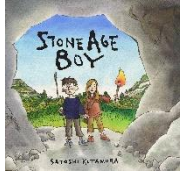
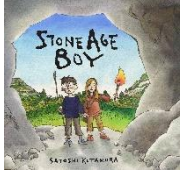
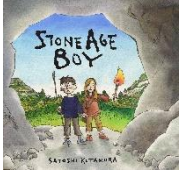

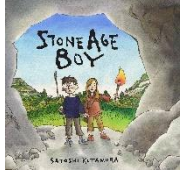

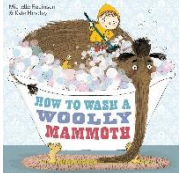

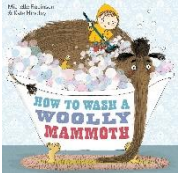

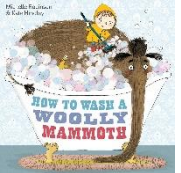





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2022
Phase Lower Key Stage 2 Year Group 3



	Week 1 Week Beg 05.09	Week 2 Week Beg 12.09	Week 3 Week Beg 19.09	Week 4 Week Beg 26.09	Week 5 Week Beg 03.10	Week 6 Week Beg 10.10	Week 7 Week Beg 17.10
Big Question	Where did it all begin?						
Weekly Questions	How do we know the Stone Age existed?	How has Britain changed over time? What came before and after the Stone age?	How do we know about the past? Can we trust all sources of evidence? Why are some places better to settle than others?	Are the Stone, Bronze and Iron ages different? What did people learn from the Stone Age?	How has the Stone, Bronze and Iron age influenced our lives today?	How has a map of the UK changed over time?	How do we know exactly where we are in the UK?
Key Concepts	Change/Evidence/Settlement/Survival/Community						
Book Studies	The Stone Age Boy By Satoshi Kitamura 	The Stone Age Boy By Satoshi Kitamura 	The Stone Age Boy By Satoshi Kitamura  Non-fiction on EPIC: Stonehenge by Elizabeth Raum 	The Stone Age Boy By Satoshi Kitamura  Non-fiction on EPIC: Stonehenge by Elizabeth Raum 	How to wash a Woolly Mammoth By Michelle Robinson  Non-fiction on EPIC: Stonehenge by Michael Capek 	How to wash a Woolly Mammoth By Michelle Robinson  Non-fiction on EPIC: Stonehenge by Michael Capek 	How to wash a Woolly Mammoth By Michelle Robinson  Non-fiction on EPIC: What is Stonehenge for? by Anita Croy 
Children steering learning....	When was the Stone Age? How long ago was the Stone Age?	Was the Stone Age in England?	Where did Stone Age people live? What did they eat in the past?	Did they just use stone to make things in the Stone Age? Was it better to live in the Stone, iron or Bronze age?	Is Stone, Bronze or Iron the strongest?	What was Cheadle like in the Stone Age?	What were the first places in England?

<p>English Reading -Word reading -Comprehension</p> <p>Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation</p>	<p>Reading: Stone Age Boy</p> <p>To make plausible inferences from text, such as feelings, actions and behaviours, justifying responses with a clear voice , beginning to develop explanations to responses</p> <p>Inference from a picture - book cover Evaluating a story setting Writing a story setting Introducing VIPERS Vocabulary meanings</p> <p>Writing: Adventure Stories</p> <p>Phase 1 - Hook/understanding as reading: Introduce children to the text and make inferences about the front cover.</p> <p>Phase 2 - Understanding as a writing: Identify how the author paints a picture of what the Stone Age Boy can see, smell, taste, touch and hear.</p> <p>Phase 2 - Understanding as a writing: Introduce fronted adverbials with a focus on prepositional phrases.</p>	<p>Adventure Stories</p> <p>Reading: Stone Age Boy</p> <p>To make plausible inferences from text, such as feelings, actions and behaviours, justifying responses with a clear voice , beginning to develop explanations to responses</p> <p>Story Map the Stone Age boy Introduce fronted adverbials Setting descriptions Introducing character feelings</p> <p>Writing: Adventure Stories</p> <p>Phase 2/3 - Understanding as a writer/Composition: Group discussion to gather ideas about what the children could write about in setting description.</p> <p>Define, understand and use key vocabulary to use within a setting description. Write a setting description based on the campfire</p> <p><u>Assessment Point:</u> <u>Writing our own setting description based on Stone Age Boy</u></p>	<p>Adventure Stories</p> <p>Reading: Stonehenge by Elizabeth Raum</p> <p>Skim and scan a text o recall the main events and characters in a range of non-fiction and fiction.</p> <p>Retrieve key information from a non-fiction text.</p> <p>Writing: Adventure stories</p> <p>Phase 2 - Understanding as a writer: Sequencing and mapping the story of the Stone Age Boy, identifying opportunities to innovate the story and key vocabulary we can use.</p> <p>Phase 2 - Understanding as a writer: Identify and use when, where and how fronted adverbials and find opportunities to extend sentences using conjunctions.</p>	<p>Adventure Stories</p> <p>Reading: Stonehenge by Elizabeth Raum</p> <p>Skim and scan a text o recall the main events and characters in a range of non-fiction and fiction.</p> <p>Retrieve key information from a non-fiction text.</p> <p>Writing: Adventure stories</p> <p>Phase 3 - Composition: Innovating and writing our own stories based on Stone Age Boy.</p> <p><u>Assessment Point:</u> <u>Writing our own stories based on Stone Age Boy</u></p>	<p>Instructions</p> <p>Reading: Stonehenge by Michael Capek</p> <p>To make plausible inferences from text.</p> <p>Make and justify inferences based on the language choices of the author.</p> <p>Writing: Instructions</p> <p>Phase 1 - Hook/Understanding as a reader: Expose the children to simple set of instructions to make a paper aeroplane. What impact do the author's basic language and sentence choices have on the reader?</p> <p>Expose children to the text of 'How to wash a woolly mammoth'. How do the author's language choices have an impact on the reader?</p> <p>Phase 2 - Understanding as a writer: Identify the features of a set of instructions.</p>	<p>Instructions</p> <p>Reading: Stonehenge by Michael Capek</p> <p>To make plausible inferences from text.</p> <p>Make and justify inferences based on the language choices of the author.</p> <p>Writing: Instructions</p> <p>Phase 2 - Understanding as a writer: Using time conjunctions and adverbs to write precise instructions.</p> <p>Define, understand and use key vocabulary to use within a set of instructions.</p>	<p>Instructions</p> <p>Reading: What is Stonehenge for? by Anita Croy</p> <p>I can explain how non-fiction books are structured in different ways and can use them effectively.</p> <p>Identify the features of a non-fiction text and justify how they support the reader.</p> <p>Writing: Instructions</p> <p>Phase 3 - Composition: Innovating and writing our own set of instructions based on 'How to wash a woolly mammoth'.</p> <p><u>Assessment Point:</u> <u>Writing our own set of Instructions based on How to Wash a Woolly Mammoth</u></p>
<p>Oracy -Social and Emotional -Linguistic</p>	<p>Listen for specific information, which relates to a chosen theme.</p>	<p>Develop an expanding vocabulary (select ambitious vocabulary suited to the purpose</p>	<p>Listen for specific information, which relates to a chosen theme.</p>	<p>Listen for specific information, which relates to a chosen theme. Develop an expanding</p>	<p>Ask and respond to questions to extend understanding. Develop an expanding</p>	<p>Ask and respond to questions to extend understanding. Develop an expanding</p>	<p>Develop an expanding vocabulary (select ambitious vocabulary suited to the purpose</p>

<p>-Cognitive -Physical</p>	<p>Ask purposeful questions, listening for key vocabulary within questions to evaluate how strong and specific they are to complete a scientific enquiry.</p>	<p>of discussion or conversation)</p> <p>Use drama to create a Stone Age camp setting, with children in role as a museum tour guide, sharing knowledge about life in a Stone Age camp.</p>	<p>Use conscience alley to explore rights and responsibilities within school during PSHEE.</p>	<p>vocabulary (select ambitious vocabulary suited to the purpose of discussion or conversation)</p> <p>Use drama to compare hunting and gathering to farming and communicating.</p>	<p>vocabulary (select ambitious vocabulary suited to the purpose of discussion or conversation)</p> <p>Class debate about which way of sourcing food we believe is best and why.</p>	<p>vocabulary (select ambitious vocabulary suited to the purpose of discussion or conversation)</p> <p>Using the oracy roles to discuss why people believe in God.</p>	<p>of discussion or conversation)</p> <p>Class debate: why do people believe in God?</p>
<p>Mathematics Number -Number and Place Value</p>	<p>Recognise the place value of digits in 2 and 3 digit numbers.</p> <p>Explore objectives using images and practical apparatus.</p>	<p>Recognise the place value of digits when ordering and comparing numbers.</p> <p>Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.</p>	<p>Use the place value knowledge to recognise and describe numbers. To + and - to show understanding of place value</p> <p>Use a range of toolkit activities to explore adding and subtracting without bridging.</p> <p>Count in 2's 5's and 10's and recognise divisibility rules.</p>	<p>Be able to partition numbers in different ways. Work systematically to solve place value problems</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. Sequence numbers based on counting patterns</p>	<p>Use knowledge of place value to solve problems</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Find missing numbers in sequences</p>	<p>Add and subtract 1's 10's and 100's to 2 and 3 digit numbers (no bridging) Using concrete materials to support understanding.</p> <p>Use practical apparatus to add and subtract.</p>	<p>Add and subtract 1's 10's and 100's to 2 and 3 digit numbers using a variety of images.</p> <p>Use mathematical toolkit and deeper thinking challenges to solve addition and subtraction. Predict if numbers will be in sequences Create own sequences</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Ask and answer relevant questions.</p> <p>What is a scientific question - what makes a good or bad question to investigate?</p> <p>Enquiry Cycle - Ask Questions</p>	<p>Planning an investigation - ask a question and plan for carrying out the investigation.</p> <p>Variables -What is a variable?</p> <p>Enquiry Cycle - Plan & Ask Questions</p>	<p>Planning an investigation - ask a question and plan for carrying out the investigation.</p> <p>Variables focus - Planning a fair test What is a fair test?</p> <p>Enquiry Cycle - Plan & Ask Questions</p> <p><u>Assessment indicator: planning and carrying out a fair test</u></p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Enquiry Cycle - Carry it out, observe and measure. Carrying out a fair test using a range of liquids, measuring the time taken for the liquids to travel down a ramp.</p> <p>Measuring accurately - why is accuracy important?</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Interpreting graphs Variety of data in graphs.</p> <p>Enquiry Cycle - Analyse and conclude</p>	<p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions referring to evidence.</p> <p>Evaluating how effective a test is - how can we improve?</p> <p>Enquiry Cycle - evaluate and refine</p> <p><u>Assessment indicator: evaluating a fair test</u></p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Enquiry Cycle - Accurate diagrams</p> <p>The importance of accurate labels</p>

<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Recognise own worth and identify positives and achievements.</p> <p>Set personal goals.</p> <p>Getting to Know Each Other</p> <p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Our Nightmare School</p> <p>Understand rules and how they link to rights and responsibilities. Understand that my behaviour brings rewards and consequences</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Our Dream School</p> <p>Understand rules and how they link to rights and responsibilities. Understand that actions affect themselves and others and others care about other people's feelings</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Rewards and Consequences</p> <p>Understand that my behaviour brings rewards and consequences</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Our Learning Charter</p> <p>Value themselves and others.</p> <p>Face new challenges positively, make responsible choices and ask for help when needed.</p> <p>I can make responsible choices and take action</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Owning our Learning Charter</p> <p>Value themselves and others.</p> <p>Face new challenges positively, make responsible choices and ask for help when needed.</p> <p>I understand my actions affect others</p>	<p>PSHE Jigsaw Scheme: Being Me in my world</p> <p>Recognise feelings (happy, sad or scared) in self and others.</p> <p>I understand my actions affect others and try to see things from their points of view</p> <p><u>Assessment indicator: I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important and valued.</u></p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Class teacher: Fundamentals</p> <p>All fundamentals skills from progression grid.</p> <p>To develop balancing and understand the importance of this skill.</p> <p>Sports coaches: Basketball</p> <p>Explore s&r abiding by the rules of the game.</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>To develop the attacking skill of dribbling</p>	<p>Class teacher: Fundamentals</p> <p>All fundamentals skills from progression grid.</p> <p>To develop balancing and understand the importance of this skill.</p> <p>Sports coaches: Basketball</p> <p>Explore s&r abiding by the rules of the game.</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>To develop the attacking skill of dribbling</p>	<p>Class teacher: Fundamentals</p> <p>Show an increase and decrease in speed.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p><u>Assessment indicator: Understand how the body moves differently at different speeds</u></p> <p>Sports coaches: Basketball</p> <p>Know that dribbling is an attacking skill which helps us to move</p>	<p>Class teacher: Fundamentals</p> <p>Understand that leaning slightly forwards helps to increase speed (acceleration).</p> <p>Leaning my body in the opposite direction to travel helps to slow down (deceleration).</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>Sports coaches: Basketball</p> <p>Know that pointing my hand/foot/stick to my target on release will</p>	<p>Class teacher: Fundamentals</p> <p>Link jumping and hopping actions.</p> <p>Know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>Sports coaches: Basketball</p> <p>Know that by spreading out as a team we move the defenders away from each other.</p>	<p>Class teacher: Fundamentals</p> <p>Jump and turn a skipping rope.</p> <p>Understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p> <p>To develop skipping in a rope.</p> <p><u>Assessment indicator: Able to jump and turn a skipping rope</u></p> <p>Sports coaches: Basketball</p> <p>Explore shooting actions in a range of invasion games.</p>	<p>Class teacher: Fundamentals</p> <p>All fundamentals skills from progression grid.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p><u>Assessment indicator: Identify when I was successful</u></p> <p>Sports coaches: Basketball</p> <p>Know the rules of the game and begin to apply them.</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p>

			<p>towards a goal or away from defenders.</p> <p>To use protective dribbling against an opponent.</p>	<p>help me to send a ball accurately</p> <p>To develop the bounce and chest pass and begin to recognise when to use</p>	<p>Know my role as an attacker and defender.</p> <p>Develop tracking opponents to limit their scoring opportunities.</p> <p>To develop tracking and defending an opponent</p>	<p>To develop the technique for the set shot</p>	
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>		<p>Add content to a desktop publishing publication</p> <p>How to carry out internet searches ensuring pictures found are relevant.</p>	<p>Add content to a desktop publishing publication</p> <p>Introducing PowerPoint. Opening and saving documents to the network - understanding of where documents are saved to Searching for images and copying and pasting into PowerPoint.</p> <p><u>Assessment indicator: paste text and images</u></p>	<p>Recognise how text and images convey information</p> <p>Recognise that text and layout can be edited</p> <p>Adding and editing text to a PowerPoint slide. Titles and main body text - using editing shortcut buttons</p> <p><u>Assessment indicator: change font style, size, and colours for a given purpose. To know that text can be changed to communicate more clearly.</u></p>	<p>Recognise how text and images convey information</p> <p>Recognise that text and layout can be edited</p> <p>Adding and editing text to a PowerPoint slide. Titles and main body text - using editing shortcut buttons</p> <p><u>Assessment indicator: change font style, size, and colours for a given purpose. I know that text can be changed to communicate more clearly.</u></p>	<p>Choose appropriate page settings</p> <p>Adding animations and slide transitions to a PowerPoint.</p>	<p>Consider how different layouts can suit different purposes</p> <p>Consider the benefits of desktop publishing</p> <p>Share and evaluate our PowerPoints, considering why desktop publishing is a useful tool.</p> <p><u>Assessment indicator: Compare work made on desktop publishing and by hand and explain why desktop publishing might be useful</u></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Identify the differences between human and physical features</p> <p>What questions can we ask about maps from different points in history?</p>	<p>Identify the differences between human and physical features</p> <p>How can maps help us to learn about the past?</p>	<p>Identify the differences between human and physical features.</p> <p>Sorting activity split into human and physical features</p>	<p>Identify human and physical features on maps</p> <p>Using a UK map identify rivers, mountains, coasts and hills, bridges, hospitals and key buildings.</p>	<p>Identify human and physical features on maps</p> <p>Record human and physical features found on a map.</p> <p><u>Assessment indicator: Describe & understand key aspects of physical geography, including rivers and mountains. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of</u></p>	<p>Understand how some aspects of human and physical features have changed over time.</p> <p>Use digi maps and photographs of geographical regions to explore physical a features, including rivers, mountains, hills, land use and patterns.</p>	<p>Understand how some aspects of human and physical features have changed over time.</p> <p>Use digi maps and photographs of geographical regions to explore human features, including roads, buildings and population.</p> <p><u>Assessment indicator: Identify and discuss how a place has changed over time.</u></p>

					<u>some natural resources of the countries studied.</u>		
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Place Stone, Bronze and Iron Age into wider chronological contexts Time line of Stone, bronze and Iron Age in relation to where we are today.	Make valid statements about the main similarities and differences and changes occurring within Stone Bronze and Iron Ages by comparisons of Beliefs, Achievements and Society. Identify similarities and differences between society in Stone, Bronze and Iron Ages. <u>Assessment indicator: understand that ancient means thousands of years ago.</u>	Make valid statements about the main similarities and differences and changes occurring within Stone Bronze and Iron Ages by comparisons of Beliefs, Achievements and Society. Identify similarities and differences between achievements in Stone, Bronze and Iron Ages. Identify the major causes of advancement from Stone to Bronze to iron Age and how these impacted globally, nationally and locally. <u>Assessment indicator: can talk about the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian</u>	Identify what caused the shift in hunter gathering to farming and communication. Drama exploring the life as a hunter gatherer versus farming. Debate style lesson.	Identify what caused the shift in hunter gathering to farming and communication. Record the reasons for and against Hunter gatherer society versus farming. .	Identify why sources are limited for the Stone, Bronze and Iron Age. Identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence. With a focus on animals and hunting e.g. woolly mammoth preserved in a bog in Siberia.	Identify why sources are limited for the Stone, Bronze and Iron Age. Identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence. With a focus on survival, weapons and clothing. <u>Assessment indicator: can give a simple reason why we might have more than one version e.g. lost in translation, no one recording the event.</u>
Religious Education, Beliefs and Values -Believing -Expressing -Living What do different people	What do different people believe about God? (Believing) 'Seeing is Believing' - is it? What do I think about believing in God? Describe examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.	What do different people believe about God? (Believing) What do Christians believe about God? Describe examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. Describe some ways in which Christians	What do different people believe about God? (Believing) What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? Describe examples of what Christians do to show their faith and make connections with	What do different people believe about God? (Believing) What do Muslims believe about Allah and the Holy Quran? Describe examples of what Muslims do to show their faith and make connections with some Islamic beliefs and teachings including.	What do different people believe about God? (Believing) How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important? Make connections between stories,	What do different people believe about God? (Believing) Describe some of the ways in which Christians describe God Ask questions and suggest some of their own ideas about God Suggest why having a faith or belief can sometimes be hard.	What do different people believe about God? (Believing) Describe some of the ways in which Christians describe God Ask questions and suggest some of their own ideas about God Suggest why having a faith or belief can sometimes be hard.

<p>believe about God?</p>	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Children use a concept map to share ideas surrounding the 4 concepts of our current question: teachings, expressing, belief and stories.</p> <p>Look for similarities and differences between different ideas about God, using images to represent God and explain why.</p>	<p>express their faith through hymns and modern worship songs.</p> <p>Explore the many names given to God within the bible and look at how this is evident across Christianity.</p> <p><u>Assessment indicator: Explain how believing in God influences peoples personal worldviews.</u></p>	<p>some Christian beliefs and teachings.</p> <p>Recall or retell the story of when Moses was called by God to be a leader.</p> <p><u>Assessment indicator: Describe how the story of Moses and the Burning Bush helps believers understand God's relationship with people.</u></p>	<p>Explore the 99 beautiful names of Allah and identify how they are evident in the Qur'an.</p> <p><u>Assessment indicator: Describe some of the ways in which Muslims describe God</u></p> <p><u>Explain how believing in God influences peoples personal worldviews</u></p>	<p>symbols and beliefs during Hindu festivals</p> <p>Describe some of the ways in which Hindus describe God.</p> <p>Identify the ways in which Hindu's incorporate worship into their daily life and how their gods are present within this.</p> <p><u>Assessment indicator: List commitments made by Hindus and compare them to their own</u></p>	<p>Children plan for debate, considering why people believe in Gods and some of the reasons why it can be hard.</p>	<p>Children plan for debate, considering why people believe in Gods and some of the reasons why it can be hard.</p> <p><u>Assessment indicator: children engage in class debate.</u></p>
<p>Modern Foreign Languages- French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Introduce French songs and finger rhymes as an 'attention grabbing' tool.</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 1 - Greetings at the start of a lesson; some classroom phrases</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 2 - Classroom phrases.</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 3 - Classroom phrases</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 4- Colours rouge, bleu; some new classroom phrases; Comment t'appelles-tu? Je m'appelle Albert.</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 5 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3.</p>	<p>Catherine Cheater</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Lesson 6 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3</p>

Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Self Portrait annual progress assessment Use different grades of pencil to shade.	Digital Art - Julian Opie Artist Study Explore and evaluate a wide range of artists.	Digital Art - self-portrait in the style of Julian Opie Replicate work of other artists.	Digital Art - self-portrait in the style of Julian Opie - Adding Colour Replicate work of other artists.	Digital Art - self-portrait in the style of Julian Opie - Adding Colour Replicate work of other artists. <u>Assessment indicator: children to create their self-portrait in the style of Julian Opie using digital media.</u>	Digital Art - Evaluating different styles of pop art & expressing opinions Know how to use digital images and combine with other media. Know how to use ICT to create art which includes their own work, and that of others.	Comparing Julian Opie portraits to other portrait style Know how to use images created, scanned and found; editing them where necessary, to create art. Know how to integrate digital images into art work. <u>Assessment indicator: children to create their self-portrait in the style of Julian Opie using digital media.</u>
Design and Technology -Design -Make -Evaluate -Food Technology					Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. Identify different methods of stitching to join two pieces of fabric together.	Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. Practise using a range of stitching techniques.	Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. Refine and perfect a range of stitching techniques.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition		Charanga Music Scheme Unit 1: How does music bring us closer together? Song; Home is where the heart is Recognise individual key instruments in a piece of music.	Charanga Music Scheme Unit 1: How does music bring us closer together? To recognise musical notation Use musical vocabulary to express opinions and	Charanga Music Scheme Unit 1: How does music bring us closer together? Sing a tune with expression following the directions of a conductor. (Home is where the heart is)	Charanga Music Scheme Unit 1: How does music bring us closer together? Song; Let's work it out together Play clear notes on instruments and use different elements in	Charanga Music Scheme Unit 1: How does music bring us closer together? Play clear notes on instruments and use different elements in composition to create repeated patterns	Charanga Music Scheme Unit 1: How does music bring us closer together? Play as part of an ensemble recognising rhythm and some notation.

		<p>To begin to recognise musical notation.</p> <p>Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims.</p>	<p>describe a piece of music and compositions. Continue to develop knowledge of musical notation - rests.</p>	<p>Understand the importance of pronouncing the words in a song clearly.</p> <p>Musical notation C D E combined with length of beat using crotchet, minim, quaver and rests.</p>	<p>composition to create repeated patterns with different instruments.</p> <p>Improvise using these notes on instruments. CDEGA Practise as an ensemble.</p>	<p>with different instruments.</p> <p>Practise to play as part of an ensemble</p>	<p>Practise playing as part of an ensemble</p>
Enhancements Visits and Visitors					Fascinating Fossils Museum Video Lesson		
Parental Engagement							19.10.22 Soap carving to create arrow heads.

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.