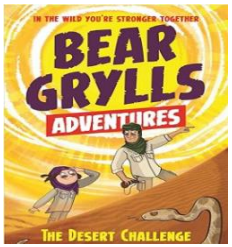
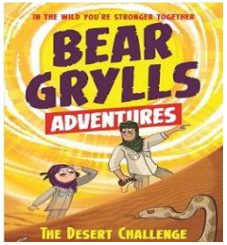
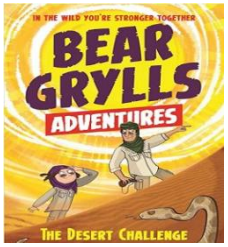
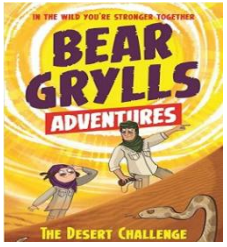
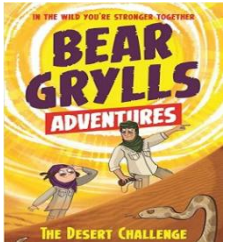
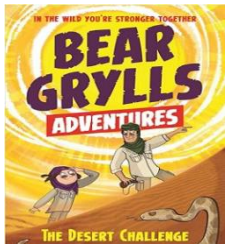
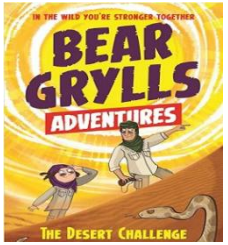
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Lower Key Stage 2 Year Group 3

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Biq Question	**What makes a desert, a desert?**						
Connected Concepts	**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**
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 which is the 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** Make predictions using the front cover, blurb and title of a text. Develop fluency when reading aloud and retrieve information at speed. **Text Focus - Setting description** **<u>Phase 1: Hook and Understanding as a reader.</u>**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. **Text Focus - Setting description** **<u>Phase 2 - Understanding as a writer.</u>**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use PE/PEE to make inferences based on the text. **Text Focus – Diary Recount** **<u>Phase 1: Hook and Understanding as a reader.</u>**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. **Text Focus – Non-chronological report** **<u>Phase 1: Hook and Understanding as a reader.</u>**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use PE/PEE to make inferences based on the text. **Text Focus – Non-chronological report** **<u>Phase 2: Understanding as a writer.</u>**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. **Text Focus – Non-chronological report** **<u>Phase 3: Composition</u>** **Beginning to show an understanding of**	**Whole Class Text – The Desert Challenge by Bear Grylls** Develop fluency when reading aloud and retrieve information at speed. Use PE/PEE to make inferences based on the text. **Text Focus – Non-chronological report** **<u>Phase 3: Composition</u>** Edit, revise and publish a non-chronological report on deserts.

	Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Hook - Explore the setting of deserts using the five senses. Identify features of a setting description **<u>Phase 2: Understanding as a writer.</u>** **Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials.** Introduce and use Tier II vocabulary in sentences.	**Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials.** Retrieve knowledge of expanded noun phrases and introduce fronted adverbials. **<u>Phase 3: Composition.</u>** **Create simple settings, characters and a basic plot in narratives.** Plan and write a setting description for a desert using success criteria. Edit and redraft setting description.	Read WAGOLL and identify features of diary recount. **<u>Phase 2 - Understanding as a Writer</u>** Use present and past tense consistently. **<u>Phase 3: Composition.</u>** Write a diary recount using Tier II vocabulary, past tense and expanded noun phrases.	**Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.** Children receive a letter from Sophie from the story, asking them to explain key features of a desert and tips for survival. Study features of a non-chronological report. **<u>Phase 2: Understanding as a writer.</u>** **Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials** Introduce Tier II vocabulary and use in sentences.	**Use a range of sentences with more than one clause by using a range of conjunctions including also, then, because, if, when, if, while, after, as.** **Organise simple paragraphs around a theme.** Develop and extend sentences about deserts using coordinating and subordinating clauses. Write in present tense. Introduce paragraphs and start to organise information to be added to paragraphs.	**writing in different genres, purposes and for audiences.** Plan paragraph headings and organise information. Write a non-chronological report on deserts, splitting into paragraphs. Organise report into paragraphs using organisational devices.	
Tier Two Vocabulary	Barren Vast Scorching Shimmered/Shimmering Parched Trudged			Arid Harsh Scarce Extreme Endure Limited			
Mathematics Number -Number and Place Value -Addition and Subtraction	**Addition and Subtraction** **Add ones, ten and one hundred to a three-digit number.**	**Addition and Subtraction** **Add a multiple of ten and a multiple of 100 to a three-digit number.**	**Addition and Subtraction** **Add any multiple of ten (e.g. 140) as 100 and tens to a three-digit number.**	**Multiplication and Division** **Recall and use multiplication facts for x3, 4 and 8** **Recall and use division facts for x3, 4 and 8**	**Multiplication and Division** **Recall and use multiplication facts for x3, 4 and 8** **Recall and use division facts for x3, 4 and 8**	**Multiplication and Division** **Solve problems, including missing number problems, involving multiplication and division, including**	**Multiplication and Division** **Solve problems, including missing number problems, involving multiplication and division, including**

-Multiplication and Division **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**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 subtraction with bridging. **<u>Assessment Indicators:</u>** *Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less.*	**Subtract a multiple of ten and multiple of 100 from a three-digit number** Variety of concrete and visual activities to practise +- with bridging and support understanding. **Count in 4s and 8s forwards and backwards.** Complete sequences.	**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.** Variety of toolkit activities to practise +- with bridging involving measures. Deeper thinking inverse 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** Counting forwards and back using counting stick.	Using arrays, 10 frames and number lines to find multiplication and division facts. **Count from 0 in multiples of 4, 8, 50 and 100.** What could the sequence be when you are given 2 numbers in that sequence?	**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 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.	**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. **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.	**positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** Deeper thinking and reasoning. 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 multiples of 5 and 10.
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,**	**-**	**Notice that some forces need contact between two objects, but magnetic forces can act at a distance.** KWL grid	**Compare how things move on different surfaces.** Test which surface a car travels the furthest on.	**<u>Sticky Knowledge</u>** *Acquire and Apply:* Interpret bar chart on how things move on different surfaces Make a bar chart using given information	**Observe how magnets attract or repel each other and attract some materials and not others.**	**Observe how magnets attract or repel each other and attract some materials and not others.**	**Compare how things move on different surfaces.** **Observe how magnets attract or repel each other and attract**

connect, respond **-Biology** **-Chemistry** **-Physics**		Carousel push, pull and non-contact activities. Children work around the groups deciding what force is being used to cause the objects to move. Venn diagram to show examples of push, pull and non-contact forces.	Show results using a table and bar chart. Use results to make predictions for further tests e.g. it will travel for longer on this surface than that, but not as long as it travelled on that surface. ***Assessment Indicator:*** Give examples of objects moving differently on different surfaces.	Complete missing information on a diagram explaining attracting and repelling actions of magnets. .	**Compare and group together a variety of everyday materials Describe magnets as having 2 poles.** **Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.** Show magnets, children experiment with using them to make two magnets attract or repel each other. Create a diagram explain attract and repel in magnets. Pull magnetic of different materials out of sand. Identify that they are all made or partially made from metal. ***Assessment Indicator:*** Through exploration, demonstrate and explain how like poles repel and unlike poles attract, and name unmarked poles. Draw diagrams using arrows to show the attraction and repulsion between the poles of magnets.	**Compare and group together a variety of everyday materials** Predict and sort a selection of objects into magnetic and non-magnetic. Use a magnetic to test predictions. Test the strength of different magnets. Present data using pictogram ***Assessment Indicator:*** Demonstrate that some forces need contact between 2 objects, but magnetic forces can act at a distance Identify that some metals, but not all, are magnetic.	**some materials and not others.** **Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.** Use a magnet and test how the surface affects the distance the paperclip needs to be from the magnet in order to be attracted to it. Complete KWL grid
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being**	**-**	**PSHEE Jigsaw SOW Celebrating difference.** **Understand what it means to witness bullying and how witnesses can make situation better or worse.**	**PSHEE Jigsaw SOW Celebrating difference.** **Understand what it means to witness bullying and how witnesses can make situation better or worse.**	**PSHEE Jigsaw SOW Celebrating difference.** **Know that words (associated with difference) can be used in hurtful ways (gay, fat).**	**PSHEE Jigsaw SOW Celebrating difference.** **Think of a time where their words have effected people feelings and the consequences of this.** Tell you about a time when my words	**PSHEE Jigsaw SOW Celebrating difference.** **Everyone's family is different and important to them, however that differences and conflicts can occur within a family.**	**PSHEE Jigsaw SOW Celebrating difference.** **Differences and conflicts can occur within a family.** Know how to calm myself down and can use the 'solve it together' technique.

-Living in the Wider world **Relationships and Sex Education (RSE) and Health Education**		Know what it means to be a witness to bullying. Know some ways of helping to make someone who is bullied feel better. (PC – Sexual Orientation)	Know that witnesses can make the situation better or worse by what they do. Problem-solve a bullying situation with others. ***Assessment Indicator:*** *Explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions.* (BV – Mutual Respect and Tolerance)	Recognise that some words are used in hurtful ways. Try hard not to use hurtful words (e.g. Gay, fat). (BV – Mutual Respect and Tolerance) (PC – Sexual Orientation)	affected someone's feelings and what the consequences were. Give and receive compliments and know how this feels. (BV – Mutual Respect and Tolerance)	Appreciate my family/the people who care for me. ***Assessment Indicators:*** *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.* (BV – Mutual Respect and Tolerance)	***Assessment Indicator:*** *Explain how being involved with a conflict makes me feel and can offer strategies to help the situation together or asking for help.* (BV – Mutual Respect and Tolerance)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE- Ball skills **Dribble a ball with hands and feet with control.** **Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.** To develop dribbling skills with hands and feet. Outdoor PE-Hockey **Explore sending and receiving abiding by the rules of the game.** **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	**Get Set 4 PE SOW** Indoor PE- Ball skills **Catch a range of objects with increasing consistency.** To develop tracking and catching skills. ***Assessment Indicators:*** *Catch different sized objects with increasing consistency with two hands.* Outdoor PE-Hockey **Explore dribbling the ball abiding by the rules of the game under some pressure.** To move safely and with control when in possession. ***Assessment Indicators:*** *Dribble, pass, receive and shoot the ball with some control.*	**Get Set 4 PE SOW** Indoor PE- Ball skills **Send a ball with accuracy and increasing consistency to a target.** To develop tracking and throwing skills. ***Assessment Indicators:*** *Throw with accuracy and increasing consistency to a target.* Outdoor PE-Hockey **Develop movement skills to lose a defender.** To develop decision making in attack.	**Get Set 4 PE SOW** Indoor PE- Ball skills **Know to move my feet to the ball.** To develop tracking and kicking skills. Outdoor PE-Hockey **Know my role as an attacker and defender.** To understand the role of a defender. ***Assessment Indicator:*** *Understand their role as an attacker and as a defender.*	**Get Set 4 PE SOW** Indoor PE- Ball skills **Track a ball not sent directly.** To track a ball that is not sent directly to me. ***Assessment Indicator:*** *Track the path of a ball that is not sent directly to me.* Outdoor PE-Hockey **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.** To apply tactics to small sided games. ***Assessment Indicator:*** *Begin to use simple tactics.*	-	**Get Set 4 PE SOW** Indoor PE- Ball skills **Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.** To apply sending and receiving skills in games. Outdoor PE-Hockey **Develop tracking opponents to limit their scoring opportunities.** **Know the rules of the game and begin to apply them.** To apply rules, skills and tactics to play in a tournament. ***Assessment Indicators:*** *Learn the rules of the game and begin to use them honestly.*

Computing **-Code** **-Connect** **-Communicate** **-Collect**	-	**Creating Media - Desktop publishing.** **Recognise how text and images convey information.** Give advantages and disadvantages of using text, images, emoji's or both text, images and emoji's to communicate messages effectively online.	**Creating Media - Desktop publishing.** **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. ***Assessment Indicators:*** *Know that text can be changed to communicate more clearly.* *Change font style, size, and colours to convey information for a given purpose.*	**Creating Media - Desktop publishing.** **Choose appropriate page settings.** Create their own template on ppt or publisher, which they will add content to during the next lesson. ***Assessment Indicators:*** *Understand the term page orientation and can choose a suitable layout for a purpose paste text and images.*	**Creating Media - Desktop publishing.** **Add content to a desktop publishing publication.** Adding images and content to their own template. ***Assessment Indicators:*** *Choose the best location for content and make changes to layout after it has been added.*	**Creating Media - Desktop publishing.** **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.	**Creating Media - Desktop publishing.** **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. ***Assessment Indicators:*** *Compare work made on desktop publishing and by hand and explain why desktop publishing might be useful.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	-	**Major:** **What is a desert?** **Understand characteristics of deserts and where deserts are located.** Baseline Questions Understand the typical characteristics of a desert. ***Assessment Indicators:*** *Give reasons for the location of deserts.* *Locate given locations using maps, globes and atlases.*	**Major:** **Where can we find deserts?** **Understand why deserts typically tend to be located near the tropics.** Use maps and atlases to locate and name the equator, tropics and some deserts. **Map skills and fieldwork** Identify and locate deserts across the world. Use an atlas to explore places. ***Assessment Indicator:*** *Locate given locations using maps, globes and atlases.*	**Major:** **What can we find in a desert?** **Identify some physical features of deserts.** Describe physical features of deserts. ***Assessment Indicator:*** *Describe & understand key aspects of physical geography, including rivers, mountains and deserts.*	**Major:** **What can we find in a desert?** **Sticky Knowledge** *Acquire and Apply:* *Map skills and fieldwork.* *Correct or incorrect* *Which desert am I?* *Compare two deserts.*	**Major:** **How do people use the desert?** **Understand characteristics of deserts and how people use them.** Understand different ways that people use deserts. ***Assessment Indicators:*** *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.*	**Major:** **Are deserts in growing?** **Understand characteristics of deserts and how people use them.** Understand some threats and dangers of deserts.

			Begin to use an atlas to find places using the index and contents.				
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.** **Ask valid questions for enquiries and answer using a number of sources.** 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 What information do we get from the different sources? Explore sources using a zones of inference frame. ***Assessment Indicators:*** *Can ask a question and extract simple information from text/pictures/objects showing basic comprehension.* (BV-Individual Liberty)						
Religious Education, Beliefs and Values	**-**	**EXPRESSING** **Why are festivals important to religious communities?**	**EXPRESSING** **Why are festivals important to religious communities?**	**EXPRESSING** **Why are festivals important to religious communities?**	**EXPRESSING** **Why are festivals important to religious communities?**	**EXPRESSING** **Why are festivals important to religious communities?**	**EXPRESSING** **Why are festivals important to religious communities?**

-Believing **-Expressing** **-Living**		**Consider what is worth celebrating and remembering in religious communities and in their own lives** Discuss what things are worth celebrating. Baselining activity- Complete baseline tasks	**Explore stories, symbols and beliefs during Hindu festivals** **Explore what matters most to Hindus during festivals.** Explore the meaning behind the story of Rama and Sita and its significance to Hindus. (PC – Religion) (BV – Mutual Respect and Tolerance)	**Explore stories, symbols and beliefs during Muslim festivals.** **Explore what matters most to Muslims during festivals.** Explore how Muslims express the meaning of Eid through symbols, actions and rituals and their significance. (PC – Religion) (BV –Mutual Respect and Tolerance)	**Sticky Knowledge** *Acquire and Apply:* *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.* (PC – Religion) (BV – Mutual Respect and Tolerance)	**Explore stories, symbols and beliefs during Jewish festivals.** **Explore what matters most to Jewish believers during festivals.** Explore the meaning behind the story of Passover/Pesach and its significance to Jewish people. (PC – Religion) (BV – Mutual Respect and Tolerance)	**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 always take over? Or should these festivals be a day off for people in the UK? Or *Does light conquer darkness? Does fasting make you a better person?* ***Assessment Indicators:*** *Make at least two connections between the celebrations studied Discuss the deeper meaning of festivals and celebrations e.g Does light conquer darkness? Does fasting make you a better person?* (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. ***Assessment Indicators:***	**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.' ***Assessment Indicators:*** *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 previous learning.	**Catherine Cheater SOW** **Reading** **Understand some familiar written words and short phrases.** Recap the vocabulary and add new vocabulary un bonhomme de neige. ***Assessment Indicators:*** *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. ***Assessment Indicators :*** *Write a sentence from memory using visual*	**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

		Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.				*prompts or mime from partner* *e.g. Voici une gomme et un stylo.*	traditional song 'Mon Beau Sapin'
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	-	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Evaluating</u>** **Investigate a range of 3D textile products relevant to the project.** **Understand how a key event/individual has influenced the development of the chosen product and/or fabric.** Introduce significant individual Virgil Abloh. 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.	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Making</u>** **Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.** FTs -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 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.	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Designing</u>** **Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.** **Produce annotated sketches, prototypes, final product sketches and pattern pieces.** DMEAs. To 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. Ask children to sketch and annotate a range of possible ideas. Produce mock-ups and prototypes of their chosen product.	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Making</u>** **Plan the main stages of making.** **Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.** To 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.	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Making</u>** **Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.** **<u>Evaluating</u>** **Test their product against the original design criteria and with the intended user.** 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	**Design and Technology Textiles - 2D shape to 3D Product** **<u>Evaluating</u>** **Test their product against the original design criteria and with the intended user.** 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
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation**	No Music due to INSET	**Charanga Creative Music Curriculum** **Sing and Move** **Understanding Music** **Talk about the style of the music.**	**Charanga Creative Music Curriculum** **Sing and Move** **Understanding Music** **Talk about the style of the music.**	**Charanga Creative Music Curriculum** **Sing and Move** **Understanding Music** **Identify if a song is major or minor.**	**Charanga Creative Music Curriculum** **Sing and Move** **Understanding Music** **Identify if a song is major or minor.**	**Charanga Creative Music Curriculum** **Sing and Move** **Understanding Music** Christmas Production	**Charanga Creative Music Scheme Sing and Move** ***<u>Assessment Indicators:</u>***

-Composition		**Identify if a song is major or minor.** **Singing** **Sing as part of a choir and in unison.** **Sing with awareness of following the beat.**	**Identify if a song is major or minor.** **Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.** **Singing** **Sing as part of a choir and in unison.** **Sing with awareness of following the beat.** Singing together – rehearsing songs for the Christmas performance	**Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.** **Improvising** **Explore improvisation within a major scale using the notes C,D,E,G,A (Recorder)** **Singing** **Sing as part of a choir and in unison.** **Sing with awareness of following the beat** Learn new notes on the recorder C and D. Singing together – rehearsing songs for the Christmas performance.	**Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.** **Improvising** **Explore improvisation within a major scale using the notes C,D,E,G,A** (Recorder) **Listening and appraising** **Share thoughts and feelings about the music.** **Identify instruments that are playing** Learn new notes on the recorder E. Singing together – rehearsing songs for the Christmas performance.	**Singing** **Sing as part of a choir and in unison.** **Sing with awareness of following the beat.**	*Perform the Song When The Saints Go Marchin' In* *Sing as part of a choir and in unison.* *Sing the unit song from memory.* *Show awareness of following the beat.* *Sing expressively.*
Outdoor Learning Opportunities	Major: (Reading) Retrieval scavenger hunt. Major: (Literacy) Hook activity – Senses around fire pit.	Minor: (RVB) Diwali chalk art.			Minor: (Geography) Sticky knowledge activities.		Minor: (French) Match Christmas noun relay.
Enhancements Visits and Visitors				First Aid Workshop 17.11.26 10:45am			
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40 – 5.50pm		Writing workshop 17.11.26 9.00am		LKS2 Christmas Production 08.12.26 2:00pm 10.12.26 9:15am	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor learning day 05.11.26	Remembrance Day 11.11.26 Children in need 13.11.26	Anti-Bullying week Odd Socks Day 16.11.26			Christmas Dinner 09.11.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

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