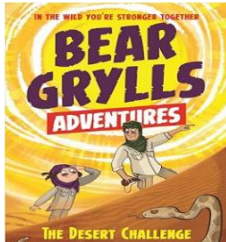
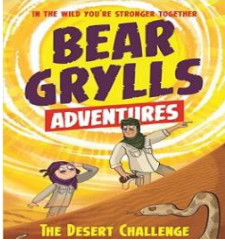
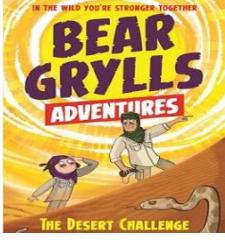
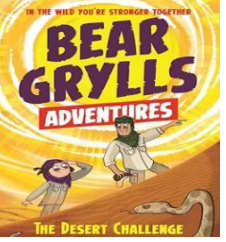
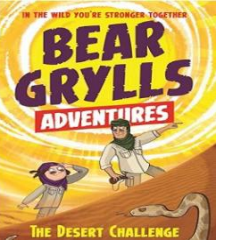






Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2025
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 03.11	Week 2 Wk Beg 10.11	Week 3 Wk Beg 17.11	Week 4 Wk Beg 24.11	Week 5 Wk Beg 01.12	Week 6 Wk Beg 08.12	Week 7 Wk Beg 15.12
Biq Question	What makes a desert, a desert?						
Connected Concepts	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
Book Studies	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 	The Desert Challenge By Bear Grylls 
Children steering learning....	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 coldest desert in the world? Do humans use deserts for anything?						
English Reading -Word reading Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Setting description Beginning to show an understanding of writing in different genres, purposes and for audiences. <u>Phase 1: Hook and Understanding as a Reader</u> Explore the setting of deserts using the five senses.	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Setting description Understand paragraphs as a way to group related material. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Setting description Understand paragraphs as a way to group related material. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Begin to assess the	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Non- Chronological Report Beginning to show an understanding of writing in different genres, purposes and for audiences. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Non- Chronological Report Begin to use apostrophes for possession. <u>Phase 2:</u> <u>Understanding as a</u> <u>writer.</u> Identify and use apostrophe for possession. Understand and use formal tone.	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Non- Chronological Report Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work. Beginning to show an understanding of writing in different genres, purposes and for audiences. <u>Phase 3: Composition</u>	Whole Class Text - The Desert Challenge by Bear Grylls Text Focus - Poetry Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work. <u>Phase 2:</u> <u>Understanding as a</u> <u>writer.</u> Identify pairs of tier II vocabulary and rhyming words.

	<p>Phase 2: <u>Understanding as a writer.</u> Children select, generate and use appropriate vocabulary and conjunctions.</p>	<p>Phase 2 - <u>Understanding as a Writer</u> Understand and use similes. Use similes, fronted adverbials and Tier II vocabulary in a mini write for a setting description. Use coordinating conjunctions and synonym echoes to extend sentences and to improve cohesion.</p>	<p>effectiveness of their own and others' writing and suggest improvements through editing work. <u>Phase 3: Composition.</u> Plan a setting description. Write a setting description for a desert. Revise, edit and Publish a setting description <u>Assessment Indicator</u> <i>Organise paragraphs around a theme. Use broad and varied conjunctions to extend sentences.</i></p>	<p>Phase 1: <u>Hook and Understanding as a Reader</u> Children receive a letter from Sophie from the story, asking them to explain key features of a desert and tips for survival. <u>Phase 2: Understanding as a writer.</u> Select and generate and use appropriate vocabulary and conjunctions. Study features of a non-chronological report. Use techniques like sentences threading to extend ideas and build cohesion.</p>	<p>Write a mini non-chronological report about bones. Improve a WABOLL Plan a Non-Chronological report.</p>	<p>Write a non-chronological report. Edit, revise and publish a non-chronological report. <u>Phase 1: Hook and Understanding as a reader.</u> Watch Twas the Night Before Christmas <u>Phase 2: Understanding as a writer.</u> Identify the features of Tankas, Limericks and Haikus.</p>	<p>Write sentences effective description and imagery. <u>Phase 3: Composition.</u> Write their own Tankas, Haikus and Limericks describing the journey of a river. Edit and improve our poems, identifying ways to improve the effectiveness of our own and others' work.</p>
Tier Two Vocabulary	Parched Desolate Barren Isolated Scorching Abrasive			Fatal Venomous Gargantuan Vast Sparse Arid		Nestled Swirling Snow-capped Glistening Tranquil Magical	
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement	Addition and Subtraction 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 Use practical and images to solve addition and	Addition and Subtraction 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 Variety of toolkit activities to practise +- with bridging.	Addition and Subtraction Add any multiple of ten (e.g. 140) as 100 and tens to a three-digit number Subtract any multiple of ten (e.g. 140) as 100(s) and tens from a three-digit number Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10	Multiplication and Division Recall and use multiplication facts for x3, 4 and 8 Recall and use division facts for x3, 4 and 8. Using arrays, 10 frames and number lines to find multiplication and division facts. Count from 0 in multiples of 4, 8, 50 and 100	Multiplication and Division Recall and use multiplication facts for x3, 4 and 8 Recall and use division facts for x3, 4 and 8. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,	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.	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. Deeper thinking and reasoning.

-Geometry Properties of shapes -Geometry Position and Direction	subtraction with bridging. Count from 0 in multiples of 4, 8, 50 and 100. Maze me sequences.	Count from 0 in multiples of 4, 8, 50 and 100 Counting forwards and back using counting stick. <u>Assessment Indicators</u> Add and subtract numbers mentally, including: -a three-digit number and ones. -a three-digit number and tens. -a three-digit number and hundreds. Count from 0 in multiples of 4, 8, 50 and 100. Identify rules for multiples of 2, 3, 4, 5 and 10 and use these to sort numbers.	Deeper thinking activities to extend reasoning and problem solving when +- with bridging <u>Assessment Indicators</u> Add and subtract numbers mentally, including: -a three-digit number and ones. -a three-digit number and tens. -a three-digit number and hundreds. Count from 0 in multiples of 4, 8, 50 and 100. Identify rules for multiples of 2, 3, 4, 5 and 10 and use these to sort numbers.	What could the sequence be when you are given 2 numbers in that sequence?	Toolkit activities to practise fluency of recall of times tables and division facts. Double any two-digit number (and understand the relationship to x2) Halve any two-digit number (and understand the relationship to ÷ 2) Doubling and halving numbers to 20.	Solve range of problems linked to money and measure Double any two-digit number (and understand the relationship to x2) Halve any two-digit number (and understand the relationship to ÷ 2) Doubling multiples of 5 and 10.	Solve range of problems linked to scaling through money and measure. Double any two-digit number (and understand the relationship to x2) Halve any two-digit number (and understand the relationship to ÷ 2) Doubling numbers when both digits are less than 5.
Retrieval work through maths rehearsal sequence	+- bonds to 20 no bridging - Model.	+- bonds to 20 no bridging - practise	+- bonds to 20 no bridging - practise	+- bonds to 20 no bridging - fluency	+- bonds to 20 no bridging - fluency	+- bonds to 20 no bridging - application	+- bonds to 20 no bridging - 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. 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) Research using secondary sources	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. Create a model skeleton to help explain how bones protect the body with examples.	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. Create a model of an elbow joint using split pins, elastic bands and card. Explain how bones and muscles work together to enable movement	Animals including Humans <u>Sticky Knowledge</u> Acquire and Apply Use a concept cartoon to discuss what would happen to humans if they did not have a skeleton. Show understanding of how bones and muscles support, protect and enable the body to move in a non-chronological report.	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.

<p>Personal, Social, Health and Economic Education</p> <p>-Relationships</p> <p>-Health and Well-Being</p> <p>-Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	-	<p>PSHEE Jigsaw SOW Celebrating difference</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>Know some ways of helping to make someone who is bullied feel better.</p> <p>(PC-Sexual Orientation)</p>	<p>PSHEE Jigsaw SOW Celebrating difference</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 worse by what they do.</p> <p>Problem-solve a bullying situation with others.</p> <p><u>Assessment Indicator</u> Explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions.</p> <p>(BV-Mutual respect and Tolerance)</p>	<p>PSHEE Jigsaw SOW Celebrating difference</p> <p>Know that words (associated with difference) can be used in hurtful ways (gay, fat).</p> <p>Recognise that some words are used in hurtful ways.</p> <p>Try hard not to use hurtful words (e.g. Gay, fat).</p> <p>(PC-Sexual Orientation)</p>	<p>PSHEE Jigsaw SOW Celebrating difference</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 feelings and what the consequences were.</p> <p>Give and receive compliments and know how this feels.</p> <p>(BV-Mutual respect and Tolerance)</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Everyone's family is different and important to them, however that differences and conflicts can occur within a family.</p> <p>Appreciate my family/the people who care for me.</p> <p><u>Assessment Indicator</u> 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.</p> <p>(BV-Mutual respect and Tolerance)</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Differences and conflicts can occur within a family</p> <p>Know how to calm myself down and can use the 'solve it together' technique.</p> <p><u>Assessment Indicator</u> Explain how being involved with a conflict makes me feel and can offer strategies to help the situation together or asking for help.</p> <p>(BV-Mutual respect and Tolerance)</p>
<p>Physical Education</p> <p>-Gymnastics</p> <p>-Dance</p> <p>-Games</p> <p>-Athletics</p> <p>-Swimming</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Dribble a ball with hands and feet with control.</p> <p>Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p> <p>To develop dribbling skills with hands and feet.</p> <p>Outdoor PE-Hockey</p> <p>Explore sending and receiving abiding by the rules of the game.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Catch a range of objects with increasing consistency.</p> <p>To develop tracking and catching skills.</p> <p><u>Assessment Indicators</u> Catch different sized objects with increasing consistency with two hands.</p> <p>Outdoor PE-Hockey</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Send a ball with accuracy and increasing consistency to a target.</p> <p>To develop tracking and throwing skills.</p> <p><u>Assessment Indicators</u> Throw with accuracy and increasing consistency to a target.</p> <p>Outdoor PE-Hockey</p> <p>Develop movement skills to lose a defender.</p> <p>To develop decision making in attack.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Know to move my feet to the ball.</p> <p>To develop tracking and kicking skills.</p> <p>Outdoor PE-Hockey</p> <p>Know my role as an attacker and defender.</p> <p>To understand the role of a defender.</p> <p><u>Assessment Indicators</u> Understand their role as an attacker and as a defender.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Track a ball not sent directly.</p> <p>To track a ball that is not sent directly to me.</p> <p><u>Assessment Indicators</u> Track the path of a ball that is not sent directly to me.</p> <p>Outdoor PE-Hockey</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>To apply tactics to small sided games.</p>	-	<p>Get Set 4 PE SOW</p> <p>Indoor PE- Ball skills</p> <p>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>To apply sending and receiving skills in games.</p> <p>Outdoor PE-Hockey</p> <p>Develop tracking opponents to limit their scoring opportunities.</p> <p>Know the rules of the game and begin to apply them.</p>

	<p>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To send and receive with some control.</p>	<p>To move safely and with control when in possession.</p> <p><u>Assessment Indicators</u> <i>Dribble, pass, receive and shoot the ball with some control.</i></p>			<p><u>Assessment Indicators</u> <i>Begin to use simple tactics.</i></p>		<p>To apply rules, skills and tactics to play in a tournament.</p> <p><u>Assessment Indicators</u> <i>Learn the rules of the game and begin to use them honestly.</i></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	-	<p>Creating Media - Desktop publishing.</p> <p>Recognise how text and images convey information. Give advantages and disadvantages of using text, images, emojis or both text, images and emojis to communicate messages effectively online.</p>	<p>Creating Media - Desktop publishing.</p> <p>Recognise that text and layout can be edited. Make careful choices regarding font size, colour. The use of the Return, Backspace, and Shift keys will be explored.</p> <p><u>Assessment Indicators</u> <i>Know that text can be changed to communicate more clearly. Change font style, size, and colours to convey information for a given purpose.</i></p>	<p>Creating Media - Desktop publishing.</p> <p>Choose appropriate page settings. Create own template on ppt or publisher, which they will add content to during the next lesson.</p> <p><u>Assessment Indicators</u> <i>Understand the term page orientation and can choose a suitable layout for a purpose paste text and images.</i></p>	<p>Creating Media - Desktop publishing.</p> <p>Add content to a desktop publishing publication. Adding images and content to their own template.</p> <p><u>Assessment Indicators</u> <i>Choose the best location for content and make changes to layout after it has been added.</i></p>	<p>Creating Media - Desktop publishing.</p> <p>Consider how different layouts can suit different purposes. Look at a range of page layouts and begin to think about the purpose of each of these.</p>	<p>Creating Media - Desktop publishing.</p> <p>Consider the benefits of desktop publishing. Think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.</p> <p><u>Assessment Indicators</u> <i>Compare work made on desktop publishing and by hand and explain why desktop publishing might be useful.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major What is a desert?</p> <p>Understand characteristics of deserts and where deserts are located. Understand the typical characteristics of a desert.</p> <p><u>Assessment Indicator:</u> <i>Give reasons for the location of deserts.</i></p>	-	<p>Major What can we find in a desert?</p> <p>Identify some physical features of deserts. Describe physical features of deserts.</p> <p><u>Assessment Indicator:</u> <i>Describe & understand key aspects of physical geography, including rivers, mountains and deserts.</i></p>	<p>Major <u>Sticky Knowledge</u> Acquire and Apply <i>Is there evidence of rock erosion in Cheadle?</i> <i>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.</i></p>	<p>Major Is there evidence of rock erosion in Cheadle?</p> <p>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.</p>	<p>Major How do people use the desert?</p> <p>Understand characteristics of deserts and how people use them. Understand different ways that people use deserts.</p> <p><u>Assessment Indicator</u> <i>Describe key aspects of human geography including types of</i></p>	<p>Major Are deserts in growing?</p> <p>Understand characteristics of deserts and how people use them. Understand some threats and dangers of deserts.</p>

	Locate given locations using maps, globes and atlases. Begin to use an atlas to find places using the index and contents.			Identify erosion of sedimentary rock in Cheadle.	Analyse and understand results from fieldwork.	settlement and land use, economic activity and the distribution of some natural resources of the countries studied.	
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Minor Source Enquiry Who do we remember on Remembrance Day? Identify primary sources and interpretations - artefacts, books, and internet. Introduce Remembrance Day and explain what people remember on this day. Explore primary and secondary sources from our local area and identify whether they are primary sources or interpretations (secondary sources). Create a poppy for the Act of Remembrance commemoration at school. (BV-Individual Liberty)	Minor Source Enquiry Who do we remember on Remembrance Day? Ask valid questions for enquiries and answer using a number of sources. What information do we get from the different sources? Explore sources about a local soldier, ask and answer questions. Create a plaque for the local soldier. <u>Assessment Indicators</u> Can ask a question and extract simple information from text/pictures/objects showing basic comprehension. (BV-Individual Liberty)					
Religious Education, Beliefs and Values -Believing -Expressing -Living	EXPRESSING 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-	EXPRESSING Why are festivals important to religious communities? Explore stories, symbols and beliefs during Hindu festivals Explore what matters most to Hindus during festivals. Explore the meaning behind the story of	EXPRESSING Why are festivals important to religious communities? Explore stories, symbols and beliefs during Jewish festivals. Explore what matters most to Jewish believers during festivals.	EXPRESSING Why are festivals important to religious communities? Explore stories, symbols and beliefs during Muslim festivals Explore what matters most to Muslims during festivals Explore how Muslims express the meaning of	EXPRESSING Why are festivals important to religious communities? Sticky Knowledge Explore stories, symbols and beliefs during Christian festivals Visit to St. Cuthbert's Church <u>Assessment Indicators</u>	EXPRESSING Why are festivals important to religious communities? Explore stories, symbols and beliefs during Christian festivals Explore what matters most to Christians during festivals. Follow up from visit to Rev. Ian Chidlow and	EXPRESSING Why are festivals important to religious communities? Consider what is worth celebrating and remembering in religious communities and in their own lives. P4C - Can the real meaning of a festival be preserved, or do the shops and shopping

	Complete baseline tasks	Rama and Sita and its significance to Hindus. (BV-Mutual respect/Tolerance) (PC-Religion)	Explore the meaning behind the story of Passover/Pesach and its significance to Jewish people. (BV-Mutual respect/Tolerance) (PC-Religion)	Eid through symbols, actions and rituals and their significance. (BV-Mutual respect/Tolerance) (PC-Religion)	Recall the story of Ramadan/Eid, Diwali, Pesach and detail at least one meaning behind them. Describe at least two ways believers express the meaning of religious festivals through symbols, actions and rituals. (BV-Mutual respect/Tolerance) (PC-Religion)	St. Cuthbert's Church. Explore the meaning of Christmas and its significance to Christians.	always take over? or Should these festivals be a day off for people in the UK? <u>Assessment Indicators</u> Make at least two connections between the celebrations studied. Discuss the deeper meaning of festivals and celebrations e.g Can goodness free people from slavery? (BV-Individual Liberty)
French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW Speaking and Listening Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Teach finger rhyme 'Monsieur and Madame Pouce. Play listening and responding game for numbers 1-6.	Catherine Cheater SOW Speaking and Listening Say and repeat single words and short simple phrases. Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir. Recap 1-6 and colours Teach new vocabulary un chat, un chien and un renne. <u>Assessment Indicators</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 Speaking and Listening Know how to say short sentences using known conjunction 'et' Recap un chat, un chien and un renne add et and voici. Create sentences using these words 'Voici un chien et un renne.' <u>Assessment Indicators</u> Can say a short sentence using known nouns e.g. Voici un chat et un cadeau.	Catherine Cheater SOW Reading Can recognise and read out a few familiar words and phrases. Teach le Père Noel, un sapin and un cadeau. Build sentences verbally using all the vocabulary they have learned in Lesson 8 and 9.	Catherine Cheater SOW Reading Understand some familiar written words and short phrases. Recap the vocabulary and add new vocabulary un bonhomme de neige. <u>Assessment Indicators</u> Read and understand some familiar written words and short phrases e.g. Voici un stylo et une gomme.	Catherine Cheater SOW Writing With scaffolds, write some familiar written words and short phrases e.g. Voici un stylo et une gomme. Revise all the vocabulary and use images or draw images to 'read' then record in French book. <u>Assessment Indicators</u> Write a sentence from memory using visual prompts or mime from partner e.g. Voici une gomme et un stylo.	Catherine Cheater SOW Reading Understand the gist of stories and songs, using visual cues and context to support. Intercultural Understanding Compare traditions and cultures from traditional British festivals with other cultures. Read through French story 'Silence, Pere Noel' and sing traditional song 'Mon Beau Sapin'
Art and Design -Structuring and Creating -Art Elements	Art- Know how to use sketches to make a final piece of Art. Create Christmas inspired art for Christmas cards.	Major DT Textiles - 2D shape to 3D Product Evaluating Investigate a range of 3D textile products	Textiles - 2D shape to 3D Product Making Select and use a range of appropriate tools with some	Textiles - 2D shape to 3D Product Making Select and use a range of appropriate tools with some	Textiles - 2D shape to 3D Product Designing Generate realistic ideas through discussion and design	Textiles - 2D shape to 3D Product Making Plan the main stages of making.	Textiles - 2D shape to 3D Product Making Select and use a range of appropriate tools with some

<p>-Evaluate and Appraise</p> <p>Design and Technology</p> <p>-Design</p> <p>-Make</p> <p>-Evaluate</p> <p>-Food Technology</p>		<p>relevant to the project.</p> <p>Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p>Introduce significant individual Virgil Abloh.</p> <p>IEAs Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.</p>	<p>accuracy e.g. cutting, joining and finishing.</p> <p>Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances.</p>	<p>accuracy e.g. cutting, joining and finishing.</p> <p>Provide a range of fabrics - children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.</p>	<p>criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>DMEAs - Create a design brief, supported by the teacher, set within a context, which is authentic and meaningful. Discuss the intended user, purpose and appeal of their product. Create a set of design criteria. Sketch and annotate a range of possible ideas. Produce mock-ups and prototypes of their chosen product.</p>	<p>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>Assemble their product using their existing knowledge, skills and understanding from IEAs and FTs. Encourage children to think about the aesthetics and quality finish of their product.</p>	<p>accuracy e.g. cutting, joining and finishing.</p> <p>Evaluating</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Evaluate as the process is undertaken and the final product in relation to the design brief and criteria. The product should be tested by the intended user and for its purpose and others' views sought to help with identifying possible improvements</p>
<p>Music</p> <p>-Listen and Appraise</p> <p>-Singing</p> <p>-Instruments</p> <p>-Improvisation</p> <p>-Composition</p>	-	<p>Charanga Model Music Curriculum B</p> <p>Playing in a band</p> <p>What Stories Does Music Tell Us About the Past?</p> <p>Understanding Music</p> <p>Talk about the style of the music.</p> <p>Identify if a song is major or minor</p> <p>Singing</p> <p>Sing as part of a choir and in unison.</p> <p>Sing with awareness of following the beat.</p> <p>Song - Love wat we do</p>	<p>Charanga Model Music Curriculum B</p> <p>Playing in a band</p> <p>What Stories Does Music Tell Us About the Past?</p> <p>Understanding Music</p> <p>Talk about the style of the music.</p> <p>Identify if a song is major or minor</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>Singing</p> <p>Sing as part of a choir and in unison.</p>	<p>Charanga Model Music Curriculum B</p> <p>Playing in a band</p> <p>What Stories Does Music Tell Us About the Past?</p> <p>Understanding Music</p> <p>Identify if a song is major or minor</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>Improvising</p> <p>Explore improvisation within a major scale using the notes C,D,E,G,A (Recorder)</p> <p>Singing</p>	<p>Charanga Model Music Curriculum B</p> <p>Playing in a band</p> <p>What Stories Does Music Tell Us About the Past?</p> <p>Understanding Music</p> <p>Identify if a song is major or minor</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Improvising</p> <p>Explore improvisation within a major scale using the notes C,D,E,G,A (Recorder)</p>	<p>Christmas Production</p> <p>Singing</p> <p>Sing as part of a choir and in unison.</p> <p>Sing with awareness of following the beat.</p>	<p>Charanga Model Music Curriculum B</p> <p>Playing in a band</p> <p>What Stories Does Music Tell Us About the Past?</p> <p><u>Assessment Indicator</u></p> <p><i>Perform the Song - When The Saints Go Marchin' In</i></p> <p><i>Sing as part of a choir and in unison</i></p> <p><i>Sing the unit song from memory.</i></p> <p><i>Show awareness of following the beat.</i></p> <p><i>Sing expressively.</i></p>

			<p>Sing with awareness of following the beat Singing together - rehearsing songs for the Christmas performance</p>	<p>Sing as part of a choir and in unison. Sing with awareness of following the beat</p> <p>Continue to learn new notes on the recorder C and D..</p> <p>Singing together - rehearsing songs for the Christmas performance</p>	<p>Listening and appraising (When the Saints go marching in - New Orleans Jazz) Share thoughts and feelings about the music.</p> <p>Identify instruments that are playing. Continue to learn new notes on the recorder E.</p> <p>Singing together - rehearsing songs for the Christmas performance.</p>		
Outdoor Learning Opportunities	Major: (Reading) Retrieval scavenger hunt.	Minor: (RVB) Diwali chalk art.	Major: (Geography) Identify types of rocks and erosion in the local area.		Minor: (Geography) Sticky knowledge activities.		Minor: (French) Match Christmas noun relay.
Enhancements Visits and Visitors			Fieldwork to identify rock types and erosion of sedimentary rock in Cheadle 18.11.25		Visit to St Cuthbert's 04.12.25		
Parental Engagement		Parent Forum Parent Consultation Meetings 11.11.25 and 13.11.25 3.40pm-5.50pm				LKS2 Christmas Performance 09.12.25 2.15pm or 11.12.25 9.15am	
Whole School and National Events	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	Santa Dance-a-thon 17.12.25 Children's Christmas Party 18.12.25

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.