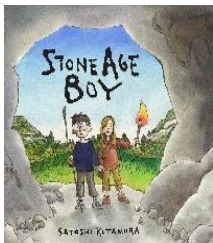
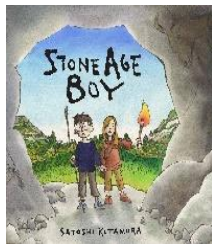
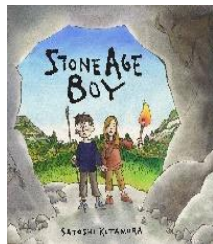
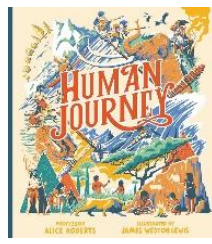
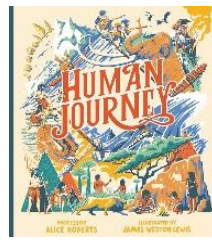
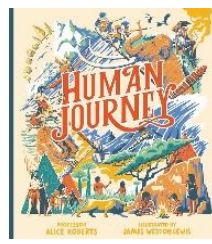
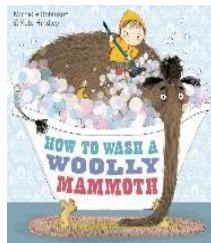
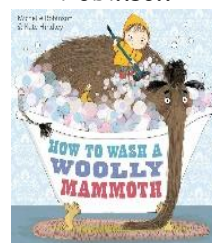




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2025**  
**Phase Lower Key Stage 2 Year Group 3**



	<b>Week 1</b> Wk Beg 01.09	<b>Week 2</b> Wk Beg 08.09	<b>Week 3</b> Wk Beg 15.09	<b>Week 4</b> Wk Beg 22.09	<b>Week 5</b> Wk Beg 29.09	<b>Week 6</b> Wk Beg 06.10	<b>Week 7</b> Wk Beg 13.10	<b>Week 8</b> Wk Beg 20.10
<b>Biq Question</b>	Where did human history begin?							
<b>Connected Concepts</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>	<b>Influence</b> <b>Significance</b> <b>Structures</b>
<b>Key Concepts</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>	<b>Achievement</b> <b>Movement</b> <b>Development</b>
<b>Book Studies</b>	<b>The Stone Age Boy by Satoshi Kitamura</b> 	<b>The Stbne Age Boy By Satoshi Kitamura</b> 	<b>The Stone Age Boy by Satoshi Kitamura</b> 	<b>Human Journey by Alice Roberts</b> 	<b>Human Journey by Alice Roberts</b> 	<b>Human Journey by Alice Roberts</b> 	<b>How to wash a Woolly Mammoth by Michelle Robinson</b> 	<b>How to wash a Woolly Mammoth by Michelle Robinson</b> 
<b>Children steering learning....</b>	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?							
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition	<b>Whole Class Text</b> -Stone Age Boy Introduce VIPERS skills and class text  Predict what might happen from details implied  <b>Text Focus -</b> <b>Setting Description</b>  <u>Phase 1 - Hook</u>	<b>Whole Class Text</b> -Stone Age Boy Retrieve and record information/ identify key details from fiction and non-fiction  <b>Text Focus -</b> <b>Setting Description</b>  <u>Phase 2 - Understanding as a writer</u>	<b>Whole Class Text</b> -Stone Age Boy Give meaning of words in context  <b>Text Focus -</b> <b>Setting Description</b>  <u>Phase 3 - Composition</u> Compose sentences using vocabulary and expanded noun phrases.	<b>Whole Class Text -</b> Stone Age Boy Explain and justify inferences with evidence from the text  <b>Text Focus -</b> <b>Adventure Stories</b>  <u>Phase 1 - Understanding as reader</u>	<b>Whole Class Text -</b> How to Wash a Woolly Mammoth Retrieve and record information/ identify key details from fiction and non-fiction  <b>Text Focus -</b> <b>Adventure Stories</b>	<b>Whole Class Text</b> - How to Wash a Woolly Mammoth Identify / explain how meaning is enhanced through choice of words and phrases  <b>Text Focus -</b> <b>Adventure Stories</b> (500 Words)	<b>Whole Class Text -</b> Human Journey by Alice Roberts identify/ explain how information / narrative content is related and contributes to meaning as a whole  <b>Text Focus -</b> <b>Instructions</b>	<b>Whole Class Text -</b> Human Journey by Alice Roberts summarise main ideas from the text  <b>Text Focus -</b> <b>Instructions</b>  <u>Phase 2 - Understanding as a writer</u>

<b>-Vocabulary, Grammar and Punctuation</b>	<p>Fire Pit at Stone Circle/Cave experience</p> <p><b><u>Phase 1 - Understanding as a reader</u></b></p> <p>Introduce children to the text and make inferences about the front cover.</p>	<p>Identify how the author paints a picture of what the Stone Age Boy can see, smell, taste, touch and hear.</p> <p>Define, understand and use key vocabulary to use within a setting description.</p> <p>Introduce expanded noun phrases.</p>	<p>Write a setting description based on the campfire. Edit and TAG setting description focusing on description</p>	<p>Story Map the Stone Age boy</p> <p><b><u>Phase 2 - Understanding as a writer</u></b></p> <p>Define, understand and use key vocabulary to use within a setting description.</p> <p>Introduce fronted adverbials.</p>	<p><b><u>Phase 2 - Understanding as a writer</u></b></p> <p>Practise using when, where and how fronted adverbials</p> <p>Innovate the story map of the Stone Age Boy to create their own adventure story plan.</p>	<p><b><u>Phase 3 - Composition</u></b></p> <p>Write adventure story based on Stone Age Boy.</p> <p>Revise and redraft text.</p> <p>Publish text.</p> <p><b><u>Assessment Indicator</u></b></p> <p><i>Writing our own stories based on Stone Age Boy.</i></p>	<p><b><u>Phase 1 - Hook/Understanding as a reader</u></b></p> <p>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><b><u>Phase 2 - Understanding as a writer</u></b></p> <p>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>Using time conjunctions and adverbs to write precise instructions.</p> <p><b><u>Phase 3 - Composition</u></b></p> <p>Innovating and writing our own set of instructions based on 'How to wash a woolly mammoth'.</p> <p><b><u>Assessment Indicator</u></b></p> <p><i>Writing our own set of Instructions based on How to Wash a Woolly Mammoth</i></p>
<b>Tier II Vocabulary</b>	<p>Succulent Chaotic Secluded Pungent Jagged Rancid</p>			<p>Impaled Enraged Thundered Stalked Flickering Flint</p>		<p>Lather Notorious Rinse Enhance Thoroughly Drain</p>		

<b>Mathematics</b>  <b>Number</b> <b>-Number and Place Value</b> <b>Counting and sequences</b>	<p>Recognise the place value of digits in 2 and 3 digit numbers. Explore objectives using images and practical apparatus.</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><u><b>Assessment Indicator</b></u>  <b>Compare and order numbers up to 1000</b></p> <p><b>Sequences</b>  <b>Recognise sequences and count in multiples of 2,3,4,5 and 10.</b>  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>Use the place value knowledge to recognise and describe numbers.</p> <p><b>To + and - to show understanding of place value.</b>  Use a range of toolkit activities to explore adding and subtracting without bridging.</p> <p><b>Sequences</b>  <b>Recognise sequences and count in multiples of 2,3,4,5 and 10.</b>  Sequence numbers based on counting patterns - correct or not sequences.</p>	<p>Be able to partition numbers in different ways.</p> <p><b>Work systematically to solve place value problems.</b>  Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p><u><b>Assessment Indicator</b></u>  <b>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</b>  <b>Sequences</b>  Recognise sequences and count in multiples of 2,3,4,5 and 10.</p> <p>Match me up sequences.</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><b>Sequences</b>  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><b>Using concrete materials to support understanding.</b>  Use practical apparatus to add and subtract 4</p> <p><b>Sequences</b>  <b>Recognise sequences and count in multiples of 2,3,4,5 and 10.</b>  Predict if numbers will be in sequences  Create own 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 to solve addition and subtraction.</p> <p><u><b>Assessment Indicator</b></u>  <b>Add and subtract ones, ten and one hundred to a three-digit number</b>  <b>Add and subtract a multiple of ten and a multiple of 100 to a three-digit number.</b>  <b>Sequences</b>  Recognise sequences and count in multiples of 2,3,4,5 and 10.</p> <p>Maze me 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 deeper thinking challenges to solve addition and subtraction.</p> <p><u><b>Assessment Indicator</b></u>  <b>Add and subtract ones, ten and one hundred to a three-digit number</b>  <b>Add and subtract a multiple of ten and a multiple of 100 to a three-digit number.</b>  <b>Sequences</b>  Recognise sequences and count in multiples of 2,3,4,5 and 10.</p>
<b>Maths</b> <b>Rehearsal</b> <b>Sequences</b>	<p>Maths Retrieval sequence  +- Bonds within 10 Model.</p>	<p>Maths Retrieval sequence  +- Bonds within 10 Model.</p>	<p>Maths Retrieval sequence  +- Bonds within 10 Practise / Fluency Fun.</p>	<p>Maths Retrieval sequence  +- Bonds within 10 Practise / Application</p>	<p>Maths Retrieval sequence  +- Bonds within 10 Application</p>	<p>Maths retrieval sequence  +- bonds to 20 no bridging - Model.</p>	<p>Maths retrieval sequence  +- bonds to 20 no bridging - Practise</p>	<p>Maths retrieval sequence  +- bonds to 20 no bridging - Practise</p>
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<p>Understand what a scientist is and consider qualities scientists need to be successful.</p> <p><b>Identify different types of scientific enquiry.</b>  Pre-assessment - questions</p>	<p><b>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b>  <b>Identifying, grouping and classifying.</b></p>	<p><b>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b>  Group and classify rocks based on properties and observations.</p>	<p><b>Ask and answer relevant questions.</b></p> <p><b>Set up simple practical enquiries, comparative and fair tests reporting on findings from enquiries.</b></p> <p><b>Record findings using simple scientific language,</b></p>	<p><u><b>Sticky Knowledge</b></u>  <b>Acquire and Apply:</b>  Complete a rock hunt in school's grounds, labelling the types rocks and explaining how they know.</p> <p>Design a statue, giving reasons for rocks chosen.</p>	<p><b>Identify differences, similarities or changes related to simple scientific ideas and processes.</b></p> <p><b>Set up simple practical enquiries, reporting on findings from enquiries.</b></p>	<p><b>Identify differences, similarities or changes related to simple scientific ideas and processes.</b></p> <p><b>Set up simple practical enquiries, reporting on findings from enquiries.</b></p>	<p><b>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</b></p> <p><b>Soil Formation</b>  Recognise that soils are made from rocks and organic matter.</p>

	KWL grid on Rocks and Soils.	<p>Rock detectives in school grounds – begin to recognise different types of rocks, their properties and uses.</p> <p>Using microscopes, sort and classify rocks based on their appearance and simple properties. Introduce rock names and properties.</p> <p><b><u>Assessment Indicator</u></b> Name some types of rock and give physical features of each.</p>	<p>Match rocks with rock types.</p> <p><b><u>Assessment Indicator</u></b> Classify rocks in a range of ways using scientific vocabulary.</p> <p>Name some types of rock and give physical features of each.</p>	<p><b>drawings, labelled diagrams, keys, bar charts, and tables.</b> Plan and carryout an experiment on porosity, density and durability of rocks.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p> <p><b><u>Assessment Indicator</u></b> Test properties of rocks. Name some types of rock and give physical features of each.</p>		<p>Identifying, grouping and classifying.</p> <p>Identifying how fossils are made – Fossil hunters investigation (create a fossil)</p> <p><b><u>Assessment Indicator</u></b> Explain how a fossil is formed.</p>	<p>Identifying, grouping and classifying.</p> <p>Identifying how fossils are made – Fossil hunters investigation (excavate a fossil)</p> <p><b><u>Assessment Indicator</u></b> Show understanding of how fossils were formed.</p>	<p>Soil formation activity: using a practical investigation to observe how soil forms.</p> <p>Investigate water retention of various soils using percolation investigation.</p> <p>Observing over time</p> <p><b><u>Assessment Indicator</u></b> Explain that soils are made from rocks and also contain living/dead matter</p> <p>Identify plant/animal matter in soil and test water retention of soils.</p>
<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world</p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>PSHEE 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 can identify positive things about myself and my achievements. Set personal goals. (BV-Individual Liberty)</p>	<p>PSHEE 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 rewards and consequences</p> <p>Face new challenges positively, make responsible choices and ask for help when needed.</p>	<p>PSHEE 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 and others care about other people's feelings</p> <p>Understand why rules are needed and how they relate</p>	<p>PSHEE Jigsaw SOW Being Me in my world</p> <p>Rewards and Consequences</p> <p>Understand that my behaviour brings rewards and consequences</p> <p>Understand that my actions affect myself and others and I care about other people's feelings. BV-(Rule of Law)</p>	<p>PSHEE 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 and ask for help when needed.</p> <p>Make responsible choices and take action. (BV-Democracy)</p>	<p>PSHEE 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 and ask for help when needed.</p> <p>Understand my actions affect others.</p> <p>(BV-Democracy)</p>	<p>PSHEE 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><b><u>Assessment Indicator</u></b> Explain how my behaviour can affect how others feel and behave.</p>	<p>PSHEE 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. Make responsible choices and take action.</p> <p><b><u>Assessment Indicator</u></b></p>

		(BV-Rule of Law)	to rights and responsibilities. (BV-Democracy)				Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important and valued. (BV-Individual Liberty)	Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important and valued.
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<b>Get Set 4 PE SOW</b> Indoor PE Fundamentals  All fundamentals skills from progression grid. To develop balancing and understand the importance of this skill.  Outdoor PE Netball Explore sending and receiving abiding by the rules of the game. To understand the role of an attacker when in possession.	<b>Get Set 4 PE SOW</b> Indoor PE Fundamentals  All fundamentals skills from progression grid. To develop balancing and understand the importance of this skill.  Outdoor PE Netball Explore abiding by the rules of the game.  Develop movement skills to lose a defender. Explore dribbling the ball abiding by the rules of the game under some pressure. To develop movement skills to lose a defender.	<b>Get Set 4 PE SOW</b> 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> Understand how the body moves differently at different speeds.  Outdoor PE Netball Explore shooting actions in a range of invasion games. To understand that scoring goals is an attacking skill and learn how to do this.	<b>Get Set 4 PE SOW</b> 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 Netball Explore dribbling the ball abiding by the rules of the game under some pressure. To understand the role of defender.	<b>Get Set 4 PE SOW</b> 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.  Outdoor PE Netball Develop using space as a team. To explore ways to gain possession.  <u>Assessment Indicator</u> Communicate with their team and move into space to support them.	<b>Get Set 4 PE SOW</b> 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> Able to jump and turn a skipping rope  Outdoor PE Netball Develop tracking opponents to limit their scoring opportunities. To explore ways to gain possession.  <u>Assessment Indicator</u> Defend an opponent and try to win the ball.	<b>Get Set 4 PE SOW</b> Indoor PE Fundamentals  All fundamentals skills from progression grid. To apply fundamental skills to a variety of challenges.  <u>Assessment Indicator</u> Identify when I was successful  Outdoor PE Netball Know the rules of the game and begin to apply them. To apply skills and knowledge to play games using netball rules.  <u>Assessment Indicator</u> Learn the rules of the game and use them honestly.	<b>Get Set 4 PE SOW</b> Indoor PE Fundamentals  All fundamentals skills from progression grid. To apply fundamental skills to a variety of challenges.  <u>Assessment Indicator</u> Identify when I was successful  Outdoor PE Netball Know the rules of the game and begin to apply them. To apply skills and knowledge to play games using netball rules.  <u>Assessment Indicator</u> Begin to use simple tactics. Work cooperatively with their group to self-manage games.

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

	Introduce OS maps.  <b><u>Assessment Indicator</u></b> Describe the position of something using the intercardinal points of a compass.				<b><u>Assessment Indicator</u></b> Use Digimap and Google Maps to use the zoom function to explore places at different scales.			
<b>History</b> <b>-Chronology</b> <b>-Concepts</b> <b>-Interpretation</b> <b>-Enquiry</b> <b>-Communication</b>		<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  How long ago was Early Britain?  Place Stone, Bronze and Iron Ages into wider chronological contexts - link to Ancient Egypt and pyramids/achievements  <b>Make valid statements about the main similarities, differences and changes occurring within Stone Bronze and Iron Ages by comparisons of Beliefs, Achievements and Society.</b> Begin to understand the chronology of the Stone Age to Iron Age. Outdoor activity.  <b><u>Assessment Indicator</u></b>	<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  What was life like in the Stone Age?  Build a coherent knowledge of the Stone, Bronze and Iron Ages by comparison throughout most lessons, focusing on achievements beliefs society legacy Explore aspects of life in the Stone Age e.g. lifestyle (hunter-gatherers) shelter, settlement and tools.  <b><u>Assessment Indicator</u></b> Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming	<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  How was life different when Stone Age man started to farm?  Know how the achievements of Stone, Bronze and Iron Ages were significant to the development of Britain. Identify the major causes of advancement and achievements from Stone to Bronze to Iron Age with a focus on farming and settlement.  <b><u>Assessment Indicator</u></b> Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming.	<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  <b>Sticky Knowledge</b>  Retrieval activities to apply acquired knowledge  <b><u>Assessment Indicator</u></b> Describe the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming.  Explain how the achievements of Stone, Bronze and Iron Age were significant to the development of Britain	<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  How did Britain change from the Stone Age to the Iron Age?  Know the causes and impact of the advancement from Stone to Bronze to Iron age globally, nationally and locally. Understand advancements of technology (materials) shelter and settlements after the Stone Age and the impact on life.  <b><u>Assessment Indicator</u></b> Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming	<b>Major Changes in Britain from the Stone Age to the Iron Age</b>  Why is it difficult to know exactly what happened in prehistoric Britain? (Stonehenge focus)  Understand why sources are limited for the Stone Age, Bronze Age and Iron age. Explore Stonehenge case study to identify how, where, when and why Stonehenge was built and how it is difficult to know for sure.  Show depth of learning by responding to big question.  <b><u>Assessment Indicator</u></b> Show an understanding of the main beliefs associated with Stone Age, Iron Age and Bronze Age	<b>Black History Month Focus</b>  <b>Who was the Cheddar man and what does he tell us about life in prehistoric England?</b> Explore how the first humans entered Britain and where they came from. Children to find out about the Cheddar Man. Hot seat activity Why is it important to learn about the Cheddar Man?

		Describe the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian		Explain how the achievements of Stone, Bronze and Iron Age were significant to the development of Britain		Communicate the reasons for advancements from Stone Age to Iron Age and their impact on life in these periods.	e.g. paganism, burial rituals, Stone Henge  Identify simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age  Recognise changes over a shorter period e.g. between Bronze Age and Iron Age.  Explain why sources are limited for Stone, Bronze and Iron Age	
<b>Religion, Values and Beliefs</b> <b>-Believing</b> <b>-Expressing</b> <b>-Living</b>  <b>What do different people believe about God?</b>	<b>BELIEVING</b> What do different people believe about God?  <b>Explore some of the ways in which Christians describe their God</b> As a class create a concept map to share ideas surrounding teachings, expressing, belief and stories.  Look for similarities and differences between different ideas about God, using images to represent God and explain why. (BV-Individual Liberty)	<b>BELIEVING</b> What do different people believe about God?  <b>Explore how Christians show their faith and make connections with some Christian beliefs and teachings.</b> CIST visitors to explore the many names given to God within the bible (Holy Trinity) and look at how this is evident across Christianity.  <u><b>Assessment Indicator</b></u> Explain how believing in a God influences peoples personal worldviews.	<b>BELIEVING</b> What do different people believe about God?  <b>Explore how Christians show their faith and make connections with some Christian beliefs and teachings.</b> Recall or retell the story of when Moses was called by God to be a leader.  <u><b>Assessment Indicator</b></u> Explain how believing in a God influences peoples personal worldviews. (BV Respect/ Tolerance)	<b>BELIEVING</b> What do different people believe about God?  <b>Explore how Muslims show their faith and make connections with some Islamic beliefs and teachings.</b>  <b>Explore some of the ways in which Muslims describe their God.</b> Explore the 99 beautiful names of Allah and identify how they are evident in the Qur'an.  <u><b>Assessment Indicator</b></u> Describe at least two ways in which Muslims describe	<b>BELIEVING</b> What do different people believe about God?  <u><b>Sticky Knowledge</b></u> Retrieval activities to apply acquired knowledge  <u><b>Assessment Indicator</b></u> Describe the attributes of God - Holy Trinity - Father, Son and Holy spirit  Explain how believing in a God influences peoples personal worldviews.  Describe at least two ways in which Muslims describe God including the 99 names of Allah.	<b>BELIEVING</b> What do different people believe about God?  <b>Explore how Hindus show their faith and make connections with some Hindu beliefs and teachings.</b>  <b>Explore some of the ways in which Hindu people describe their Gods and Goddesses (Ultimate Reality)</b>  Identify the ways in which Hindu's incorporate worship into their daily life and how their gods are present within this.  <u><b>Assessment Indicator</b></u>	<b>BELIEVING</b> What do different people believe about God?  <b>Explain how being a Christian is a good thing in Britain today, and reasons why it might be hard.</b>  <b>Explore how being a Muslim is a good thing in Britain today, and reasons why it might be hard.</b> Make comparisons between the different religions and their beliefs about God. (BV Respect/ Tolerance)	<b>BELIEVING</b> What do different people believe about God?  <b>Discuss links between the actions of Christians, Hindus and Muslims in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</b> P4C Plan for a debate, considering why people believe in Gods and some of the reasons why it can be hard.  <u><b>Assessment Indicator</b></u>



		Describe the attributes of God - Holy Trinity - Father, Son and Holy spirit (BV Respect/ Tolerance)		God including the 99 names of Allah. (BV Respect/ Tolerance)		Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses including beliefs about the Trimurti - Brahma(creator) Vishnu (preserver), Shiva (Destroyer) (BV Respect/ Tolerance)		Explain how believing in God influences peoples personal worldviews. (BV Respect/ Tolerance)
<b>French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>	<b>Catherine Cheater SOW Lesson 1a</b>  <b>Speaking and Listening</b>  Listen and respond to simple classroom conversations Introduce simple greetings	<b>Catherine Cheater SOW Lesson 1b</b>  <b>Speaking and Listening</b>  Listen and respond to simple classroom conversations Classroom commands (listen, look, etc)	<b>Catherine Cheater SOW Lesson 2</b>  <b>Speaking and Listening</b>  Listen and respond to simple classroom conversations Revise classroom commands (listen, look, etc)	<b>European Day of Languages</b>  <b>Intercultural Understanding</b>  Learn about other cultures and languages spoken by children in school.  Recognise some paintings by Monet and Renoir and music composed by Debussy.  Immerse children in French music, stories and songs. Participation in the French fair.	<b>Catherine Cheater SOW Lesson 3</b>  <b>Reading</b>  Can recognise and read out a few familiar words and phrases.  <b>Intercultural Understanding</b>  Learn and perform a French dance and song e.g. Jean petit qui danse  Sing songs and read stories to support learning.  Introduce Albert (letters and sounds)  <u><b>Assessment Indicator</b></u> Read and understand some familiar written words and short phrases e.g. Voici un stylo et une gomme.	<b>Catherine Cheater SOW Lesson 4a</b>  <b>Speaking and Listening</b>  Understand and respond to a few familiar spoken words and phrases including instructions and simple questions. E.g. How are you? Ca va? Voici un chat. Here is a cat.  Model a conversation with cuddly toy Comment t'appelles-tu? and Je m'appelle Albert.  <u><b>Assessment Indicator</b></u> Can ask and answer simple pre-learned questions from memory: e.g. How are you? What's your name?	<b>Catherine Cheater SOW Lesson 4b</b>  <b>Speaking and Listening</b>  Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir,  Introduce Colours rouge, bleu, vert an jaune  <u><b>Assessment Indicator</b></u> Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.	<b>Catherine Cheater SOW Lesson 5</b>  <b>Writing</b>  Can write or copy simple words, symbols or sentences correctly.  Practise and write greetings and name questions.  <u><b>Assessment Indicator</b></u> Write a sentence from memory using visual prompts or mime from partner e.g. Voici une gomme et un stylo.

<b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b>  <b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b>	Self Portrait annual progress assessment.  Use different grades of pencil to shade.	<b>Drawing and digital art</b> Julian Opie Artist Study.  Explore and evaluate a wide range of artists.  Form own opinions on artists work. (BV-Individual Liberty)	<b>Drawing and digital art</b> Self-portrait in the style of Julian Opie.  Replicate work of other artists.  <u>Assessment Indicator</u> <i>Explain what techniques a given artist has used.</i>	<b>Drawing and digital art</b> Use digital techniques to draw lines within a self-portrait.  Recognise line, design and colour within a digital image  Replicate work of other artists. Edit digital images.  Recognise line, design and colour within a digital image.  Know how to use digital images and combine with other media.  Know how to use ICT to create art which includes their own	<b>Drawing and digital art</b> Evaluating different styles of pop art & expressing opinions.  Know how to compare different artists work.	<b>Drawing and digital art</b> Comparing Julian Opie portraits to other portrait styles.  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.  <u>Assessment Indicator</u> <i>Create their self-portrait in the style of Julian Opie using digital media.</i>	<b>Drawing and digital art</b> Use digital techniques to create a portrait in the style of Julian Opie  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> Create their self-portrait in the style of Julian Opie using digital media.	<b>Drawing and digital art</b> Evaluate artwork and explain the process of making it.  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.  Know how to evaluate own artwork and make improvements.  <u>Assessment Indicator</u> <i>Explain how digital images combine with other art forms.</i>  <i>Explain how they have created their image, and where it has been retrieved from.</i>
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	-	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Listen & Appraise Share your thoughts and	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Understanding Music	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Listen & Appraise Find the beat or groove of the music.	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Understanding music	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Understanding music	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Understanding music	<b>Charanga Model Music Curriculum B</b>  Musical Structures - Writing music down How does music bring us closer together?  Understanding music

		<p>feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Talk about the style of the music.</p> <p>Singing</p> <p>Sing as part of a choir and in unison.</p> <p>Sing with awareness of following the beat.</p>	<p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E</p> <p>Playing Instruments</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in G major.</p> <p>Introduce recorders and first three notes C, D, E</p>	<p>Invent different actions to move in time with the music.</p> <p>Understanding music</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E, F</p> <p>Playing Instruments</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major.</p> <p>Practice playing recorder and introduce a new note F</p>	<p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Playing Instruments</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major.</p> <p>Practice playing recorder and introduce a new note G</p> <p>Improvise parts using the notes C, D, E, F, G</p> <p>Remain in time when using body percussion, instruments and voices.</p>	<p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise within major and minor scales, using the notes G,D,E,A</p> <p>Listen &amp; Appraise</p> <p>Share your thoughts and feelings about the music together.</p> <p>Talk about what the song or piece of music means.</p> <p>Talk about the style of the music.</p> <p>Practice playing more challenging improvisations with a larger range of notes.</p> <p>Listen and appraise – Please be kind focusing on musical style indicators</p>	<p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Introduce stave, line and spaces</p> <p>Introduce the difference between crotchets and paired quavers</p>	<p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise within major and minor scales, using the notes G,D,E, G,A</p> <p><u>Assessment Indicator</u></p> <p>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. (C,D,E,F,G)</p>
<b>Outdoor Learning Opportunities</b>	<p><b>Major:</b> (History/Literacy) Hook - fire pit at the stone circle</p> <p><b>Minor:</b> (Geography) Using compasses to locate items and landmarks.</p>	<p><b>Major:</b> (History) Understanding scale and chronology of the Stone Age to Iron Age</p> <p><b>Minor:</b> (Science) Rock investigation</p>						
<b>Enhancements Visits and Visitors</b>		CIST workshop 10.09.25			500 words competition			

<b>Parental Engagement</b>					Stone Age inspired art 02.10.25			
<b>Whole School and National Events</b>				Individual and sibling photographs 24.09.25 European Day of Languages 25.09.25	Black History Month	Black History Month	Black History Month	Black History Month Harvest Celebration 10.10.25

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.