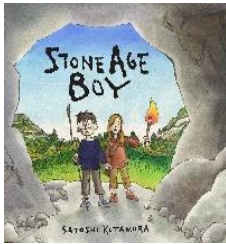
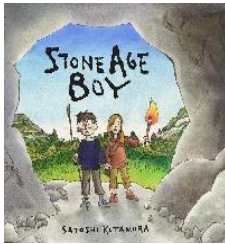
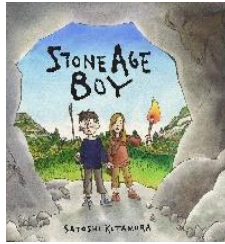








Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2024
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 02.09	Week 2 Wk Beg 09.09	Week 3 Wk Beg 16.09	Week 4 Wk Beg 23.09	Week 5 Wk Beg 30.09	Week 6 Wk Beg 07.10	Week 7 Wk Beg 14.10
Biq Question	Where did human history begin?						
Connected Concepts	Cause and Effect						
Book Studies	<p>The Stone Age Boy By Satoshi Kitamura</p> 	<p>The Stone Age Boy By Satoshi Kitamura</p> 	<p>The Stone Age Boy By Satoshi Kitamura</p> 	<p>The Stone Age Boy Human Journey</p> 	<p>How to wash a Woolly Mammoth Human Journey</p> 	<p>How to wash a Woolly Mammoth Human Journey</p> 	<p>How to wash a Woolly Mammoth Human Journey</p> 
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 Cheddar like in the Stone Age? What were the first places in England?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<p>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.</p> <p>Writing a story setting Introducing VIPERS.</p> <p>Vocabulary meanings.</p>	<p>Adventure Stories 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</p> <p>Introduce fronted adverbials.</p> <p>Setting descriptions.</p>	<p>Adventure Stories 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. Retrieve key information from a non-fiction text.</p> <p>Writing: Adventure stories</p> <p>Phase 2 - Understanding as a writer</p>	<p>Adventure Stories Reading: Stonehenge by Elizabeth Rau.</p> <p>Skim and scan a text o recall the main events and characters in a range of non-fiction and fiction. Retrieve key information from a non-fiction text.</p> <p>Writing: Adventure stories.</p> <p>Phase 2 - Understanding as a writer</p>	<p>Instructions Stonehenge by Michael Capek.</p> <p>To make plausible inferences from text. 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</p> <p>Expose the children to simple set of instructions to make a paper aeroplane. What</p>	<p>Instructions Stonehenge by Michael Capek</p> <p>To make plausible inferences from text. Make and justify inferences based on the language choices of the author.</p> <p>Writing: Instructions.</p> <p>Phase 2 - Understanding as a writer</p> <p>Using time conjunctions and adverbs to write precise instructions.</p>	<p>Instructions What is Stonehenge for? by Anita Croy</p> <p>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/ Phase 3 - Composition Innovating and writing our own set of</p>

	<p>Writing: Adventure Stories.</p> <p>Phase 1 - <u>Hook/understanding as reader</u> Introduce children to the text and make inferences about the front cover.</p> <p>Phase 2 - <u>Understanding as a writer</u> Identify how the author paints a picture of what the Stone Age Boy can see, smell, taste, touch and hear.</p> <p>Phase 2 - <u>Understanding as a writer</u> Identify vocabulary in text and sort into word classes.</p>	<p>Introducing character feelings.</p> <p>Writing: Adventure Stories.</p> <p>Phase 2/3 - <u>Understanding as a writer/Composition</u> Group discussion to gather ideas about what the children could write about in setting description.</p> <p>Phase 2 - <u>Understanding as a writer</u> Introduce fronted adverbials.</p> <p>Define, understand and use key vocabulary to use within a setting description.</p> <p>Phase 3 - <u>Composition</u> Write a setting description based on the campfire.</p>	<p>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 - <u>Understanding as a writer</u> Identify and use when, where and how fronted adverbials and find opportunities to extend sentences using conjunctions.</p>	<p>Further practise on using when, where and how fronted adverbials and find opportunities to extend sentences using conjunctions.</p> <p>Phase 3 - <u>Composition</u> Innovating and writing part of a story based on Stone Age Boy.</p> <p>Assessment Indicator <i>Writing our own stories based on Stone Age Boy.</i></p>	<p>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 - <u>Understanding as a writer</u> Identify the features of a set of instructions.</p>	<p>Define, understand and use key vocabulary to use within a set of instructions.</p>	<p>instructions based on 'How to wash a woolly mammoth'.</p> <p>Assessment Indicator <i>Writing our own set of Instructions based on How to Wash a Woolly Mammoth</i></p>
Tier ii Vocabulary	Succulent Chaotic Secluded Pungent, Jagged, Rancid	Thundered Salivating Impaled Entice Enraged Collapsed	Meticulously Lather Notorious Rinse, Enhance Thoroughly				
Mathematics Number -Number and Place Value Counting and sequences	<p>Recognise the place value of digits in 2 and 3 digit numbers. Explore objectives using images and practical apparatus.</p> <p>Maths Retrieval sequence +- Bonds within 10 - model</p>	<p>Recognise the place value of digits when ordering and comparing numbers. Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.</p> <p>Assessment Indicator</p>	<p>Use the place value knowledge to recognise and describe numbers.</p> <p>To + and - to show understanding of place value. Use a range of toolkit activities to explore adding and subtracting without bridging.</p> <p>Sequences</p>	<p>Be able to partition numbers in different ways.</p> <p>Work systematically to solve place value problems. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Use knowledge of place value to solve problems. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Sequences 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).</p> <p>Using concrete materials to support understanding. Use practical apparatus to add and subtract. 4</p> <p>Sequences</p>	<p>Add and subtract 1's 10's and 100's to 2 and 3 digit numbers using a variety of images. Use mathematical toolkit and deeper thinking challenges to solve addition and subtraction.</p>

<p>Maths Rehearsal Sequences +- bonds to 10 +- bonds to 20</p>		<p><i>Compare and order numbers up to 1000</i></p> <p>Sequences Recognise sequences and count in multiples of 2,3,4,5 and 10. Count in 2's, 3's, 4's 5's and 10's and begin to recognise divisibility rules.</p> <p>Build/draw patterns.</p> <p>Maths Retrieval sequence +- Bonds within 10 Model.</p>	<p>Recognise sequences and count in multiples of 2,3,4,5 and 10. Sequence numbers based on counting patterns - correct or not sequences.</p> <p>Maths Retrieval sequence +- Bonds within 10 Practise / Fluency Fun.</p>	<p>Assessment Indicator <i>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</i> Sequences Recognise sequences and count in multiples of 2,3,4,5 and 10.</p> <p>Match me up sequences</p> <p>Maths Retrieval sequence +- Bonds within 10 Practise / Application</p>	<p>+- Bonds within 10 Application</p>	<p>Recognise sequences and count in multiples of 2,3,4,5 and 10. Predict if numbers will be in sequences Create own sequences.</p> <p>Maths retrieval sequence +- bonds to 20 no bridging - Model.</p>	<p>Assessment Indicator <i>Add and subtract ones, ten and one hundred to a three-digit number</i> <i>Add and subtract a multiple of ten and a multiple of 100 to a three-digit number.</i> Sequences Recognise sequences and count in multiples of 2,3,4,5 and 10.</p> <p>Maze me sequences</p> <p>Maths retrieval sequence +- bonds to 20 no bridging - Practise</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>		<p>Ask and answer relevant questions. Enquiry type: Using secondary sources.</p> <p>Learn what makes a successful scientific question and explore how we can investigate them, including using secondary sources.</p>	<p>Use straightforward scientific evidence to answer questions or to support their findings. Enquiry type: pattern seeking.</p> <p>Understand how we can gather information from pattern seeking.</p> <p>Conduct simple investigation to see if the oldest children in the class are the tallest.</p>	<p>Planning an investigation - ask a question and plan for carrying out the investigation. Enquiry type: observing over time.</p> <p>Set up investigation to observe over time eg. observing an ice cube melting.</p> <p>Variables -What is a variable?</p>	<p>Use straightforward scientific evidence to answer questions or to support their findings. Enquiry type: identifying, classifying and grouping.</p> <p>Discuss what we could use this enquiry type and complete grouping activity of themselves eg boy/girl, blonde, brunette.</p>	<p>Planning an investigation - ask a question and plan for carrying out the investigation. Enquiry type: comparative and fair testing.</p> <p>Understanding variables and planning a fair test.</p> <p>Assessment Indicator <i>Planning and carrying out a fair test</i> (BV-Rule of Law)</p>	<p>Use straightforward scientific evidence to answer questions or to support their findings. Enquiry type: comparative and fair testing.</p> <p>Carry out comparative test, reflect on if it was a fair test or not and use investigation findings to come to a conclusion. (BV-Rule of Law)</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p>	<p>PSHE Jigsaw SOW Being Me in my world</p> <p>Recognise own worth and identify positives and achievements.</p> <p>Set personal goals. Getting to know each other.</p> <p>Recognise my worth and</p>	<p>PSHE Jigsaw SOW Being Me in my world</p> <p>Our Nightmare School</p> <p>Understand rules and how they link to rights and responsibilities.</p> <p>Understand that my behaviour brings</p>	<p>PSHE Jigsaw SOW Being Me in my world</p> <p>Our Dream School</p> <p>Understand rules and how they link to rights and responsibilities.</p> <p>Understand that actions affect themselves and others</p>	<p>PSHE Jigsaw SOW Being Me in my world</p> <p>Rewards and Consequences</p> <p>Understand that my behaviour brings rewards and consequences Understand that my</p>	<p>PSHE Jigsaw SOW 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</p>	<p>PSHE Jigsaw SOW 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</p>	<p>PSHE Jigsaw SOW Being Me in my world</p> <p>Recognise feelings (happy, sad or scared) in self and others.</p> <p>Understand my actions affect others and try to see things from their points of view</p>

<p>Relationships and Sex Education (RSE) and Health Education</p>	<p>can identify positive things about myself and my achievements. Set personal goals. (BV-Individual Liberty)</p>	<p>rewards and consequences Face new challenges positively, make responsible choices and ask for help when needed. (BV-Rule of Law)</p>	<p>and others care about other people's feelings Understand why rules are needed and how they relate to rights and responsibilities. (BV-Democracy)</p>	<p>actions affect myself and others and I care about other people's feelings. BV-(Rule of Law)</p>	<p>and ask for help when needed. Make responsible choices and take action. (BV-Democracy)</p>	<p>and ask for help when needed. understand my actions affect others. (BV-Democracy)</p>	<p><u>Assessment Indicator</u> <i>Explain how my behaviour can affect how others feel and behave.</i> <i>Explain why it is important to have rules and how that helps me and others in my class learn.</i> <i>Explain why it is important and valued.</i> (BV-Individual Liberty)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals All fundamentals skills from progression grid. To develop balancing and understand the importance of this skill. Outdoor PE-Basketball Explore abiding by the rules of the game. Explore dribbling the ball abiding by the rules of the game under some pressure. To develop the attacking skill of dribbling.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals All fundamentals skills from progression grid. To develop balancing and understand the importance of this skill. Outdoor PE-Basketball Explore abiding by the rules of the game. Explore dribbling the ball abiding by the rules of the game under some pressure. To develop the attacking skill of dribbling</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals Show an increase and decrease in speed. To understand how to change speed and be able to demonstrate good technique when running at different speeds. <u>Assessment Indicator</u> <i>Understand how the body moves differently at different speeds.</i> Outdoor PE-Basketball Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. To use protective dribbling against an opponent.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals Understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). To demonstrate a change of speed and direction to outwit others. Outdoor PE-Basketball Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To develop the bounce and chest pass and begin to recognise when to use</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals Link jumping and hopping actions. Know that if I jump and land in quick succession, momentum will help me to jump further. To develop technique and control when jumping, hopping and landing. Know that by spreading out as a team we move the defenders away from each other. Know my role as an attacker and defender. Develop tracking opponents to limit their scoring opportunities. To develop tracking and defending an opponent.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals Jump and turn a skipping rope. Understand that I should turn the rope from my wrists with wide hands to create a gap to step through. To develop skipping in a rope. <u>Assessment Indicator</u> <i>Able to jump and turn a skipping rope</i> Explore shooting actions in a range of invasion games. To develop the technique for the set shot</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals All fundamentals skills from progression grid. To apply fundamental skills to a variety of challenges. <u>Assessment Indicator</u> <i>Identify when I was successful</i> Know the rules of the game and begin to apply them. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. (BV-Democracy)</p>

<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Explain how digital devices function. Explain that devices have inputs, processes and an output.</p>	<p>Explain that digital devices accept inputs and produce outputs. Identify input and output devices. Classify input and output devices</p> <p><u>Assessment Indicators</u> <i>Explain that digital devices accept inputs and produce outputs. Classify input and output devices.</i></p>	<p>Recognise how digital devices can change the way we work. Focus on how digital devices take photos, write text, record sounds and videos.</p> <p>Compare writing a short paragraph out to typing it out on powerpoint.</p> <p>What are the similarities and differences?</p>	<p>Recognise how a computer network can be used to share information. Explore how digital devices are connected Lesson 4 and 5 combined) Pass message on in random way compared to organised computer method.</p> <p>Explore roles of switch, server and wireless access.</p> <p><u>Assessment Indicator</u> <i>Recognise that a computer network is made up of multiple devices.</i></p>	<p>Recognise physical components of a network. Match up components to their meaning.</p> <p>How does having a network help us to access, save and share our work.</p> <p>On computers logon to network and open powerpoint. Learn how to rename it then save it in their pupil portfolio area in shared area so it can be shared.</p> <p><u>Assessment Indicator</u> <i>Explain the role of a network switch, server and wireless access point in a network.</i></p>	<p>Add content to a desktop publishing publication Navigate network to find their powerpoint from prior learning.</p> <p>Carry out internet searches ensuring pictures found are relevant.</p> <p>Copy and paste a picture into powerpoint.</p> <p>Save their images. One image on a page.</p> <p><u>Assessment Indicator</u> Paste text and images</p>	<p>Add content to a desktop publishing publication Navigate network to find their powerpoint from prior learning.</p> <p>Carry out internet searches ensuring pictures found are relevant.</p> <p>Copy and paste a picture into powerpoint.</p> <p>Save their images. One image on a page. Create a new slide for next image.</p> <p>Save the powerpoint.</p> <p><u>Assessment Indicator</u> Paste text and images</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor EQ- Where did prehistoric humans live?</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 8 points of a compass to locate features and landmarks.</p> <p>Introduce OS maps.</p> <p><u>Assessment Indicator</u> <i>Use the eight points of a compass.</i></p>		<p>Minor EQ- How did Neolithic humans choose where to settle?</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use digimaps to make deductions about why humans settled in certain places.</p>				

<p>History</p> <ul style="list-style-type: none"> -Chronology -Concepts -Interpretation -Enquiry -Communication 		<p>Major</p> <p>EQ- How long ago was Early Britain?</p> <p>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.</p> <p>Begin to understand the chronology of the Stone Age to Iron Age.</p> <p><u>Assessment Indicator</u> Talk about the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian.</p>	<p>Major</p> <p>EQ- How did Britain change between the Stone Age and the Iron Age?</p> <p>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.</p> <p>Identify similarities and differences between the Stone, Bronze and Iron Ages.</p> <p><u>Assessment Indicator</u> Talk about the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major</p> <p>EQ- How was life different when Stone Age man started to farm?</p> <p>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.</p> <p>Identify what caused the shift in hunter gathering to farming and communication.</p> <p>Identify similarities and differences between achievements in Stone, Bronze and Iron Ages.</p> <p>Identify the major causes of advancement from Stone to Bronze to iron Age with a focus on farming.</p>	<p>Major</p> <p>EQ- Why was it so difficult to know why Stonehenge was built?</p> <p>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.</p> <p>Understand advancements of houses and settlements between the Stone Age and Iron Age.</p> <p>Explore Stonehenge case study to identify how, where, when and why Stonehenge was built.</p>	<p>Major</p> <p>EQ- Why is it difficult to know exactly what happened in prehistoric Britain?</p> <p>Identify why sources are limited for the Stone, Bronze and Iron Age.</p> <p>Identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p> <p>With a focus on animals and hunting e.g. woolly mammoth preserved in a bog in Siberia.</p> <p>Show depth of learning by responding to big question.</p> <p><u>Assessment Indicator</u> Talk about the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian.</p>
<p>Religion, Values and Beliefs</p> <ul style="list-style-type: none"> -Believing -Expressing -Living <p>What do different people believe about God?</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>'Seeing is Believing' - is it? What do I think about believing in God?</p> <p>Describe examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>What do Christians believe about God?</p> <p>Describe examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</p> <p>Describe examples of what Christians do to show their faith and make connections with</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>What do Muslims believe about Allah and the Holy Quran?</p> <p>Describe examples of what Muslims do to show their faith and make connections with some Islamic beliefs and teachings including.</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important?</p> <p>Make connections between stories,</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>Describe some of the ways in which Christians describe God</p> <p>Ask questions and suggest some of their own ideas about God</p> <p>Suggest why having a faith or belief can sometimes be hard.</p>	<p>BELIEVING</p> <p>What do different people believe about God?</p> <p>Describe some of the ways in which Christians describe God.</p> <p>Ask questions and suggest some of their own ideas about God.</p>

	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs. 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. (BV-Individual Liberty)</p>	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs. Explore the many names given to God within the bible and look at how this is evident across Christianity.</p> <p>Assessment Indicator Explain how believing in God influences peoples personal worldviews. (BV Respect/Tolerance)</p>	<p>some Christian beliefs and teachings. Recall or retell the story of when Moses was called by God to be a leader.</p> <p>Assessment Indicator Describe how the story of Moses and the Burning Bush helps believers understand God's relationship with people. (BV Respect/Tolerance)</p>	<p>Explore the 99 beautiful names of Allah and identify how they are evident in the Qur'an.</p> <p>Assessment Indicator Describe some of the ways in which Muslims describe God Explain how believing in God influences peoples personal worldviews (BV Respect/Tolerance)</p>	<p>symbols and beliefs during Hindu festivals</p> <p>Describe some of the ways in which Hindus describe God. Identify the ways in which Hindu's incorporate worship into their daily life and how their gods are present within this.</p> <p>Assessment Indicator List commitments made by Hindus and compare them to their own. (BV Respect/Tolerance)</p>	<p>Plan for a debate, considering why people believe in Gods and some of the reasons why it can be hard. (BV Respect/Tolerance)</p>	<p>Suggest why having a faith or belief can sometimes be hard. Plan for a debate, considering why people believe in Gods and some of the reasons why it can be hard.</p> <p>Assessment Indicator Children engage in class debate. (BV Respect/Tolerance)</p>
<p>French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Listen and respond to simple classroom instructions Begin simple greetings and classroom commands (listen, look, etc)</p>	<p>Catherine Cheater SOW</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 Greetings at the start of a lesson; some classroom phrases</p>	<p>Catherine Cheater SOW</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. Continue to introduce new Classroom phrases. Sing songs to support learning.</p> <p>Introduce Albert (letters and sounds)</p>	<p>Catherine Cheater SOW</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 Classroom phrases practise through games.</p>	<p>Catherine Cheater SOW</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. What is your name? My name is... Introduce Colours rouge, bleu, vert an jaune Comment t'appelles-tu? Je m'appelle Albert.</p> <p>Record short phrases in books.</p>	<p>Catherine Cheater SOW</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. Comment ca s'écrit? Comment ça s'écrit? Colours vert, jaune; Numbers 1 - 2 - 3.</p> <p>Set up vocabulary page in books for colours and numbers.</p>	<p>Catherine Cheater SOW</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. Comment ça s'écrit? Verbal practise Comment ça s'écrit? Colours vert, jaune; Numbers 1 - 2 - 3 Match me up written activity with classroom commands.</p>

					Assessment Indicator <i>To understand a short phrase and respond to it.</i>	Assessment Indicator <i>To know jaune, vert, rouge, bleu and numbers 1,2,3.</i>	Assessment Indicator <i>To recognise 10 commands in French</i>
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	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. (Individual Liberty)	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</u> <i>Create their self-portrait in the style of Julian Opie using digital media.</i>	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</u> <i>Create their self-portrait in the style of Julian Opie using digital media.</i>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition		Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.	Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.	Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.	Wider Opps - Ukulele Performance Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.	Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. <u>Assessment Indicators</u> <i>Find the beat of the music and demonstrate it through clapping and/or movement. Talk about why they like or dislike the music, and sharing their</i>	Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.

						<i>thoughts and feelings about it. Begin to play simple chords on the ukulele.</i>	
Outdoor Learning Opportunities	Minor: (Geography) Using compasses to locate items and landmarks.	Major: (History) Understanding scale and chronology of the Stone Age to Iron Age	Minor: (Maths) Recognise number sequences.	Minor: (Reading) Read a story outside. -weather willing	Minor: (Science) Identifying, classifying and grouping children by characteristics.	Minor: (Literacy) Acting out adverbs.	
Enhancements Visits and Visitors		Power of words live lesson 13.09.24					
Parental Engagement					Stone Age inspired art using natural materials 02.10.24		
Whole School and National Events				European Day of Languages 26.09.24 Individual and sibling photographs 25.09.24		World Mental Health Day 10.10.24	Harvest Celebration 16.10.24

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.