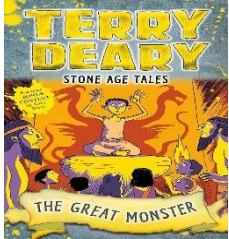
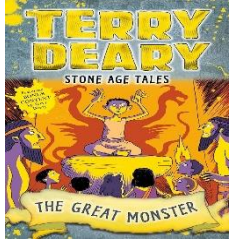
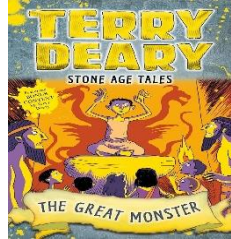
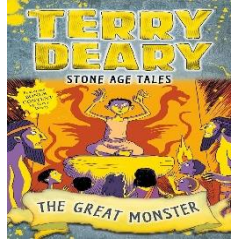
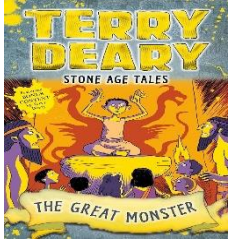




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2023-2024
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
Big Question	How have ancient civilisations shaped our world?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	The Great Monster by Terry Deary 	The Great Monster by Terry Deary 	The Great Monster by Terry Deary 	The Great Monster by Terry Deary 	The Great Monster by Terry Deary 
Children steering learning....	When did they live and how long did they live for? Where in the world did they live? How were they powerful? What did they actually do that changed our world? What weapons did they use? Did they fight other civilisations? How did they survive? What did they eat? Did they travel around? What transport did they use? What was important to them? What was their culture like? Did they speak their own languages?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary Entry - Write from the viewpoint of Gilgamesh the King Organise simple paragraphs around a theme. <u>Phase 1: Hook and understanding as a reader</u> Sequence the events of Gilgamesh's diary entry into chronological order. Plot emotions from the story. <u>Phase 2: Understanding as a writer</u> Identify the features of a diary entry. Vocabulary with focus on feelings of emotions within diary entry.	Diary Entry - Write from the viewpoint of Gilgamesh the King 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 <u>Phase 2: Understanding as a writer</u> Add detail to sentences using fronted adverbials and subordinate clauses. Plan simple paragraphs around a theme - including relevant fronted adverbials. <u>Phase 3: Composition</u> Plan and write diary entry based on George's marvellous medicine.	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu Begin to use inverted commas to punctuate direct speech. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <u>Phase 1: Hook and understanding as a reader</u> Children identify ways in which the newspaper article makes the read experience different emotions. <u>Phase 2: Understanding as a writer</u>	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu Begin to use simple organisational devices in non-narrative material. <u>Phase 2: Understanding as a writer</u> Experiment with using different features of a newspaper - headline, tagline, orientation etc. Identify the difference between fact and opinion within a newspaper article. Think carefully about how to use paragraphs effectively within a newspaper - planning lesson. (Respect and Tolerance)	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work. <u>Phase 2: Understanding as a writer</u> Up-level ineffective sentences using a success criteria. <u>Phase 3: Composition</u> Write a newspaper article based on Gilgamesh the King. Assess the effectiveness of our own and others' writing by using self-marking and TAG feedback.

	Write rhetorical questions to explore thoughts and feelings in a diary entry. (Democracy and Rule of Law)	Assessment indicator: <i>Make effective use of paragraphs in a diary entry. (Democracy and Rule of Law)</i>	Identify the features of a newspaper article. Use direct speech correctly. Vocabulary - understand how vocabulary choices can alter the meaning of a newspaper article.		Assessment indicator: <i>Make effective use of reported and direct speech in a newspaper report.</i>
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Recognise the relationship between part and whole Explore relationship between part and whole through images and sentences. Be able to double 2 digit numbers when one digit is 5 or more. Maths Rehearsal Sequence. Mentally +- within 20 (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Recognise the relationship between part and whole and the importance of equal parts. Sorting shapes, images and objects into equal and unequal groups. Recognise how this relates to fractions. Solve problems where one part is known, what could the whole look like? Be able to double 2 digit numbers when both digits are 5 or more. Maths Rehearsal Sequence. Mentally +- within 20 (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Sorting shapes, images and objects into equal and unequal groups. Recognise how this relates to fractions. Record unit and non-unit fractions of pictures and numbers. <u>Assessment indicator:</u> <i>Recognise and record unit and non-unit fractions based on images</i> Be able to halve numbers to 40. Maths Rehearsal Sequence. Mentally +- within 20 with (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Use fraction pieces and images to represent equal fractions. Find fractions equal to each other using diagrams. Start to order unit fractions using fraction pieces as a representation and explore what happens to the size of fraction as the denominator gets bigger. Be able to halve numbers when both digits are even. Maths Rehearsal Sequence. Mentally +- multiples of 10 to 100 recognising inverse. Recall of the times tables: 2,3,4,5,8 and 10.	.Find fractions of shapes and amounts to solve problems Using multiplication and division to help find fractions of shapes and amounts. To solve problems to create whole shapes when given a fraction part. Mentally +- within 20 bridging with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10 <u>Assessment indicator:</u> <i>Use multiplication and division to find fractions of amounts.</i> Be able to halve numbers when the tens digit is odd. Maths Rehearsal Sequence. Mentally +- multiples of 10 to 100 recognising inverse. Recall of the times tables: 2,3,4,5,8 and 10.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Categorise food into food groups and know how to make their own choices about food and a balanced diet.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Recognise the nutritional benefit of different food groups and create a food pyramid to show how much of different food groups we need to have a balanced diet.	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Label bones of the body and indicate the uses of different bones (protect organs, hold body upright)z <u>Assessment indicator:</u> <i>Name some bones that make up the skeleton giving examples</i>	Identify that humans and some other animals have skeletons and muscles for support, protection and movement Sort animals by their type of skeleton (exoskeleton, hydrostatic, endoskeleton). <u>Assessment indicator:</u> <i>Give similarities and differences between skeletons.</i>	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Features of muscles and joints and exploring how humans move <u>Assessment indicator:</u> <i>Describe how muscles and joints help them to move.</i>

	<p>Assessment indicator: State that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients.</p>	<p>Assessment indicator: Classify food groups (high /low nutrients), answer questions about nutrients in food, and use data to look for patterns.</p>	<p>that support, help them move or provide protection.</p>		
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals Reflect on and celebrate others achievements and recognise challenges for others. Tell you about a person who has faced difficult challenges and achieved success. Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). (Respect and tolerance)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals Reflect on and celebrate their achievements, identify their strengths and areas for improvement. Identify a dream/ambition that is important to me. Imagine how I will feel when I achieve my dream/ambition. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals, understanding how to break them down into small achievable steps. Enjoy facing new learning challenges and working out the best ways for me to achieve them. Break down a goal into a number of steps and know how others could help me to achieve. Assessment indicator: Explain how to use my own strengths to face challenges and that know that I can drive my own success by pushing myself to make small achievements leading up to an end goal. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals, understanding and managing feelings when obstacles prevent progress. Know the roles they play in their own community. Recognise obstacles which might hinder my achievement and take steps to overcome them. Manage the feelings of frustration that may arise when obstacles occur. (Individual liberty)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals Reflect on and celebrate others achievements and recognise challenges for others. Tell you about a person who has faced difficult challenges and achieved success. Respect and admire people who overcome bstacles and achieve their dreams and goals (e.g. through disability). (Respect and tolerance, and Individual liberty)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Dance Create actions in response to a stimulus individually and in groups. To create actions in response to a stimulus and move in unison with a partner. Outdoor PE Fitness Co-ordinate my body with increased consistency in a variety of activities</p>	<p>Get Set 4 PE SOW Indoor PE Dance Use direction to transition between formations. To create actions to move in contact with a partner or interact with a partner. Assessment indicator: Work with a partner and in a small group, sharing ideas Outdoor PE Fitness Explore building strength in different muscle groups.</p>	<p>Get Set 4 PE SOW Indoor PE Dance Use dynamics effectively to express an idea. To select and link appropriate actions and dynamics to show our dance idea. Outdoor PE Fitness Explore more complex activities which challenge balance. To complete actions to develop co-ordination.</p>	<p>Get Set 4 PE SOW Indoor PE Dance Develop an understanding of formations. To remember, repeat and create actions to represent an idea. Outdoor PE Fitness Show balance when changing direction. Explore sprinting technique. To complete actions to develop agility.</p>	<p>Get Set 4 PE SOW Indoor PE Dance Perform short, self-choreographed phrases showing an awareness of timing. To use choreographing ideas to develop our dance. Assessment indicator: Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea</p>

	To develop an awareness of what your body is capable of.	To develop speed and strength.	Assessment indicator: <i>Complete exercises with control</i>		<i>Create short dance phrases that communicate the idea.</i> Outdoor PE Fitness Explore more complex activities which challenge balance. To complete actions to develop balance. Assessment indicator: <i>Use key points to help me to improve my sprinting technique. (Individual liberty)</i>
Computing -Code -Connect -Communicate -Collect	Espresso level 1 Using code to make things move around the screen. Write simple instructions that accomplish specific goal of making things move around the screen and disappear. Refresher Level 1 Burst the bubble Royal chase Magic castle	Espresso Level 1 Using code to make things move around the screen and creating own code, objects and backgrounds for this. Write programs that accomplish specific goals. Use logical reasoning to predict output showing an awareness of input. Know how to write a sequence of instructions, including directional instructions. Refresher Level 1 Burst the bubble Royal chase Magic castle	Espresso level 2 Inputs Learn to combine start and input events to create more advanced apps using precise instructions Write programs that accomplish specific goals. Use logical reasoning to predict output showing an awareness of input. Know how to write a sequence of instructions, including directional instructions using the keyboard as an input. Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function. Level 2 Red Riding Hood Key to the Race Up in the air Shark attack Snow White	Espresso level 2 Different sorts of inputs Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly. Write programs that accomplish specific goals. Use logical reasoning to predict output showing an awareness of input. Know how to write a sequence of instructions, including directional instructions using the keyboard as an input. Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function. Level 2 Red Riding Hood Key to the Race Up in the air Shark attack Snow White	Espresso level 2 Buttons and instructions Learn that one object can be used to control another object e.g. writing code so clicking a button gives an instruction to make a lorry move. Write programs that accomplish specific goals. Use unplugged strategies to test sequencing in algorithms. Use logical reasoning to predict output showing an awareness of input. Begin to explore count controlled repetition to make algorithms more efficient. Know how to write a sequence of instructions, including directional instructions. Level 2 Buttons and instructions Fly a helicopter Slug Hunt Find my Cat Hungry Migbod Debugging

				Assessment indicator: Written algorithm making snow white move around the screen using keyboard and pointer. Screen shot written algorithm and save to portfolio.	Assessment indicator: Written algorithm using buttons and actions in the code to feed a monster. Screen shot written algorithm and save to portfolio.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Minor:- Where were the earliest civilisations located? Name and locate physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. Identify significant rivers of the world using globes, maps and atlases.	Minor:- How did the earliest civilisations use natural resources? Understand how land use has changed over time. Explore why civilizations over time chose to settle in different places. Assessment indicator: Understand why the earliest builders chose to build next to rivers. Identify how rivers influence settlements.			
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Major:- Why was the Ancient Sumer civilisation significant? Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Ancient Sumer civilisation using key artefacts.	Major:- Why was the Shang Dynasty significant? Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Shang dynasty using key artefacts.	Major:- Why was the Indus Valley civilisation significant? Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Indus Valley ancient civilisations using key artefacts.	Major: What were the beliefs of the ancient civilisations? Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Compare the beliefs of the Ancient Sumer, Shang Dynasty and the Indus Valley civilisations. (Democracy and Rule of Law)	Major:- What were the greatest achievements of the ancient civilisations? Place early civilizations into context. Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Compare the achievements of the Ancient Sumer, Shang Dynasty and the Indus Valley civilisations. (Democracy and Rule of Law)
Religious Education, Beliefs and Values -Believing -Expressing -Living	LIVING What does it mean to be a Christian in Britain today? Understand and respect the challenges of commitment to a community of faith or belief.	LIVING What does it mean to be a Christian in Britain today? Understand and respect the challenges of commitment to a community of faith or belief.	LIVING What does it mean to be a Christian in Britain today? Understand and respect the challenges of commitment to a community of faith or belief.	LIVING What does it mean to be a Christian in Britain today? Understand and respect the challenges of commitment to a community of faith or belief.	LIVING What does it mean to be a Christian in Britain today? Understand and respect the challenges of commitment to a community of faith or belief.

	<p>Explore and understand the significance and sense of belonging being part of a religious community creates.</p> <p>Children to consider their own beliefs and values and how they show them at home. Compare to Christian values.</p> <p>(Respect and tolerance, and individual liberty)</p>	<p>Explore and understand the significance and sense of belonging being part of a religious community creates.</p> <p>Artefact enquiry. Posing questions and explanations to how different items enable Christians to show commitment to their beliefs.</p>	<p>Explore and understand the significance and sense of belonging being part of a religious community creates.</p> <p>Creating a timeline of events that may be important for Christian's in their day to day life.</p>	<p>Explore and understand the significance and sense of belonging being part of a religious community creates.</p> <p>Comparing Christian timeline to children's own timeline and identifying similarities and differences.</p>	<p>Explore and understand the significance and sense of belonging being part of a religious community creates.</p> <p>P4C: does practising religion impact on people's homes for the better or worse?</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Recognise and spell colours.</p> <p>Say and repeat single words and short simple phrases.</p> <p>Recap on greetings.</p> <p>Introduce Annick and spelling of Albert and Annick.</p> <p>Recap and then introduce new colours - add to vocabulary page and use games to reinforce speaking of colours.</p>	<p>Catherine Cheater SOW</p> <p>To know some new commands.</p> <p>To recognise vowel and consonant in French.</p> <p>Say and repeat single words and short simple phrases.</p> <p>Describing the seasons.</p> <p>Say and repeat single words and short simple phrases.</p> <p>Use actions to practise new commands.</p> <p>Introduce seasons.</p> <p>Record seasons and vocabulary in books using changing season's trees.</p>	<p>Catherine Cheater SOW</p> <p>To know some new commands.</p> <p>To recognise vowel and consonant in French.</p> <p>Say and repeat single words and short simple phrases.</p> <p>Use actions to practise new commands.</p> <p>Assessment indicator: <i>Match me up command pictures to correct words.</i></p>	<p>Catherine Cheater SOW</p> <p>Recognise adverbs vite and lentement.</p> <p>Introduce quickly and slowly and practise with commands.</p> <p>Recap numbers and colours using games to practise speaking, listening and reading.</p>	<p>Catherine Cheater SOW</p> <p>To read, speak and write numbers and colours.</p> <p>Assessment indicator: <i>Match me up colours and numbers</i></p>
<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p> <p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Explore and evaluate a wide range of artists.</p> <p>Replicate work of other artists.</p> <p>Form own opinions on artists work.</p> <p>Appraise the work of artist Gustav Klimt, recognising inspiration from Ancient Egypt.</p>	<p>Use acrylic paint to create tones and textures.</p> <p>Use shade and contours within painting.</p> <p>Explore the colour wheel and think about how artists achieve different shades.</p>	<p>Use acrylic paint to create tones and textures.</p> <p>Use shade and contours within painting.</p> <p>Know how to make colours darker or lighter to achieve a desired shade of colour, to recreate patterns inspired by Gustav Klimt.</p>	<p>Replicate work of other artists.</p> <p>Create own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.</p> <p>Assessment indicator: <i>Create a final piece using paint inspired by Gustav Klimt.</i> (Individual liberty)</p>	<p>Replicate work of other artists.</p> <p>Refine and appraise own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.</p> <p>Assessment indicator: <i>Create a final piece using paint inspired by Gustav Klimt.</i></p>

<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. Assessment indicator: <i>Perform as part of an ensemble using range of chords and both plucking and strumming.</i></p>
<p>Enhancements Visits and Visitors</p>	<p>Bible Encounters Assembly 12.01.24</p>	<p>Friends of Meadowbank Movie night LKS2 18.01.24 5.00 - 6.30 pm</p>			<p>Food Hygiene Workshop with Kellogg's 07.02.24</p>
<p>Parental Engagement</p>		<p>KS2 Maths workshop Tell Me/Show me event 17.01.24 9:00-10:15</p>			
<p>Whole School and National Events</p>				<p>NSPCC's number day (Year 3's chosen charity) 02.02.24</p>	<p>Safer Internet day 06.02.2024 Mental Health Week 'Place2Be' Chinese New Year 10.02.24</p>

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.