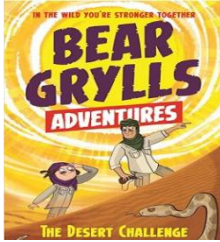
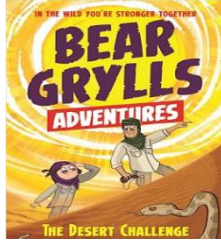
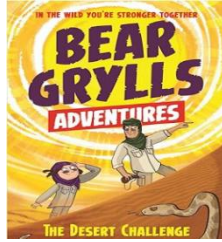
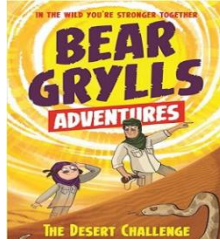




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2024**  
**Phase Lower Key Stage 2 Year Group 3**

	Week 1 Wk Beg 28.10	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 2.12	Week 7 Wk Beg 09.12	Week 8 Wk Beg 16.12
<b>Big Question</b>	What makes a desert, a desert?							
<b>Connected Concepts</b>	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect	Significance Cause and Effect
<b>Book Studies</b>	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 	A Bear Grylls Adventure 2: The Desert Challenge By Bear Grylls 
<b>Children steering learning....</b>	Do all deserts have sand? How do animals survive in the desert? How can deserts manage without water? How often would you come across an oasis in the desert? What do you need to survive in the desert? Is the desert a place that people can visit or even live? What is different and the same about deserts around the world? What are the greatest dangers of the desert? Which is the hottest and which is the coldest desert in the world? Do humans use deserts for anything?							
<b>English Reading - Word reading Comprehension</b>  <b>Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation</b>	Setting description based on a desert setting.  <u>Phase 1: Hook and Understanding as a Reader</u> Explore the setting of deserts using the five senses.  <u>Phase 2: Understanding as a writer.</u> Children select, generate and use appropriate	Setting description based on a desert setting.  <u>Phase 2 - Understanding as a Writer</u> Use a range of sentence features used in a setting description.  <u>Phase 3: Composition.</u> Plan a setting description using a mind map.	Persuasive adverts - Advertising desert holidays.  Begin to use apostrophes for possession.  Understand paragraphs as a way to group related material.  Extend the range of sentences with more than one clause by using a	Persuasive adverts - Advertising desert holidays.  Understand paragraphs as a way to group related material.  <u>Phase 2: Understanding as a writer.</u> Use ambitious vocabulary in effective sentences with fronted adverbials.	Narrative writing - Adventure stories set in desert.  Begin to use inverted commas to punctuate direct speech.  <u>Phase 1: Hook and understanding as a reader.</u> Create an emotion graph to show the experience of a reader from	Narrative writing - Adventure stories set in desert.  <u>Phase 2: Understanding as a writer.</u> Recognise the punctuation that is used to mark speech.  Identify synonyms for said.	Narrative writing - Adventure stories set in desert.  Understand paragraphs as a way to group related material.  <u>Phase 2: Understanding as a writer.</u> Plan a narrative.  <u>Phase 3: Composition.</u> Write an effective	Christmas poetry.  <u>Phase 1: Hook and understanding as a reader.</u>  Listen to Christmas advert. Identify features of poetry,  <u>Phase 2 - Understanding as a Writer</u> Use rhyming couplets and festive vocabulary to describe images.

	vocabulary and conjunctions.  <b>Phase 2:</b> <b><u>Understanding as a writer.</u></b> Understand and use similes.	Write the first draft of a setting description.  Edit and improve.	<b>wider range of conjunctions, including when, if, because, although.</b>  <b>Phase 1: Hook and understanding as a reader.</b> Compare a persuasive leaflet to a non-persuasive leaflet and identify which features entice the reader.  <b>Phase 2: Understanding as a writer.</b> Identify the features of a persuasive leaflet.  Identify use of exaggeration a persuasive leaflet.  Use a range of clauses in persuasive sentences.	Use figurative language effectively in persuasive sentences.  Plan a persuasive leaflet.  <b>Phase 3: Composition.</b> Write a persuasive leaflet for visiting a desert holiday.  <b>Assessment Indicator</b> <i>Organise paragraphs around a theme. Use broad and varied conjunctions to extend sentences.</i>	different points in a text.  Use ambitious vocabulary effectively in descriptive sentences using figurative language  <b>Phase 2: Understanding as a writer.</b> Recognising direct speech within narrative.	<b>Phase 2: Understanding as a writer.</b> Write effective dialogue for narrative.	adventure story.  <b>Assessment Indicator</b> <i>Use inverted commas to accurately mark direct speech.</i>	<b>Phase 3: Composition.</b> Write a poem for a Christmas advert.
<b>Tier Two Vocabulary</b>	Arid Desolate Barren Isolated Sweltering Abrasive		Delectable Exclusive Exhilarating Idyllic Lavish Mesmerising Navigate Unparalleled	Weary Poised Coiled Tentatively Expedition Treacherous Fatal.				
<b>Mathematics Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Fractions</b>	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)	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)	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)	<b>Multiplication and Division</b>  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Using arrays, 10 frames and number lines to find	<b>Multiplication and Division</b>  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  Write and calculate mathematical statements for	<b>Multiplication and Division</b>  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence	<b>Multiplication and Division</b>  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence	<b>Multiplication and Division</b>  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence

<p><b>Measurement</b> -Geometry <b>Properties of shapes</b> -Geometry <b>Position and Direction</b></p>	<p>Variety of toolkit activities to practise +- with bridging.</p> <p>Count in tens from a three-digit number</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Counting forwards and back using counting stick.</p>	<p>Variety of toolkit activities to practise +- with bridging and linked to money and measures</p> <p>Count in tens from a three-digit number</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Will the number appear in the sequence?</p>	<p>Deeper thinking activities to extend reasoning and problem solving when +- with bridging</p> <p>Count from 0 in multiples of 2, 3, 4, 5 and 10</p> <p>Identify rules for multiples of 2, 3, 4, 5 and 10 and use these to sort numbers.</p>	<p>multiplication and division facts</p> <p>Count from 0 in multiples of 2, 3, 4, 5 and 10</p> <p>What could the sequence be when you are given 2 numbers in that sequence?</p>	<p>multiplication and division using the multiplication tables that they know,</p> <p>Toolkit activities to practise fluency of recall of times tables and division facts.</p> <p>To be able to double and halve numbers up to 100.</p> <p>Doubling and halving numbers to 20.</p>	<p>problems in which in objects are connected to m object.</p> <p>Toolkit and deeper thinking.</p> <p>Solve range of problems linked to money and measure</p> <p>To be able to double and halve numbers up to 100.</p> <p>Doubling multiples of 5 and 10.</p>	<p>problems in which in objects are connected to m object.</p> <p>Toolkit and deeper thinking.</p> <p>Solve range of problems linked to scaling through money and measure.</p> <p>To be able to double and halve numbers up to 100.</p> <p>Doubling numbers when both digits are less than 5.</p>	<p>problems in which in objects are connected to m object.</p> <p>Toolkit and deeper thinking.</p> <p>Solve range of problems linked to scaling through money and measure.</p> <p>To be able to double and halve numbers up to 100.</p> <p>Doubling numbers when one digit is 5 or more.</p>
<p><b>Science</b> -Working Scientifically <b>to observe, connect, respond</b> -Biology -Chemistry -Physics</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Ask and answer relevant questions.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Identifying, grouping and classifying.</p> <p><u>Pre-assessment questions</u></p> <p>Using microscopes, sort and classify rocks based on their appearance and simple properties.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Identify formation of different types of rocks. Using scientific language compare and contrast rocks.</p> <p><u>Assessment Indicator</u></p> <p>Classify rocks in a range of ways using scientific vocabulary.</p>	<p>Ask and answer relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests reporting on findings from enquiries.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>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><u>Assessment Indicator</u></p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Set up simple practical enquiries, reporting on findings from enquiries.</p> <p>Identifying, grouping and classifying.</p> <p>Identifying how fossils are made - Fossil hunters investigation (create a fossil)</p> <p><u>Assessment Indicator</u></p> <p>Explain how a fossil is formed.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Set up simple practical enquiries, reporting on findings from enquiries.</p> <p>Identifying how fossils are made - Fossil hunters investigation (Excavate a fossil)</p> <p><u>Assessment Indicator</u></p> <p>Show understanding of how fossils were formed.</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Soil Formation Recognise that soils are made from rocks and organic matter.</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><u>Assessment Indicator</u></p> <p>Explain that soils are made from rocks</p>	

	<p>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>Name some types of rock and give physical features of each.</p>	<p>Test properties of rocks.</p> <p>Name some types of rock and give physical features of each.</p>				<p>and also contain living/dead matter. 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 Celebrating difference.</p> <p>Families.</p> <p>Understand that everybody's family is different and important to them. 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. Know how to calm myself down and can use the 'solve it together' technique.</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. Know what it means to be a witness to bullying. Know some ways of helping to make someone who is bullied feel better. World kindness day.</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. Know that witnesses can make the situation better or worse by what they do. Problem-solve a bullying situation with others.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying.</p> <p>Know that words can be used in hurtful ways (gay, fat) Recognise that some words are used in hurtful ways. Try hard not to use hurtful words (e.g. Gay, fat).</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. Tell you about a time when my words affected someone's feelings and what the consequences were. Give and receive compliments and know how this feels.</p> <p><b><u>Assessment Indicator</u></b> 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. Tell you how being involved with a conflict makes me feel and can offer strategies to help</p>

								<i>the situation. e.g Solve It Together or asking for help.</i>
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Develop movement skills to lose a defender.</b> To develop confidence and accuracy when tracking a ball.  Outdoor PE-Hockey <b>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</b> To develop sending the ball with a push pass.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Develop movement skills to lose a defender.</b> To develop confidence and accuracy when tracking a ball.  Outdoor PE-Hockey <b>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</b> To develop sending the ball with a push pass.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</b> To explore and develop a variety of throwing techniques.  Outdoor PE-Hockey <b>Develop using space as a team.</b> To develop receiving the ball.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</b> To explore and develop a variety of throwing techniques.  Outdoor PE-Hockey <b>Explore dribbling the ball abiding by the rules of the game under some pressure.</b> To develop dribbling using the reverse stick (Indian dribble).	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</b> To develop catching skills using one and two hands.  Outdoor PE-Hockey <b>Develop using space as a team.</b> To develop moving into space after passing the ball.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Explore dribbling the ball abiding by the rules of the game under some pressure.</b> To develop dribbling a ball with hands.  Outdoor PE-Hockey <b>Know my role as an attacker and defender.</b> To use an open stick tackle to gain possession.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Explore dribbling the ball abiding by the rules of the game under some pressure.</b> To use tracking, sending and dribbling skills with feet.  Outdoor PE-Hockey <b>Know my role as an attacker and defender.</b> To apply defending and attacking principles and skills in a hockey tournament.	<b>GETSET4PE SOW</b> Indoor PE- Ball skills  <b>Explore dribbling the ball abiding by the rules of the game under some pressure.</b> To use tracking, sending and dribbling skills with feet.  Outdoor PE-Hockey <b>Know my role as an attacker and defender.</b> To apply defending and attacking principles and skills in a hockey tournament.  <u><b>Assessment Indicator</b></u> <i>Apply invasion game and ball skills within a tournament.</i>
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	<b>Creating Media - Desktop publishing.</b>  <b>Add content to a desktop publishing publication.</b> How to carry out internet searches ensuring pictures found are relevant.  Copy and paste pictures onto pages of a powerpoint - Be able to resize and move them about.	<b>Creating Media - Desktop publishing.</b>  <b>Add content to a desktop publishing publication.</b> Creating text boxes and adding information about the pictures saved from the previous week.  Use the red and blue lines to help them decide when to edit for spelling and grammar.	<b>Creating Media - Desktop publishing.</b>  <b>Recognise how text and images convey information.</b>  <b>Recognise that text and layout can be edited.</b> Adding and editing text to a PowerPoint slide.  Titles and main body text - using editing shortcut buttons.  <u><b>Assessment Indicators</b></u>	<b>Creating Media - Desktop publishing.</b>  <b>Recognise how text and images convey information.</b>  <b>Recognise that text and layout can be edited.</b> Adding and editing text to a PowerPoint slide.  Titles and main body text - using editing shortcut buttons  <u><b>Assessment Indicators</b></u>	<b>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>	<b>Creating Media - Desktop publishing.</b>  <b>Choose appropriate page settings.</b> Adding animations and slide transitions to a PowerPoint.  Choosing a design to best compliment their content.	<b>Creating Media - Desktop publishing.</b>  <b>To be able to create short cuts within a powerpoint.</b> Creating a contents page at start of powerpoint. Then using shortcuts from this page to each of the pages in their powerpoint and back to the menu.	<b>Creating Media - Desktop publishing.</b>  <b>Consider how Different layouts can suit different purposes.</b>  <b>Consider the benefits of desktop publishing.</b> Share and evaluate our PowerPoints, considering why desktop publishing is a useful tool.  <u><b>Assessment Indicators</b></u>

		<p><u>Assessment Indicator</u> Paste text and images.</p>	<p>Change font style, size, and colours for a given purpose. To know that text can be changed to communicate more clearly.</p>	<p>Change font style, size, and colours for a given purpose. Know that text can be changed to communicate more clearly.</p>				<p>Compare work made on desktop publishing and by hand. Explain why desktop publishing might be useful.</p>
<p><b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major EQ- What is a desert?  Understand characteristics of deserts and how people use them. Understand the typical characteristics of a desert.</p>	-	<p>Major EQ- What can we find in a desert?  Identify some human and physical features of deserts. Describe physical features of deserts.  <u>Assessment Indicator:</u> Describe &amp; understand key aspects of physical geography, including rivers, mountains and deserts.</p>	<p>Major EQ- Is there evidence of rock erosion in Cheadle?  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs.  Identify erosion of sedimentary rock in Cheadle.</p>	<p>Major Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major EQ- Is there evidence of rock erosion in Cheadle?  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs.  Follow up activities from the fieldwork. What do our findings tell us?</p>	<p>Major EQ- How do people use the desert?  Understand characteristics of deserts and how people use them. Understand different ways that people use deserts  <u>Assessment Indicator:</u> Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p>	<p>Major EQ- Are deserts in growing?  Understand characteristics of deserts and how people use them. Understand some threats and dangers of deserts.</p>
<p><b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication</p>		<p>Minor EQ- Who do we remember?  Ask valid questions for enquiries and answer using a number of sources.  Identify primary and secondary sources - artefacts, books, internet. Explore primary and secondary sources</p>			<p>Minor Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>			<p>Minor EQ- Who do we remember?  Ask valid questions for enquiries and answer using a number of sources.  Identify primary and secondary sources - artefacts, books, internet. Football at Christmas - How</p>

		from our local area and discuss what this can teach us about who we remember.						does this remind us about who we remember?  <b><u>Assessment Indicator</u></b> <i>Can make deductions from different sources e.g. text/picture/object based on what is included.</i>
<b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living	-	<b>EXPRESSING</b> Why are festivals important to religious communities?  Consider what is worth celebrating and remembering in religious communities and in their own lives Discuss what things are worth celebrating.  Baselining activity- Concept map of prior knowledge.	<b>EXPRESSING</b> Why are festivals important to religious communities?  Make connections between stories, symbols and beliefs during Hindu festivals.  Consider what matters most to Hindus during festivals. Explore the meaning behind the story of Rama and Sita and its significance to Hindus.  <b><u>Assessment Indicators</u></b> <i>Retell the story of Diwali and describe the meaning behind it. Name the key features of the festival of Diwali and interpret their meaning - Cleaning, Diya lamps, Rangoli patterns.</i>	<b>EXPRESSING</b> Why are festivals important to religious communities?  Make connections between stories, symbols and beliefs during Jewish festivals.  Consider what matters most to Jewish believers during festivals. Explore the meaning behind the story of Passover/Pesach and its significance to Jewish people.  <b><u>Assessment Indicators</u></b> <i>Describe the meaning of the story of Pesach/Passover. Describe how Jewish people express the meaning of Pesach through symbols, actions and rituals.</i>	<b>EXPRESSING</b> Why are festivals important to religious communities?  Make connections between stories, symbols and beliefs during Muslim festivals.  Consider what matters most to Muslims during festivals. Explore how Muslims express the meaning of Eid through symbols, actions and rituals and their significance.  <b><u>Assessment Indicators</u></b> <i>Describe the meaning of the story of Eid Ul Fitr Describe how Muslims express the meaning of Eid through symbols, actions and rituals.</i>	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	<b>EXPRESSING</b> Why are festivals important to religious communities?  Consider what is worth celebrating and remembering in religious communities and in their own lives. Compare Christmas to a Hindu festival/ Passover.  <b><u>Assessment Indicators</u></b> <i>Note comparisons and similarities of how different festivals are celebrated within different traditions Christmas and Holy Week.</i>	<b>EXPRESSING</b> Why are festivals important to religious communities?  Consider what is worth celebrating and remembering in religious communities and in their own lives. Compare Christmas to Eid. P4C.  <b><u>Assessment Indicators</u></b> <i>Note comparisons and similarities of how different festivals are celebrated within different traditions Christmas and Holy Week.</i>

<p><b>French</b>  <b>-Listening</b>  <b>-Speaking</b>  <b>-Reading</b>  <b>-Writing</b>  <b>-Intercultural Understanding</b></p>	<p><b>Catherine Cheater SOW</b></p> <p>Listen and respond to simple conversations, rhymes, stories and songs.  <i>Comment ça s'écrit? Colours 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><b>Catherine Cheater SOW</b></p> <p>Listen and respond to simple conversations, rhymes, stories and songs.  1,2,3 bleu, vert, jaune. <i>C'est de quelle couleur?</i> (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><b>Catherine Cheater SOW</b></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.  Numbers 1,2 3, 4 - 5 - 6; colours <i>rose</i> and <i>noir</i> (7).</p>	<p><b>Catherine Cheater SOW</b></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.  Numbers 1,2 3, 4 - 5 - 6; colours <i>rose</i> and <i>noir</i> (7).</p>	<p><b>Catherine Cheater SOW</b></p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i>  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 and adjectives. (Colours)  Voici, et, un renne, le Père Noël, un chat, un chien, un sapin, un cadeau, zéro. (8)</p> <p>Begin to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i>  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 and adjectives. (Colours)  Un bonhomme de neige (9)</p> <p>Voici  Je veux</p> <p>Continue to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i>  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.  Joyeux Noël (10)</p> <p>Continue to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i>  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.  Joyeux Noël (10)</p> <p><b>Assessment Indicators</b>  Perform French Xmas song - vocabulary for clothes for Father Christmas.</p>
<p><b>Art and Design</b>  <b>-Structuring and Creating</b>  <b>-Art Elements</b>  <b>-Evaluate and Appraise</b></p>	<p><b>Art-</b> Know how to use sketches to make a final piece of Art.  Create Christmas inspired art.</p>	<p>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.</p>	<p>Cut, shape and join different materials with accuracy.</p> <p>Select the most appropriate tools and techniques for tasks.  Practise sewing stitches.</p>	<p>Cut, shape and join different materials with accuracy.</p> <p>Select the most appropriate tools and techniques for tasks.  Practise sewing stitches.</p>	<p>Choose textiles for both suitability and appearance.</p> <p>Generate ideas and designs to meet a range of different needs and users, proving that they may follow some set criteria.</p>	<p>Choose textiles for both suitability and appearance.</p> <p>Cut, shape and join different materials with accuracy.</p> <p>Make functional products.</p>	<p>Choose textiles for both suitability and appearance.</p> <p>Cut, shape and join different materials with accuracy.</p> <p>Make functional products.</p>	<p>Reflect on the design process and make improvements including aesthetics.</p> <p>Evaluate own work and the work of others based on the aesthetic of the finished</p>



<p><b>Design and Technology</b>  <b>-Design</b>  <b>-Make</b>  <b>-Evaluate</b>  <b>-Food Technology</b></p>		<p>Evaluate Christmas decorations (Animal theme)  Discuss significant individual Virgil Abloh.</p>			<p>Design Owl Christmas decoration.</p>	<p><b>Measure accurately to make cuts and holes.</b>  Make Owl Christmas decoration.</p> <p><b><u>Assessment Indicator:</u></b>  <i>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</i>  <i>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</i></p>	<p><b>Measure accurately to make cuts and holes.</b>  Make Owl Christmas decoration.</p>	<p><b>product and in comparison to the original design.</b>  Evaluate decoration</p> <p><b><u>Assessment Indicator</u></b>  <i>Test their product against the original design criteria and with the intended user.</i></p>
<p><b>Music</b>  <b>-Listen and Appraise</b>  <b>-Singing</b>  <b>-Instruments</b>  <b>-Improvisation</b>  <b>-Composition</b></p>		<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Performance</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p> <p><b><u>Assessment Indicators</u></b>  <i>Find the beat of the music and demonstrate it through clapping and/or movement.</i>  <i>Talk about why they like or dislike the</i></p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p>

							<i>music, and sharing their thoughts and feelings about it. Begin to play simple chords on the ukulele.</i>	
<b>Outdoor Learning Opportunities</b>	<b>Minor: (Literacy)</b> Explore rocks and soils.	<b>Major: (Reading)</b> Retrieval scavenger hunt.	<b>Minor: (RVB)</b> Diwali chalk art.	<b>Major: (Geography)</b> Identify types of rocks and erosion in the local area.	<b>Minor: (French)</b> Match Christmas noun relay.	<b>Minor: (History)</b> Sticky knowledge activities.	<b>Minor: (Science)</b> Soil investigation.	<b>Minor: (Reading)</b> Share Christmas stories.
<b>Enhancements Visits and Visitors</b>				Fieldwork to identify rock types and erosion of sedimentary rock in Cheadle.				
<b>Parental Engagement</b>		Parent Forum 06.11.24 Parent Consultation Meetings 06.11.24 and 07.11.24 3.40 - 5.50pm	14.11.24 Parent participation World Kindness Day learning	Well Being and Inclusion Fair to support you to help your children 20.11.24 2.15pm			LKS2 Christmas Production 10.12.24 2:15pm 12.12.24 9:30am	
<b>Whole School and National Events</b>	Halloween 31.10.24 Diwali 1.11.24	Outdoor learning day 07.11.24	Anti-Bullying Week 11.11.24 World Kindness Day 13.11.24 Children in Need 15.11.24		Flu Vaccinations 26.11.24 National No Pens Day 27.11.24		Christmas Lunch 11.12.24 Christmas Jumper Day for Save the Children 13.12.24	Staff Member for the Day 17.12.24 FOM Santa Dash 18.12.24 Christmas Parties 20.12.24 FOM Christmas Hamper Reveal

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.