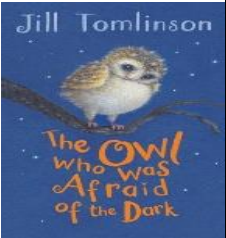
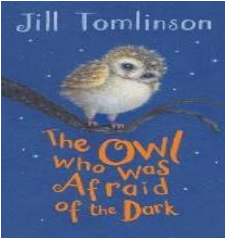
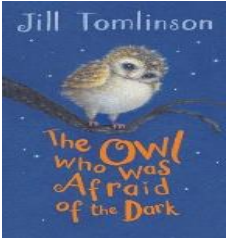
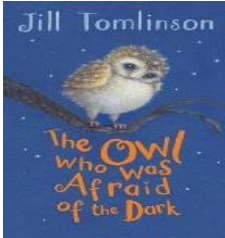
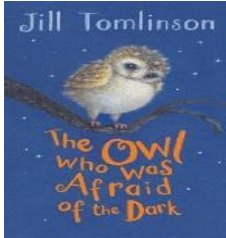
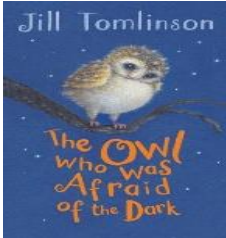
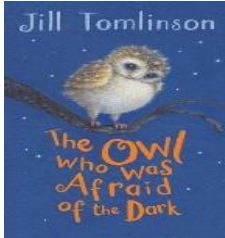
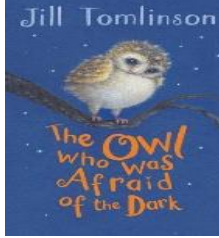




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2022
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 31.10	Week 2 Wk Beg 7.11	Week 3 Wk Beg 14.11	Week 4 Wk Beg 21.11	Week 5 Wk Beg 28.11	Week 6 Wk Beg 05.12	Week 7 Wk Beg 12.12	Week 8 Wk Beg 19.12
Biq Question	Where in the world?							
Weekly Questions	Where in the world can we find natural sources of light? Where in the world do people decide to settle? Where in the world were the most influential ancient civilisations from?	Where in the world were the most influential ancient civilisations from? Where in the world can we find evidence of ancient civilisations?	Where in the world were the most influential ancient civilisations from? Where in the world are we in Manchester? Where in the world is our county?	Where in the world do people celebrate different festivals? Where in the world can we find evidence about beliefs?	Where in the world had the most influential ancient society? Where in the world can we find out about Ancient Civilizations?	Where in the world has had the greatest ancient achievements? Where in the world is it dark when it is daytime in England?	Where in the world do people still live like they did in ancient civilisations?	Where in the world do we think had the most advanced ancient civilisation?
Key Concepts	Location/Legacy/Evidence/Change/Achievements							
Book Studies	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 	The Owl That was Afraid of the Dark - Jill Tomlinson 

Children steering learning...	Why was the Owl afraid of the dark? Drama about the Owl who was afraid of the dark. Change the story about the Owl who was afraid of the dark to create our own.	How do Owls see in the dark? What are Ancient Civilisations? Where in the world were the Ancient Civilizations? What is light? What creates light? Make a source of light.	Where are the regions in the UK? What makes Stockport? How many counties are there? What is a county?	Where in the world is it dark when it is daytime in England? Research Ancient civilizations. Plot on a map when it is day time in Britain, which countries are in night time.	Where in the world can we find sources of evidence about the ancient civilizations? Why do we have shadows? Make a shadow puppet. Research Ancient Civilizations.	How can people see in dark places? Investigate shadows. Explore shadows outside.	Where in the world can we find different types of owl? Research to find out about Owls.	What have we learnt from the Ancient Civilisations? Make a book or powerpoint about Ancient Civilizations.
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Setting description - The Owl That was afraid of the dark Phase 1: Hook and Understanding as a Reader Explore the setting of The Owl Who Was Afraid of the Dark using the five senses. Phase 2: Understanding as a writer Children select, generate and use appropriate fronted adverbials in a setting description. Phase 3: Composition Write a setting description based on The Owl Who Was Afraid of the Dark.	Narrative - The Owl That was afraid of the dark Phase 2: Understanding as a writer Recognising direct speech within narrative. Recognise the punctuation that is used to mark speech. Identify synonyms for said.	Narrative - The Owl That was afraid of the dark Phase 2: Understanding as a writer Begin to mark speech correctly using inverted commas. Generate own sentences using speech. Create a character description based on a character from the text using given sentence openers.	Narrative - The Owl That was afraid of the dark Phase 2: Understanding as a writer Plan our own narrative based on The Owl Who Was Afraid of the Dark. Use a range of fronted adverbials accurately within narrative. Begin to extend sentences using coordinating and subordinating conjunctions.	Narrative - The Owl That was afraid of the dark Phase 3: Composition Write an effective story beginning, build up, problem and solution inspired by the story of The Owl Who Was Afraid of the Dark. <u>Assessment point: Writing our own narrative based on The Owl Who was Afraid of the Dark.</u>	Explanation Writing - How a shadow is formed Phase 1: Hook and Understanding as a Reader Go outside and experiment with different light sources and shadows. Look at WAGOLL on How a shadow is formed and put it into practice outside. Phase 2: Understanding as a writer Children identify the features of an explanation text.	Explanation Writing - How a shadow is formed Phase 2: Understanding as a writer Children use a range of sentence features used in a non-fiction text - explanation writing. Phase 3: Composition Children use given plan to write their own explanation text about how shadows are formed.	Explanation Writing - How a shadow is formed Phase 3: Composition Children use given plan to write their own explanation text about how shadows are formed. <u>Assessment point: Writing our own narrative based on The Owl Who was Afraid of the Dark.</u>

<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Follow the main points of discussions and make contributions which show understanding. In RE, we will use our Oracy skills to discuss what is worth celebrating.</p>	<p>Explain individual views and thinking In Geography, we will create our own sketch maps and verbally justify why our sketch maps make an effective location for a settlement.</p>	<p>Explain individual views and thinking In PSHE, we will follow our Live Lesson on Anti-Bullying week with a discussion around why it is so important to have strong systems in place at school to prevent bullying.</p>	<p>Maintain a role and show understanding by responding in role. In PSHEE, we will use drama to explore different scenarios relating to bullying, identifying ways to problem solve.</p>	<p>Follow the main points of discussions and make contributions which show understanding. In RE, we will revisit the Oracy roles and plan a discussion surrounding the real meaning of festivals. <u>Assessment point:</u> <u>Contribute to discussion in different roles.</u></p>	<p>Vary tone and intonation. In Literacy, we will use Oracy skills to verbally explain how shadows are formed to understand the text as a reader.</p>	<p>Listen for specific information which relates to a chosen theme In Geography, we will articulate directions clearly working in collaborative pairs.</p>	<p>Ask and respond to questions to extend understanding. In Science, we will use key words and scientific vocabulary to ask and answer evaluative questions.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10 Add any pair of two-digit numbers using a mental method (including pence and measurement) Variety of toolkit activities to practise +- with bridging. Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Counting forwards and back using counting stick</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10 Add any pair of two-digit numbers using a mental method (including pence and measurement) Variety of toolkit activities to practise +- with bridging and linked to money and measures Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Correct or not with sequences</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10 Add any pair of two-digit numbers using a mental method (including pence and measurement) Deeper thinking activities to extend reasoning and problem solving when +- with bridging Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Match me up with sequences</p>	<p>Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Using arrays, 10 frames and number lines to find multiplication and division facts Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Work on sequences and missing numbers.</p>	<p>Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Toolkit activities to practise fluency of recall of times tables and division facts. Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Complete the sequence.</p>	<p>Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking Solve range of problems linked to money and measure Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p>	<p>Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking Solve range of problems linked to scaling through money and measure. Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p>	<p>Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking Solve range of problems linked to scaling through money and measure. Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p>

						Create sequences with a given target	Solve problems involving sequences	Solve problems involving sequences
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	<p>Identify sources of light.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Identify light sources and sort natural, man-made sources and not a light source.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Use results to draw simple conclusions, make predictions.</p> <p>Light box investigation to prove that in order to see you need a light source</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Ask and answer relevant questions.</p> <p>Notice that light is reflected from surfaces.</p> <p>Investigate which materials are the most translucent, transparent or opaque.</p> <p>Investigate which material is most reflective.</p> <p><u>Assessment point: define transparent, translucent and opaque.</u></p>	<p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Exploring shadows as they change throughout the day - drawing round their shadows at different times of the day.</p> <p>Observational drawings of shadows when a light source (torch) is held in different positions.</p> <p><u>Assessment point: describe how we see objects in lights and can describe dark as the absence of light.</u></p>	<p>Ask and answer relevant questions.</p> <p>Children ask questions about which materials would make the most effective shadow puppet.</p>	<p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>Plan an investigation to find out which materials make the most effective shadow puppets - which materials are most and least transparent?</p>	<p>Record findings using simple scientific language, and tables.</p> <p>Use results to draw simple conclusions, make predictions and suggest improvements and raise further questions referring to evidence.</p> <p>Record findings from our shadow puppet investigation.</p> <p><u>Assessment point: describe how shadows are formed.</u></p>	<p>Record findings using simple scientific language, and tables.</p> <p>Use results to draw simple conclusions, make predictions and suggest improvements and raise further questions referring to evidence.</p> <p>Evaluate our findings and ask questions.</p>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Families</p> <p>Understand that everybody's family is different and important to them.</p> <p>Appreciate my family/the people who care for me.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Families - solving conflict</p> <p>Understand that differences and conflicts sometimes happen among family members.</p> <p>Know how to calm myself down and can</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying</p> <p>Understand what it means to witness bullying and how witnesses can make situation better or worse</p> <p>Know what it means to be a witness to bullying.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying</p> <p>Understand what it means to witness bullying and how witnesses can make situation better or worse.</p> <p>Know that witnesses can make the situation better or</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying</p> <p>Know that words can be used In hurtful ways (gay, fat)</p> <p>Recognise that some words are used in hurtful ways.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Word Power</p> <p>Think of a time where their words have effected people feelings and the consequences of this.</p> <p>Tell you about a time when my words affected someone's</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand that everybody's family is different and important to them.</p> <p>Differences in our community at Christmas</p> <p>Strategies for managing differences when</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand that everybody's family is different and important to them.</p> <p>Explore the difficulties some communities experience during the holidays.</p>

<p>Relationships and Sex Education (RSE) and Health Education</p>		<p>use the 'solve it together' technique.</p>	<p>Know some ways of helping to make someone who is bullied feel better.</p>	<p>worse by what they do. Problem-solve a bullying situation with others.</p>	<p>Try hard not to use hurtful words (e.g. Gay, fat).</p>	<p>feelings and what the consequences were. Give and receive compliments and know how this feels. <u>Assessment Point: I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</u> <u>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</u></p>	<p>lots of people come together</p>	
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Class teacher: Ball skills Develop movement skills to lose a defender. To develop confidence and accuracy when tracking a ball. Sports coaches: Hockey Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p>	<p>Class teacher: Ball skills Develop movement skills to lose a defender. To develop confidence and accuracy when tracking a ball. Sports coaches: Hockey Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p>	<p>Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To explore and develop a variety of throwing techniques. Sports coaches: Hockey Develop using space as a team. To develop receiving the ball.</p>	<p>Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To explore and develop a variety of throwing techniques. Sports coaches: Hockey Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p>Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To develop catching skills using one and two hands. Sports coaches: Hockey Develop using space as a team. To develop moving into space after passing the ball.</p>	<p>Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To develop dribbling a ball with hands. Sports coaches: Hockey Know my role as an attacker and defender. To use an open stick tackle to gain possession.</p>	<p>Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To use tracking, sending and dribbling skills with feet. Know my role as an attacker and defender. Sports coaches: Hockey To apply defending and attacking principles and skills</p>	<p>Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To use tracking, sending and dribbling skills with feet. Know my role as an attacker and defender. Sports coaches: Hockey To apply defending and attacking principles and skills</p>

	To develop sending the ball with a push pass.	To develop sending the ball with a push pass.		To develop dribbling using the reverse stick (Indian dribble).			in a hockey tournament.	in a hockey tournament. <u>Assessment indicator:</u> <u>Apply invasion game and ball skills within a tournament.</u>
Computing -Code -Connect -Communicate -Collect		Explain how digital devices function Explain that digital devices accept inputs and produce outputs Identify input and output devices explain how a computer network can be used to share information Classify input and output devices	Know how a computer network can be used to share information Explain how messages are passed through multiple connections Explore how digital devices can be connected Explain the role of a network switch, server and wireless access point in a network.	Recognise the physical components of a network Recognise that a computer network is made up of multiple devices. <u>Assessment indicators: Explain that digital devices accept inputs and produce outputs</u> <u>Classify input and output devices</u> <u>Explain how messages are passed through multiple connections</u> <u>Explain the role of a network switch, server and wireless access point in a network.</u> <u>Recognise that a computer network is made up of multiple devices.</u>	Recognise how text and images convey information Recognise that text and layout can be edited Create a powerpoint based on Christmas decorations	Add content to a desktop publishing publication Copy and paste pictures and use text boxes to annotate pages about purpose, materials, assembly, design of Christmas decorations.	Consider how different layouts can suit different purposes Edit pages by moving pictures, text and headings around for best effect considering placement, size, colour and clarity.	Choose appropriate page settings Consider the benefits of desktop publishing Create effective transitions and animations considering the audience and to make it appeal to the reader.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Understand how land use has changed over time. Explore why civilizations over time chose to settle in different places. <u>Assessment indicator:</u> <u>Understand why the</u>	Understand how land use has changed over time. Children create a sketch map and justify why they think their location has all the features needed for an	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Understand what a region is in relation to countries,	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Use maps, atlases and globes to locate regions and counties.	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Use maps, atlases and globes to locate regions and counties.	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Use maps, atlases and globes to locate regions and counties.	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Use maps, atlases and globes to locate regions and counties.	Name and locate geographical regions in the UK, identifying their human and physical characteristics. Use maps, atlases and globes to locate regions and counties.

	<u>earliest builders chose to build next to rivers. Identify how rivers influence settlements.</u>	effective settlement. <u>Assessment indicator:</u> <u>Understand the need for a key</u> <u>Use plan views regularly.</u> <u>Use and understand some Ordnance Survey symbols and keys to build up a knowledge of the local area and the UK.</u>	regions, counties and cities.	Use a range of maps and atlases to make links between counties, regions and cities. 'Which city/county/region am I?' <u>Assessment indicator: Locate countries using maps, globes and atlases.</u>	Children create a human map to relate to distance between counties.	Use language of north, east, south, west, NE, NW, SW and SE to explain the position of cities, regions and counties.	Verbalise directions for Father Christmas to travel from county to county.	Write directions for Father Christmas to travel from county to county.
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Mesopotamia Civilisation.	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Shang dynasty.	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Indus Valley ancient civilisations.	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Compare the societies of the Mesopotamia, Shang Dynasty and the Indus Valley civilisations. <u>Assessment indicator: Can understand the main differences between today and the period being studied.</u>	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Compare the beliefs of the Mesopotamia, Shang Dynasty and the Indus Valley civilisations.	Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Compare the achievements of the Mesopotamia, Shang Dynasty and the Indus Valley civilisations.	Place Stone, Bronze and Iron Age into wider chronological contexts Look at the impact each society has had on today's world and place them chronologically on a timeline.	Place Stone, Bronze and Iron Age into wider chronological contexts Reflect on knowledge of chronology so far and ask/answer questions about our understanding of each civilisation.
Religious Education, Beliefs and Values -Believing -Expressing	Why are festivals important to religious communities? L2.5 Explore the significance of religious festivals	Why are festivals important to religious communities? L2.5 Explore the significance of religious festivals	Why are festivals important to religious communities? L2.5 Make connections between stories, symbols and beliefs	Why are festivals important to religious communities? L2.5 Explore the significance of religious festivals	Why are festivals important to religious communities? L2.5 Explore the significance of religious festivals	Why are festivals important to religious communities? L2.5 Explore the significance of religious festivals	Why are festivals important to religious communities? L2.5 Recognise and identify some differences	Why are festivals important to religious communities? L2.5 Study key elements of festival: shared values, story,

<p>-Living</p>	<p>amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Discuss what things are worth celebrating.</p>	<p>amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Explore how communities express their religious beliefs and values through prayer, artefacts, rituals and sacred texts.</p> <p>Examine artefacts/symbols and understand their significance within religious festivals.</p>	<p>with what happens in at least two festivals</p> <p>Make comparisons between religious festivals.</p>	<p>amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Consider what factors of religious festivals are important to us as individuals.</p>	<p>amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Gather ideas for oracy.</p>	<p>amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Oracy link.</p>	<p>between religious festivals and other types of celebrations.</p> <p>Explore the significance of religious festivals amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Identify what we can learn from religious festivals.</p>	<p>beliefs, hopes and commitments.</p> <p>Explore the significance of religious festivals amongst a variation of religious communities and understand the traditions and stories they originate from.</p> <p>Identify what Christmas means to Christians.</p> <p><u>Assessment indicator: explain the relevance of stories in religious festivals and articulate why they are so important to people of different religions.</u></p>
<p>Modern Foreign Languages- French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p> <p>Scheme of work Lessons 8 – 10</p> <p>Each lesson takes 2 sessions with recording opportunities.</p>	<p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p><i>Comment ça s'écrit? Couleurs vert, jaune; numbers 1 - 2 - 3. (5)</i></p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions</p>	<p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>1,2,3 bleu, vert, jaune. C'est de quelle couleur? (6)</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions</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>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p>	<p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Name and describe people, a place, an object.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Know how to say short sentences using known nouns</p>	<p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Name and describe people, a place, an object.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Know how to say short sentences using known nouns</p>	<p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Name and describe people, a place, an object.</p> <p>Write or copy simple words, symbols or sentences correctly.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Joyeux Noël (10)</p>	<p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Name and describe people, a place, an object.</p> <p>Write or copy simple words, symbols or sentences correctly.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Joyeux Noël (10)</p>	<p>Recorded performance for our parents involving French songs.</p>

			Numbers 1,2 3, 4 - 5 - 6; colours rose and noir (7)	and adjectives. (Colours) Voici, et, un renne, le Père Noël, un chat, un chien, un sapin, un cadeau, zéro. (8) Begin to learn French Xmas song - vocabulary for clothes for Father Christmas	and adjectives. (Colours) Un bonhomme de neige (9) Voici Je veux Continue to learn French Xmas song - vocabulary for clothes for Father Christmas	Continue to learn French Xmas song - vocabulary for clothes for Father Christmas	<u>Assessment indicator</u> : Perform <u>French Xmas song - vocabulary for clothes for Father Christmas for Parent event</u>	
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	INSET DAY	Explore and evaluate a wide range of artists. Replicate work of other artists. Form own opinions on artists work. Artist Study - Bridget Riley	Replicate work of artists and sculptors. Op Art - including colour - Bridget Riley inspired art introducing perspective	Use different grades of pencil to shade. Use different grades of pencil to show tones and texture. <u>Assessment Point</u> <u>Tone - sketching techniques</u> <u>Graduated shading, blending, scumbling, cross-hatching, hatching dot, dash</u>	Use different grades of pencil to shade. Use different grades of pencil to show tones and texture. Positive and negative space	Replicate work of artists and sculptors. Op art - Bridget Riley inspired Christmas trees	Use shade and contours within painting. Know how to create a background using a 'wash'. Know how to use a range of brushes to create different effects. Applying learning about shade from pencil to paint- investigating shade	Use shade and contours within painting. Know how to create a background using a 'wash'. Know how to use a range of brushes to create different effects. Using shading with paints to create Christmas card designs.
Design and Technology -Design -Make -Evaluate -Food Technology	Evaluate existing products to generate ideas and designs to meet a range of different needs and users, proving that they may follow some set criteria. Evaluate Christmas decorations (Animal theme)	Cut, shape and join different materials with accuracy. Select the most appropriate tools and techniques for tasks. Practise sewing Stitches	Cut, shape and join different materials with accuracy. Select the most appropriate tools and techniques for tasks. Practise sewing stitches	Choose textiles for both suitability and appearance. Generate ideas and designs to meet a range of different needs and users, proving that they may follow some set criteria. Design Owl Christmas decoration	Choose textiles for both suitability and appearance. Cut, shape and join different materials with accuracy. Make functional products. Measure accurately to make cuts and holes. Make decoration <u>Assessment indicator:</u> <u>Select and use a range of appropriate</u>	Choose textiles for both suitability and appearance. Cut, shape and join different materials with accuracy. Make functional products. Measure accurately to make cuts and holes. Make Decoration	Reflect on the design process and make improvements including aesthetics. Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Evaluate decoration <u>Assessment indicator:</u> Test their product against the	

					<i>tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</i>		<i>original design criteria and with the intended user.</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 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. <i>Assessment indicator: - 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 thoughts and feelings about it. - Talking about the key instruments they hear. - Discussing the style of the music and any other music they have heard that is similar.</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.

Enhancements Visits and Visitors			Anti-Bullying Week BBC Teach Live Lesson			6.12.22 - Christmas Story Trail at St. Cuthbert's Church		
Parental Engagement	Parents Consultation Meetings - 02/11/22						14.12.22 - 2.15 15.12.22 - 9.30 Christmas Performances	
Whole School and National Events	5.11.22 - Bonfire Night	11.11.22 - Remembrance Day	W/C 14.11.22 - It's cool to be kind 18.11.22 - Year 3 Children in Need Fund Raising - Spots and Stripes		30.11.21 - St Andrew's Day	7/12/22 Christmas Fair 8/12/22 - Christmas Jumper Day	18.12.22 - Hanukkah	21.12.22 - Christmas Party 25.12.22 - Christmas

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