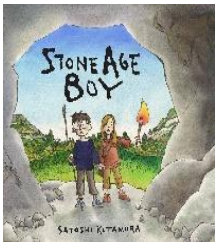
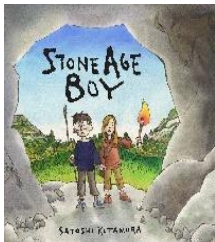
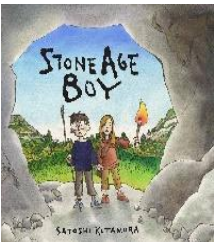
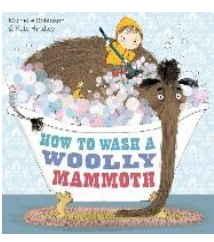
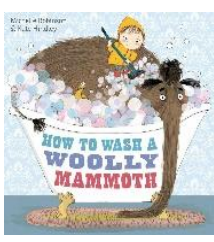
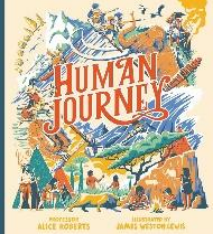
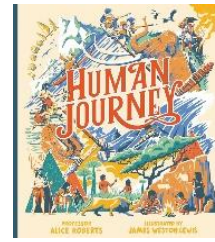
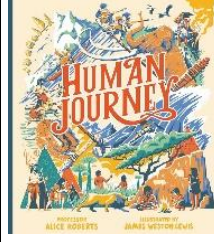




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2026
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 31.09	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Biq Question	Where did human history begin?							
Connected Concepts	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect	Influence Significance Structures Achievement, Cause and Effect
Book Studies	The Stone Age Boy By Satoshi Kitamura 	The Stone Age Boy By Satoshi Kitamura 	The Stone Age Boy By Satoshi Kitamura 	How to wash a Woolly Mammoth by Michelle Robinson 	How to wash a Woolly Mammoth by Michelle Robinson 	Human Journey by Alice Roberts 	Human Journey by Alice Roberts 	Human Journey by Alice Roberts 
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?							
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole Class Text -Stone Age Boy Introduce VIPERS skills and class text Predict what might happen from details implied My favourite day of the summer. Write simple, coherent narratives about personal experiences.	Whole Class Text -Stone Age Boy Retrieve and record information/ identify key details from fiction and non-fiction Text Focus - narrative Phase 2 - Understanding as a writer	Whole Class Text -Stone Age Boy Give meaning of words in context Explain and justify inferences with evidence from the text Text Focus - narrative	Whole Class Text - How to Wash a Woolly Mammoth Retrieve and record information/ identify key details from fiction and non-fiction Text Focus - Instructions Phase 3 - Composition Publish	Whole Class Text - How to Wash a Woolly Mammoth Identify / explain how meaning is enhanced through choice of words and phrases Text Focus - Instructions Phase 2 - Understanding as a writer	Whole Class Text - Human Journey by Alice Roberts Identify / explain how meaning is enhanced through choice of words and phrases Text Focus - Non-Chronological Report	Whole Class Text - Human Journey by Alice Roberts identify/ explain how information / narrative content is related and contributes to meaning as a whole Text Focus - Non-Chronological Report	Whole Class Text - Human Journey by Alice Roberts summarise main ideas from the text Text Focus - Non-Chronological Report Phase 2 - Understanding as a writer Using time conjunctions and

	Text Focus – narrative Phase 1 – Hook Fire Pit at Stone Circle/Cave experience Explore Stone Age camps using senses Phase 2 – Understanding as reader Introduce children to the text and make inferences about the front cover. Ask and answer questions about Stone Age Boy	Skills: Correctly use past tense verbs. Define, understand and use key vocabulary to use within a setting description. Create expanded noun phrases based on Stone Age Boy using Tier II vocabulary <i>Use expanded noun phrases</i> Study the WAGOLL, feature hunting and comprehension	Phase 2 – Understanding as a writer Error detectives: verbs tenses Plan story using story mountain Phase 3 – Composition Write the beginning (Om meets boy) Write the build-up (camp and fire scene) Write the climax and ending (going to the cave) Edit and revise. Assessment Indicator: <i>Writing our own stories based on Stone Age Boy.</i>	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? 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? What inferences can we make using the pictures? Follow instructions to wash a 'woolly mammoth' Phase 2 – Understanding as a writer Identify the features of a set of instructions. Define and understand Tier II vocabulary	Skill: coordinating conjunctions Define, understand and use Tier II vocabulary to use within a set of instructions. Phase 3 – Composition Write instruction text for how to wash a woolly mammoth. Edit, revise and publish. Assessment Indicator: <i>Writing our own set of Instructions based on How to Wash a Woolly Mammoth</i>	Phase 1 – Hook + Understanding as a reader Skill: using commas for lists. Reflection of workshop. Prehistory pop quiz. Look at the WAGOLL – ask questions about the WAGOLL. Write questions that a partner can answer using the non-chronological report. Phase 2 – Understanding as reader Identify the features of a non-chronological report Define, understand and use Tier II vocabulary to use within a non-chronological report.	Skill: error detectives Phase 2 – Understanding as reader Use conjunctions to link ideas and add further information. Identify the features of a non-chronological report Begin to use paragraphs as a way to group information Phase 3 – Composition Innovating and writing our own non-chronological report. Write the introduction and Stone Age. Write about the Bronze Age	adverbs to write precise instructions. Phase 3 – Composition Write about the iron Age. Write about the animals and closing paragraph. Edit, revise and publish work. Assessment Indicator: <i>Writing our own non-chronological report about the Prehistoric Ages.</i>
Tier Two Vocabulary	Succulent Flickering Secluded Astonished Cautiously Rancid			Lather Notoriously Rinse Enhance Thoroughly Drain		Nomads Flint Impale Immense Perilous Discovered		

Mathematics Number -Number and Place Value Counting and sequences	Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in word. Explore objectives using images and practical apparatus. Assessment Indicators: <i>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</i>	Partition three-digit numbers into hundreds, tens and ones (e.g. 164 is 1 hundred, 6 tens and 4 ones) Partition three-digit numbers into tens and ones in different ways (e.g. 164 is 16 tens and 4 ones) Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures. Assessment Indicator: <i>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</i> Count in 2, 5s and 10s 4s forwards and backwards. Build/draw patterns.	Partition three-digit numbers into hundreds, tens and ones (e.g. 164 is 1 hundred, 6 tens and 4 ones) Partition three-digit numbers into tens and ones in different ways (e.g. 164 is 16 tens and 4 ones) Use toolkits to explore place value that link to money and measures. Complete deeper thinking and problem-solving activities around place value and linked to money and measures. Count 4s forwards and backwards. Correct or not sequences.	Compare and order numbers from 0 up to 1000; use <, > and = signs Work systematically to solve place value problems. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. Assessment Indicator: <i>Compare and order numbers up to 1000</i> Count in 8s forwards and backwards. Match me up sequences.	Solve number problems and practical problems involving these ideas. With support, work systematically from the start of a problem. Use knowledge of place value to solve problems. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. Count in 4s and 8s forwards and backwards. Missing numbers in sequences.	Work out bonds to 100. Add ones, ten and one hundred to a three-digit number. Subtract a one-digit number from a three-digit number. Subtract one ten and one hundred from a three-digit number. Using concrete materials to support understanding. Use practical apparatus and toolkits to add and subtract 2 and 3 digit numbers without bridging. Count in 4s and 8s forwards and backwards. Complete sequences Assessment Indicators: <i>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</i>	Add a multiple of ten and a multiple of 100 to a three-digit number. Subtract a multiple of ten and multiple of 100 from a three-digit number. Using concrete materials to support understanding. Count in tens from a three-digit number. Maze me sequences	Add a multiple of ten and a multiple of 100 to a three-digit number. Subtract a multiple of ten and multiple of 100 from a three-digit number. Use practical apparatus, toolkits to add and subtract 2 and 3 digit numbers without bridging. Deeper thinking and word problems including visualisation and measures. Count back in tens from a three-digit number. Maze me sequences.
Maths Rehearsal Sequences +- bonds to 10 +- bonds to 20	+ Bonds to ten Model	- Bonds within 10 Model	+- Bonds within 10 Fluency Fun.	+- Bonds within 10 Fluency Fun.	+- Bonds within 10 Practise / Application	+- Bonds within 10 Practise / Application	+- Bonds within 10 Application	+- Bonds within 10 Application

Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. KWL grid Explain how bones support the body Label bones of the body and indicate the uses of different bones (protect organs, hold body upright) <i>Research using secondary sources</i>	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Understand who Marie Curie is and how she has helped us understand more about bones.	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Find joints and explore whether they all move in the same way. Look at a model of an elbow joint using split pins, elastic bands and card. Explain how bones and muscles work together to enable movement	Sticky Knowledge <i>Acquire and Apply:</i> Use a concept cartoon to discuss what would happen to humans if they did not have a skeleton. Make and label a skeleton using cotton bud sticks. Give three organs the skeleton protects. Explain two places the skeleton can move and what makes the skeleton move.	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Compare, contrast and classify skeletons of different animals	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Compare and group invertebrates based on the structure of their body.	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Compare and group invertebrates based on the structure of their body. Add to brain dump to show new learning.	Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Brain dump showing current knowledge Explain how bones support the body Label bones of the body and indicate the uses of different bones (protect organs, hold body upright) <i>Research using secondary sources</i>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHE Jigsaw SOW Being Me in my world Recognise own worth and identify positives and achievements. Set personal goals. Getting to know each other. Recognise my worth and can identify positive things about myself and my achievements. Set personal goals. (BV-Individual Liberty)	PSHE Jigsaw SOW Being Me in my world Our Nightmare School Understand rules and how they link to rights and responsibilities. Understand that my behaviour brings rewards and consequences Face new challenges positively, make responsible choices and ask for help when needed. (BV-Rule of Law)	PSHE Jigsaw SOW Being Me in my world Our Dream School 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 Understand why rules are needed and how they relate to rights and responsibilities. (BV-Democracy)	PSHE Jigsaw SOW Being Me in my world Rewards and Consequences Understand that my behaviour brings rewards and consequences Understand that my actions affect myself and others and I care about other people's feelings. BV-(Rule of Law)	PSHE Jigsaw SOW Being Me in my world Our Learning Charter Value themselves and others. Face new challenges positively, make responsible choices and ask for help when needed. Make responsible choices and take action. (BV-Democracy)	PSHE Jigsaw SOW Being Me in my world Owning our Learning Charter Value themselves and others. Face new challenges positively, make responsible choices and ask for help when needed. understand my actions affect others. (BV-Democracy)	PSHE Jigsaw SOW Being Me in my world Recognise feelings (happy, sad or scared) in self and others. Understand my actions affect others and try to see things from their points of view <u>Assessment Indicator:</u> Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that	PSHE Jigsaw SOW Being Me in my world Recognise feelings (happy, sad or scared) in self and others. Understand my actions affect others and try to see things from their points of view. Make responsible choices and take action. <u>Assessment Indicator:</u> Explain how my behaviour can affect how others feel and behave.

							helps me and others in my class learn. Explain why it is important and valued. (BV-Individual Liberty)	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.
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Outdoor PE Netball Explore sending and receiving abiding by the rules of the game. To understand the role of an attacker when in possession.	Get Set 4 PE SOW 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.	Get Set 4 PE 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> 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.	Get Set 4 PE 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 Netball Explore dribbling the ball abiding by the rules of the game under some pressure. To understand the role of defender.	Get Set 4 PE 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. 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.	Get Set 4 PE 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> 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.	Get Set 4 PE SOW 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.	Get Set 4 PE SOW 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.
Computing -Code -Connect	Introduction to Computing Suite routines	Computing Systems and Networks How does a digital device work?	Computing Systems and Networks What parts make up a digital device?	Computing Systems and Networks How do digital devices help us?	Computing Systems and Networks How am I connected?	Computing Systems and Networks How are computers connected?	Computing Systems and Networks What does a network look like?	Computing Systems and Networks

-Communicate -Collect		Explain how digital devices function. Explain that devices have inputs, processes and an output.	Identify input and output devices. Classify input and output devices <u>Assessment Indicators:</u> <i>Explain that digital devices accept inputs and produce outputs. Classify input and output devices.</i>	Explain how digital devices function. 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?	Explain how a computer network can be used to share information. Pass message on in random way compared to organised computer method. Explore roles of switch, server and wireless access. <u>Assessment Indicator:</u> <i>Recognise that a computer network is made up of multiple devices.</i>	Explore how digital devices are connected. Match up components to their meaning. How does having a network help us to access, save and share our work. <u>Assessment Indicator:</u> <i>Explain the role of a network switch, server and wireless access point in a network.</i>	Recognise physical components of a network. Further develop understanding of computer networks. Identify examples of network in real world setting. <u>Assessment Indicator:</u> <i>Recognise that a computer network is made up of multiple devices and name some of these, e.g. router, network switch, server.</i>	What does our school network look like? Recognise physical components of a network. Using examples of network in real world setting link to learning from previous lessons. <u>Assessment Indicator:</u> <i>Recognise that a computer network is made up of multiple devices and name some of these, e.g. router, network switch, server.</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	-	Minor: How do we use compass points to describe a position? Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE). Introduce 8 points of a compass and use them to describe the position of something.	-	-	-	-	-	-
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major: Changes in Britain from the Stone Age to the Iron Age. How long ago was Early Britain?	-	Major: Changes in Britain from the Stone Age to the Iron Age. What was life like in the Stone Age?	Major: Changes in Britain from the Stone Age to the Iron Age. Why was farming such a big change?	Major: Changes in Britain from the Stone Age to the Iron Age. <u>Sticky Knowledge</u> <i>Acquire and Apply:</i>	Major: Changes in Britain from the Stone Age to the Iron Age. If you travelled from the Bronze	Major: Changes in Britain from the Stone Age to the Iron Age. How much did life change from the	Major: Changes in Britain from the Stone Age to the Iron Age. Black History Month Focus

	Place Stone, Bronze and Iron Ages into wider chronological contexts – link to Ancient Egypt and pyramids/achievements. Begin to understand the chronology of the Stone Age to Iron Age. Introduce the glossary and vocabulary. Outdoor activity. <u>Assessment Indicator:</u> Describe the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian		Build a coherent knowledge of the Stone, Bronze and Iron Ages by comparison throughout most lessons, focusing on achievements beliefs society legacy Introduce 3 periods of Stone Age. Explore aspects of life in the Stone Age e.g. lifestyle (hunter-gatherers) settlement and tools. Explain what the evidence tells us about life in the Stone Age periods. <u>Assessment Indicator:</u> Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming	Know how the achievements of Stone, Bronze and Iron Ages were significant to the development of Britain. Explore transition from hunter-gatherers to farmers. Complete a before and after comparison. Investigate Skara Brae as evidence of change. <u>Assessment Indicators:</u> 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	Identify similarities, difference 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	Age to the Iron Age what would you notice? Make valid statements about the main similarities, differences and changes occurring within Stone, Bronze and Iron ages by comparison of achievements beliefs society (including homes, food, entertainment) Know the causes and impact of the advancement from Stone to Bronze to Iron age globally, nationally and locally. You are a time traveller who has moved from Bronze to Iron Age, what would still be familiar, what would have changed? Set up 4 investigation stations, (houses, farming, technology, beliefs) what stayed the same, what has changed? Create a human continuum Bronze Age to Iron Age. <u>Assessment Indicator:</u>	Stone Age to the Iron Age? Make valid statements about the main similarities, differences and changes occurring within Stone, Bronze and Iron ages by comparison of achievements beliefs society (including homes, food, entertainment) Sort the cards showing the key developments into Stone Age, Bronze Age, Iron Age. Highlight the 3 key themes of development – homes, farming, beliefs. <u>Assessment Indicators:</u> Can identify simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age Can recognise changes over a shorter period e.g. between Bronze Age and Iron Age.	Who was the Cheddar man and what does he tell us about life in prehistoric England? 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?
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						Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming. Communicate the reasons for advancements from Stone Age to Iron Age and their impact on life in these periods.		
Religion, Values and Beliefs -Believing -Expressing -Living What do different people believe about God?	BELIEVING What do different people believe about God? Research the Key Question using a range of sources Explore some of the ways in which Christians, Muslims and Hindus describe their God. 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.	BELIEVING What do different people believe about God? Explore how Christians show their faith and make connections with some Christian beliefs and teachings. Explore some of the ways in which Christians describe their God 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>Assessment Indicator:</u> Explain how believing in a God influences peoples personal worldviews.	BELIEVING What do different people believe about God? Explore how Christians show their faith and make connections with some Christian beliefs and teachings. Recall or retell the story of when Moses was called by God to be a leader. <u>Assessment Indicator:</u> Explain how believing in a God influences peoples personal worldviews. (BV-Respect/ Tolerance)	BELIEVING What do different people believe about God? Explore how Muslims show their faith and make connections with some Islamic beliefs and teachings. Explore some of the ways in which Muslims describe their God. Explore the 99 beautiful names of Allah and identify how they are evident in the Qur'an. <u>Assessment Indicator:</u> Describe at least two ways in which Muslims describe God including the 99 names of Allah.	BELIEVING What do different people believe about God? <u>Sticky Knowledge</u> Acquire and Apply: 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.	BELIEVING What do different people believe about God? Explore how Hindus show their faith and make connections with some Hindu beliefs and teachings. Explore some of the ways in which Hindu people describe their Gods and Goddesses (Ultimate Reality) Identify the ways in which Hindu's incorporate worship into their daily life and how their gods are present within this. <u>Assessment Indicator:</u> Describe what Hindu people say about God (Ultimate	BELIEVING What do different people believe about God? Explain how being Christian/Muslim/Hindu is a good thing in Britain today, and reasons why it might be hard. Make comparisons between the different religions and their beliefs about God. (BV-Respect/ Tolerance) Analyse the research collected and make conclusions from it in relation to the Key Question	BELIEVING What do different people believe about God? 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. P4C Plan for a debate, considering why people believe in Gods and some of the reasons why it can be hard. <u>Assessment Indicator:</u> Explain how believing in God influences peoples personal worldviews.

	(BV-Individual Liberty)	Describe the attributes of God - Holy Trinity - Father, Son and Holy spirit (BV Respect/ Tolerance)		(BV-Respect/ Tolerance)		Reality) and about their gods and goddesses including beliefs about the Trimurti - Brahma(creator) Vishnu (preserver), Shiva (Destroyer) (BV Respect/ Tolerance)		(BV Respect/ Tolerance)
French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW Speaking and Listening Listen and respond to simple classroom conversations. Introduce simple greetings.	Catherine Cheater SOW Speaking and Listening Listen and respond to simple classroom conversations. Classroom commands (listen, look, etc)	Catherine Cheater SOW Speaking and Listening Listen and respond to simple classroom conversations. Revise classroom commands (listen, look, etc)	European Day of Languages Intercultural Understanding 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.	Catherine Cheater SOW Reading Can recognise and read out a few familiar words and phrases. Intercultural Understanding 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>Assessment Indicator:</u> Read and understand some familiar written words and short phrases e.g. Voici un stylo et une gomme.	Catherine Cheater SOW Speaking and Listening 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>Assessment Indicator:</u> Can ask and answer simple pre-learned questions from memory: e.g. How are you? What's your name?	Catherine Cheater SOW Speaking and Listening Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir, Introduce Colours rouge, bleu, vert and jaune. <u>Assessment Indicator:</u> Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.	Catherine Cheater SOW Writing Can write or copy simple words, symbols or sentences correctly. Practise and write greetings and name questions. <u>Assessment Indicator:</u> Write a sentence from memory using visual prompts or mime from partner e.g. Voici une gomme et un stylo.

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.	Drawing and digital art. Julian Opie Artist Study. Explore and evaluate a wide range of artists. Form own opinions on artists work. (BV-Individual Liberty)	Drawing and digital art. Recognise line, design and colour within a digital image Replicate work of other artists. Edit digital images. Open, copy and save Know how to use digital images and combine with other media. Know how to use ICT to create art which includes their own	Drawing and digital art. Evaluating different styles of pop art & expressing opinions. Know how to compare different artists work.	Drawing and digital art. 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> Create their self-portrait in the style of Julian Opie using digital media.	Drawing and digital art. Use digital techniques to draw lines within a self-portrait. 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.	Drawing and digital art. 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> Explain how digital images combine with other art forms. Explain how they have created their image, and where it has been retrieved from.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	-	Charanga Creative Music Scheme A Shining Performance Listen & Appraise Share your thoughts and feelings about the music together.	Charanga Creative Music Scheme A Shining Performance Understanding Music Explore the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat.	Charanga Creative Music Scheme A Shining Performance Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from	Charanga Creative Music Scheme A Shining Performance Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from	Charanga Creative Music Scheme A Shining Performance Composing Create a melody in style of a backing track, giving the melody a shape and describing how it was created	Charanga Creative Music Scheme A Shining Performance Composing Create a melody in style of a backing track, giving the melody a shape and describing how it was created	Charanga Creative Music Scheme A Shining Performance Composing Create a melody in style of a backing track, giving the melody a shape and describing how it was created

		Find the beat or groove of the music. Talk about the style of the music. Singing Sing as part of a choir and in unison. Sing with awareness of following the beat.	Copy back and improvise simple melodic patterns using the notes: G and A Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation in G major. Introduce recorders and first notes G and A	notation in G major. Performing Play tuned and untuned instruments musically within the performance. Play together as a group /band /ensemble. Follow the leader or conductor. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader.	notation in G major. Composing Create a melody in style of a backing track, giving the melody a shape and describing how it was created	Compose over a simple chord progression. G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) Start and end on the note G (Pentatonic on G)	Compose over a simple chord progression. G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) Perform their simple composition/s using their own choice of notes.	Compose over a simple chord progression. G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) Performance Play tuned and untuned instruments musically within the performance. Play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. Perform, with confidence, a song from memory or using notation.
Outdoor Learning Opportunities	Major: (History/Literacy) Hook - fire pit at the stone circle. Major: (History) Understanding scale and chronology of the Stone Age to Iron Age.	Minor: (Geography) Using compasses to locate items and landmarks.	-	Minor: (History) Hunter-Gatherer starter activity	-	Minor: (History) Human continuum from Bronze Age and Iron Age.	-	-
Enhancements Visits and Visitors		CIST workshop 09.09.26						20.10.26 Past Productions Stone Age Workshop

Parental Engagement				22.09.26 2:30pm Stone Age inspired Front Cover Art				
Whole School and National Events				Individual and sibling photographs 23.09.26 European Day of Languages 24.09.26	Black History Month	Black History Month	Black History Month	Black History Month Harvest festival 21.10.26

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.