these habitats.	Living things and their habitats EQ: How have animals adapted to living on the coast and under water? **Describe how animals have adapted to living on the coast and under the water.** Research and investigate animals that live in microhabitats on the coast and under the water. Children work in groups to create a fact file about marine animals and coastal habitats.

	food and water and shelter. Carry out research to answer questions and find out about native habitats and the animals that are native to England.		consider which habitats the minibeasts preferred.		Compare the habitats to explore the wide variety of animals that live in water and on the coats.	***TAPS Assessment:*** *Talks about the features of the animal/plant and how they are suited to the habitat.*
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**PSHE Jigsaw SOW** **Changing me** **Recognise cycles of life in nature.** Understand there are some changes that are outside my control and to recognise how I feel about this Explore life cycles of different animals. (BV: Tolerance, Mutual Respect) (PC: Age, Sex)	**PSHE Jigsaw SOW** **Changing me** **Explain the natural process of growing from young to old and understand that this is not in my control.** Discuss changes between different stages of our lives. (BV: Tolerance, Mutual Respect) (PC: Age, Sex)	**PSHE Jigsaw SOW** **Changing me** **Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.** Create a time line to show the different stages of our life. (BV: Tolerance, Mutual Respect) (PC: Age, Sex)	**PSHE Jigsaw SOW** **Changing me** **Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, and vulva) and appreciate that some parts of my body are private.** Identify physical differences within our bodies. (BV: Tolerance, Mutual Respect) (PC: Age, Sex)	**PSHE Jigsaw SOW** **Changing me** **Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.** Discuss contact and how to say we don't like it. ***Assessment Indicator*** *Explain why some types of touches feel OK and others don't.* (BV: Tolerance, Mutual Respect) (PC: Age, Sex)	**PSHE Jigsaw SOW** **Changing me** **Think about changes I will make in my next year at school and know how to go about this.** Identify emotions and changes linked to transition. (BV: Tolerance, Mutual Respect) (PC: Age, Sex)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics**	**GETSET4PE SOW** Indoor PE - Gymnastics **Explore shape jumps and take off combinations.** To demonstrate different shapes, take-off and landing when performing jumps. ***Pre-Assessment:*** *Plan and repeat simple sequences of actions.* Outdoor PE -Athletics **Develop the sprinting action.** To develop the sprinting action. ***Pre-Assessment:***	**GETSET4PE SOW** Indoor PE - Gymnastics **Understand that looking forward will help me to land with control.** To develop different shapes, take offs and landings when performing jumps. Outdoor PE -Athletics **Explore safely jumping for distance and height.** To develop jumping for distance.	**GETSET4PE SOW** Indoor PE - Gymnastics **Explore barrel, straight and forward roll and put into sequence work.** To develop rolling and sequence building. Outdoor PE -Athletics **Explore safely jumping for distance and height.** To develop jumping for height.	**GETSET4PE SOW** Indoor PE - Gymnastics **Understand that there are different teaching points for different rolls.** To refine rolling and sequence building. ***Assessment Indicator:*** *Begin to provide feedback using key words.* Outdoor PE -Athletics **Develop overarm throwing for distance.** To develop throwing for distance. ***Assessment Indicator:***	**GETSET4PE SOW** Indoor PE - Gymnastics **Know that if I use shapes that link well together it will help my sequence to flow.** To create a sequence using apparatus. **Know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.** To develop throwing for accuracy.	**GETSET4PE SOW** Indoor PE - Gymnastics To create and perform a sequence using apparatus. ***Assessment Indiactor:*** *Be proud of work and confident to perform in front of others.* Outdoor PE -Athletics **To select and apply knowledge and technique in an athletics carousel.** ***Assessment Indicator:*** *Work with others, taking turns and sharing ideas.*

	Show balance and coordination when running at different speeds.			*Use an overarm throw to help to throw for distance.*		
Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Creating media - Digital music** **Identify simple differences in pieces of music**. Listen to and compare two pieces of music from The Planets by Gustav Holst. Use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.	**Creating media - Digital music** **Use a computer to experiment with pitch.** Introduce Chrome Music Lab and highlight clicking/tapping on the monkey to get to the Rhythm tool. Demonstrate that pitch and duration of notes can be changed using a computer. Create a piece of music on a given theme.	**Creating media - Digital music** **Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.** Demonstrate understanding of how to save music using a digital device.	**Creating media - Digital music** **Create music for a purpose.** Plan ideas in order to write their own musical compositions using a digital device. ***Assessment Indicators:*** *Use a computer to create a musical pattern using three notes.*	**Creating media - Digital music** **Create music for a purpose.** Use a computer to create a musical pattern using three notes. Reflect on creating music on a computer compared to working away from a computer.	**Creating media - Digital music** **Refine my musical pattern on a computer.** Retrieve work from a saved file and then evaluate it. Edit their work and improve it based on their own evaluations and their partners' comments. ***Assessment Indicators:*** *Use tools to achieve a desired effect when editing music.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major:** **Human and Physical geography: enquiry skills and communication** EQ: What are oceans? **Explore how oceans are represented on a map** **Understand what an ocean is and where they are found.** **Locate the Northern and Southern Hemisphere.** Explore land and ocean using a practical map. Retrieve knowledge of continents and oceans then discuss tier III vocabulary through the game 'Back to back' to explore the differences between sea, ocean, coast etc. Explore land and ocean further by making salt dough maps.	**Major:** **Human and Physical geography: enquiry skills and communication** EQ: Does the ocean change the deeper you go? **Explore physical and human features found at a beach.** Explore the different zones of the ocean and discover the conditions and features in each zone. Use seesaw to explain the differences. Create jars which simulates the conditions.	**Major:** **Human and Physical geography: enquiry skills and communication** EQ: What physical features can be found underwater? **Explore physical and human features found at a beach.** **Sorting features you would find at a coast or the ocean.** Through drama techniques, explore the human and physical features that could be found in the ocean and along the coastline. Answer and create a selection of riddles to identify the features.	**Sticky Knowledge** ***Assessment Indicator:*** *Name and locate the world's seven continents.* *Name and locate 5 oceans.* *Identify the northern and southern hemisphere on a map or globe.* True or false: answer a range of questions to identify each of the oceans and continents and their features.	**Major:** **Human and Physical geography: enquiry skills and communication** EQ: Will we find the same things in Britain's coast as we do in Australia's? **Understand geographical similarities and differences between Formby and Daintree in Australia.** Explore the features of the coastline and ocean in Formby, UK and Daintree, Australia. Make comparisons between the two.	**Major:** **Human and Physical geography: enquiry skills and communication** EQ: How can we protect our oceans? Experiment with ice to explore global warming, what it is and how it affects the planet. Make links to knowledge of food chains and how global warming is impacting sea life and animals. Consider what we can do to make a positive impact. ***Assessment Indicator:*** *Name and describe some physical features found at the beach.* Answer the big question to demonstrate human and physical features and similarities and differences along the coast and in the ocean.

History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Major** What makes the seaside a good place to visit - past and present? EQ: What was going to the seaside like 100 years ago? ***Assessment Indicator:*** *Recognise similarities and differences between people and events from different periods of time* **Use more than one source of evidence to draw a conclusion.** Write a postcard to identify features of seaside holidays 100 years ago.	**Major** What makes the seaside a good place to visit - past and present? EQ: What could you see and do at the seaside 100 years ago? **Use more than one source of evidence to draw a conclusion.** Look at paintings of the seaside from the past to identify details, then create a moving picture to demonstrate observations.	**Major** What makes the seaside a good place to visit - past and present? EQ: How do we know what holidays by the seaside were like 100 years ago? **Use more than one source of evidence to draw a conclusion.** Use sources of evidence to prove or disprove statements about the seaside and discuss how these sources can help us understand what the seaside was like in the past.	Sticky Knowledge ***Assessment Indicator:*** *Describe the seaside in the past.* Cloze procedure: identify missing words to demonstrate knowledge of the seaside in the past. EQ: Do we go to the seaside for the same reasons that people went 100 years ago? **Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.** Discuss the reasons people might have for going on a seaside holiday now and then think of the different reasons why people might have gone 100 years ago.	**Major** What makes the seaside a good place to visit - past and present? EQ: How have seaside holidays changed over the past 100 years? **Identify changes within living memory.** Create a photo album to identify changes at the seaside from 1910, 1960s, and in the last 10 years.	**Major** What makes the seaside a good place to visit - past and present? EQ: What does the picture tell us about the seaside 100 years ago? *Assessment Indicator:* *Can understand the key concept of* ***change.*** *Describe the seaside in the past Victorian/50s/60s.* Look at 3 unseen images from 100 years ago, 60 years ago and today and correctly sequence them, before explaining at least 2 main changes that happened to seaside holidays between the images.
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: What is a Torah? How is it used? **Recognise that sacred texts contain stories**	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: What can we learn from sacred Jewish books and stories?	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: Where did the Torah and the 10 Commandments come from?	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: Why are stories from the Torah meaningful to Jewish people?	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: What does the Torah teach us about the celebration of Shabbat?	BELIEVING **What can we learn from sacred Jewish books and stories?** EQ: What does the Torah teach us about right and wrong?

	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. (BV: Tolerance and Mutual Respect) (PC: Religion or belief)	**Re-tell stories from the Torah – part of the Tenkah; suggest the meaning of these stories.** Learn about the story of Moses receiving the Torah on Mount Sinai ask questions about the teachings of this story before investigating the answers. (BV: Tolerance and Mutual Respect) (PC: Religion or belief)	**Re-tell stories from the Torah – part of the Tenkah; suggest the meaning of these stories.** Learn about the story of Johan and the Whale ask questions about the teachings of this story before investigating the answers. (BV: Tolerance and Mutual Respect) (PC: Religion or belief)	**P4C: Ask some questions about sacred texts and stories and offer ideas of our own.** Through P4C children will discuss Shabbat in more detail and ask questions about sacred stories, why they are important for Jewish people and what these stories teach us. (BV: Tolerance and Mutual Respect) (PC: Religion or belief)	**Talk about issues of good and bad, right and wrong arising from these stories.** Discuss teachings and questions arisen from Jewish stories we have learnt about through a P4C discussion. (BV: Tolerance and Mutual Respect) (PC: Religion or belief)	**Explain the importance of the Torah and its teachings for Jewish people and recognise why it is a sacred text.** Answer baseline questions to show understanding of the Torah and showcase our learning throughout the half term. ***Assessment Indicator:*** *Make two links between the messages within the Torah and the way Jewish people live e.g. Ten Commandments.* (BV: Tolerance and Mutual Respect) (PC: Religion or belief)
Modern Foreign Languages-French **-Listening** **-Speaking** **-Intercultural Understanding**	**Know and join in with familiar French songs and rhymes.** Listen to Alouette, Gentille Alouette by Alain le Lait.	**Know and join in with familiar French songs and rhymes.** Listen to Alouette, Gentille Alouette by Alain le Lait.	**Know and join in with familiar French songs and rhymes.** Sing along with Alouette, Gentille Alouette by Alain le Lait.	**Know and join in with familiar French songs and rhymes.** Sing along with Alouette, Gentille Alouette by Alain le Lait.	**Begin to look at a French festival.** Explore the The Festival of Lights and discuss how it is celebrated.	**Talk about celebrations that are special for me and begin to look at a French festival.** Begin to notice similarities and differences between own special festival and The Festival of Lights.
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology**	**Evaluate** **Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.** Explore the school grounds to identify structures such as playground equipment and furniture. **Generate ideas based on simple design criteria and their own experiences, explaining what they could make.** Considering findings, create a simple success	**Design** **Develop, model and communicate their ideas through talking, mock-ups and drawings.** Develop ideas and build a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks. Consider how to make the structure stronger, stiffer and what techniques can be used to stop it falling over.	**Design** **Select and use tools, skills and techniques, explaining their choices.** Practise measuring, marking out, cutting, shaping, joining and finishing techniques with a range of materials. Consider the suitability of materials for their products according to their characteristics.	**Make** **Select new and reclaimed materials and construction kits to build their structures.** **Use simple finishing techniques suitable for the structure they are creating.** Select appropriate tools and materials and begin to build the structure, using the design as prompt. Apply previously learnt skills to measure, cut and join materials.	**Make** **Select new and reclaimed materials and construction kits to build their structures.** **Use simple finishing techniques suitable for the structure they are creating.** Continue to build the structure and consider how materials can be folded and tools that can be used to make the structure more stable and strong.	**Evaluate** **Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.** ***Assessment: Know and use technical vocabulary relevant to the project.*** Test the finished habitat structure and evaluate the final product against the original design criteria.

	criteria for our own freestanding structure that could be used as a habitat for an animal.					
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.** Copy back rhythms from memory or with notation Listen to the rhythms provided and create a simple rhythmic answer. ***Assessment Indicator:*** *Follow a steady beat and staying 'in time'.*	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Copy back the rhythmic words - you can say them and clap them Understand that the speed of the beat can change, creating a faster or slower pace (tempo)** Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.** Listen to and copy back two-note melodic patterns using the notes C and G (doh and soh) from memory and with notation.	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests.** Listen to melodic patterns using C and G and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests. ***Assessment Indicator:*** *Begin to create personal musical ideas using the given notes for this unit.*	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Begin to create our own musical ideas using the given notes** Improvise simple riffs using question and answer phrases.	**Charanga Model Music Curriculum B- Exploring improvisation.** EQ: How does music teach us about looking after our planet? **Begin to create our own musical ideas using the given notes** To play and perform an instrumental part by ear or from standard notation. Create and perform your own chanted rhythm patterns.
Outdoor Learning Opportunities	**Major: (Design Technology)** Explore the outdoor environment to identify and evaluate freestanding structures.	**Major: (Science)** Explore microhabitats in the outdoor environment.	**Minor: (Science)** Collect data from the outdoor area to demonstrate the different habitats and animals living there.	**Minor: (Maths)** Practise measuring using a range of tools.	**Minor: (Literacy)** Enjoy sharing a class text in the outdoor environment.	**Major: (Maths)** Explore direction and position in the outdoor environment.
Enhancements **Visits and Visitors**		Educational visit to the Blue Planet Aquarium 23.06.25		Transition Visit 11.07.25		Transition Visit 21.07.25
Parental Engagement					Come to meet your child's registration teacher for September and hear about next year's curriculum. 15.07.25	
Whole School and National Events			Summer Fair 04.07.25			

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.