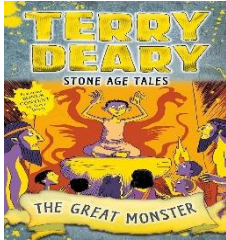
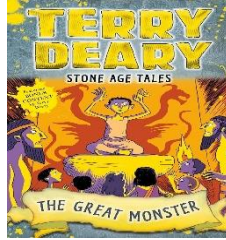
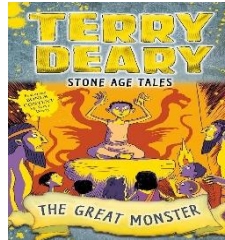
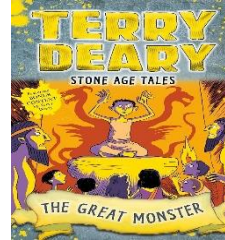
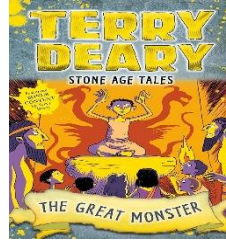
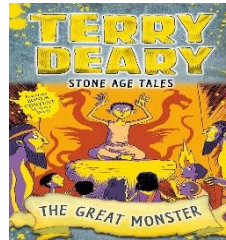




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Spring 1 2025**  
**Phase Lower Key Stage 2 Year Group 3**



	<b>Week 1</b> <b>Wk Beg 06.01</b>	<b>Week 2</b> <b>Wk Beg 13.01</b>	<b>Week 3</b> <b>Wk Beg 20.01</b>	<b>Week 4</b> <b>Wk Beg 27.01</b>	<b>Week 5</b> <b>Wk Beg 03.02</b>	<b>Week 6</b> <b>Wk Beg 10.02</b>
<b>Big Question</b>	<b>How have ancient civilisations shaped our world?</b>					
<b>Connected Concepts</b>	<b>Cause and Effect Significance</b>	<b>Cause and Effect Significance</b>	<b>Cause and Effect Significance</b>	<b>Cause and Effect Significance</b>	<b>Cause and Effect Significance</b>	<b>Cause and Effect Significance</b>
<b>Book Studies</b>	<b>The Great Monster by Terry Deary</b> 	<b>The Great Monster by Terry Deary</b> 	<b>The Great Monster by Terry Deary</b> 	<b>The Great Monster by Terry Deary</b> 	<b>The Great Monster by Terry Deary</b> 	<b>The Great Monster by Terry Deary</b> 
<b>Children steering learning....</b>	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?					
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary Entry - Write from the viewpoint of Gilgamesh the King  <b>Organise simple paragraphs around a theme.</b>  <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.	Diary Entry - Write from the viewpoint of Gilgamesh the King  <u>Phase 2: Understanding as a writer.</u> Use a range of sentences with more than one clause by using a range of conjunctions including <b>also, then, because, if, when, if, while, after, as.</b> Write a character description of Enkidu.  Add detail to sentences using fronted adverbials and subordinate clauses.  Plan simple paragraphs around a theme - including	Diary Entry - Write from the viewpoint of Gilgamesh the King  <b>Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.</b>  <u>Phase 3: Composition.</u> Plan and write diary entry from Gilgamesh's point of view.  Revise and evaluate a diary entry.  <u>Assessment Indicator</u> Make effective use of paragraphs in a diary entry.	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu  <b>Begin to use inverted commas to punctuate direct speech.</b>  <b>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</b>  <u>Phase 1: Hook and understanding as a reader.</u> Identify ways in which the newspaper article	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu  <b>Begin to use simple organisational devices in non-narrative material.</b>  <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	Recount - Write a Newspaper Report based on the battle between Gilgamesh and Enkidu  <b>Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.</b>  <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.

	<p>Vocabulary with focus on feelings of emotions within diary entry.</p> <p>Write rhetorical questions to explore thoughts and feelings in a diary entry. (BV-Democracy/Rule of law)</p>	<p>relevant fronted adverbials.</p>	<p>(BV-Democracy/Rule of law)</p>	<p>makes the read experience different emotions.</p> <p><b>Phase 2: Understanding as a writer.</b> Identify the features of a newspaper article.</p> <p>Use direct speech correctly.</p> <p>Vocabulary - understand how vocabulary choices can alter the meaning of a newspaper article.</p>	<p>newspaper - planning lesson. (BV-Respect/Tolerance)</p>	<p>Assess the effectiveness of our own and others' writing by using self-marking and TAG feedback.</p> <p><b>Assessment Indicator</b> Make effective use of reported and direct speech in a newspaper report.</p>
<b>Tier Two Vocabulary</b>	<p>Civilians, enraged, invincible, obeying, pitiful, saunter, slaughter, summoned.</p>	<p>Civilians, enraged, invincible, obeying, pitiful, saunter, slaughter, summoned.</p>	<p>Civilians, enraged, invincible, obeying, pitiful, saunter, slaughter, summoned.</p>	<p>Bewildered, bloodshed, heroic, speculated, unexpected, witnessed,</p>	<p>Bewildered, bloodshed, heroic, speculated, unexpected, witnessed,</p>	<p>Bewildered, bloodshed, heroic, speculated, unexpected, witnessed,</p>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>-Number and Place Value</b></p> <p><b>-Addition and Subtraction</b></p> <p><b>-Multiplication and Division</b></p> <p><b>-Fractions</b></p> <p><b>Measurement</b></p> <p><b>-Geometry</b></p> <p><b>Properties of shapes</b></p> <p><b>-Geometry Position and Direction</b></p>	<p><b>Recognise the relationship between part and whole</b> Explore relationship between part and whole through images and sentences.</p> <p><b>Be able to double 2 digit numbers when one digit is 5 or more.</b></p> <p>Maths Rehearsal Sequence. <b>Mentally +- within 20 (bridging) with focus on subtraction.</b></p> <p><b>Recall of the times tables: 2,3,4,5,8 and 10.</b></p>	<p><b>Recognise the relationship between part and whole and the importance of equal parts.</b> Sorting shapes, images and objects into equal and unequal groups.</p> <p>Recognise how this relates to fractions. Solve problems where one part is known, what could the whole look like?</p> <p><b>Be able to double 2 digit numbers when both digits are 5 or more.</b></p> <p>Maths Rehearsal Sequence. <b>Mentally +- within 20 (bridging) with focus on subtraction.</b></p> <p><b>Recall of the times tables: 2,3,4,5,8 and 10.</b></p>	<p><b>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</b> Sorting shapes, images and objects into equal and unequal groups.</p> <p>Recognise how this relates to fractions. Record unit and non-unit fractions of pictures and numbers.</p> <p><b>Assessment Indicator</b> Recognise and record unit and non-unit fractions based on images</p> <p><b>Be able to halve numbers to 40.</b></p> <p>Maths Rehearsal Sequence. <b>Mentally +- within 20 (bridging) with focus on subtraction.</b></p> <p><b>Recall of the times tables: 2,3,4,5,8 and 10.</b></p>	<p><b>Recognise and show, using diagrams, equivalent fractions with small denominators.</b></p> <p><b>Compare and order unit fractions, and fractions with the same denominators.</b> Use fraction pieces and images to represent equal fractions.</p> <p>Find fractions equal to each other using diagrams.</p> <p>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.</p> <p><b>Be able to halve numbers when both digits are even.</b></p>	<p><b>.Find fractions of shapes and amounts to solve problems</b> Using multiplication and division to help find fractions of shapes and amounts.</p> <p>To solve problems to create whole shapes when given a fraction part.</p> <p><b>Mentally +- within 20 bridging with focus on subtraction</b> <b>Recall of the times tables: 2,3,4,5,8 and 10</b></p> <p><b>Assessment Indicator</b> Use multiplication and division to find fractions of amounts.</p> <p><b>Be able to halve numbers when the tens digit is odd.</b></p> <p>Maths Rehearsal Sequence.</p>	<p><b>Finding and recognising properties of 2D shapes including angles, parallel and perpendicular lines.</b> Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles.</p> <p><b>Mentally +- multiples of 10 to 100recognising inverse.</b></p> <p><b>Recall of the times tables: 2,3,4,5,8 and 10</b></p> <p><b>Assessment Indicator</b> <b>Recognise right angles, angles bigger and smaller than right angles, parallel lines.</b></p>

				<p>Maths Rehearsal Sequence.</p> <p><b>Mentally +- multiples of 10 to 100 recognising inverse.</b></p> <p>Recall of the times tables: 2,3,4,5,8 and 10.</p>	<p><b>Mentally +- multiples of 10 to 100 recognising inverse.</b></p> <p>Recall of the times tables: 2,3,4,5,8 and 10.</p>	
<p><b>Science</b></p> <p><b>-Working Scientifically to observe, connect, respond</b></p> <p><b>-Biology</b></p> <p><b>-Chemistry</b></p> <p><b>-Physics</b></p>	<p>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.</p> <p>Complete a concept map showing knowledge retained from Year 2.</p> <p>Categorise food into food groups and know how to make their own choices about food and a balanced diet.</p>	<p>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.</p> <p>Pattern seeking: Sort food packaging according to how much fat and sugar is in the food.</p> <p>Compare a nutrient across a range of foods using the McDonalds calculator,</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Label bones of the body and indicate the uses of different bones (protect organs, hold body upright)</p>	<p>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.</p> <p><b>Sticky Knowledge</b> Plan a daily diet to contain a good balance of nutrients. Discuss why it is healthy.</p> <p><b>Assessment Indicator</b> 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>Acquire and Apply Explain why we need to eat a variety of foods in our diet. Look at a plate of food and state if it is healthy or unhealthy giving reasons to justify opinions.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Use a concept cartoon to discuss what would happen to humans if they did not have a skeleton.</p> <p>Find joints and explore whether they all move in the same way.</p> <p>Create a model of an elbow joint using split pins, elastic bands and card.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Compare, contrast and classify skeletons of different animals</p> <p>Complete a concept map, adding knowledge and understanding gained.</p> <p><b>Assessment Indicator</b> Name some bones that make up the skeleton giving examples that support, help them move or provide protection.</p> <p>Describe what would happen if humans didn't have a skeleton. Describe how muscles and joints help them to move.</p> <p>Acquire and Apply Discuss how bones help us to move and describe how joints move in different ways.</p>
<p><b>Personal, Social, Health and Economic Education</b></p> <p><b>-Relationships</b></p> <p><b>-Health and Well-Being</b></p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Think about a person who has faced difficulties and reached success. Tell you about a person who has faced difficult</p>		<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Identify a dream or ambition that is important and how they will feel when they have it.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Recognise that they are responsible for their own learning. To show motivation and enthusiasm when facing</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Recognise obstacles which may hinder achievement and how to overcome them, while managing frustration.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Evaluate learning processes thinking about how it can be better next time.</p>

<p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>challenges and achieved success.</p> <p>Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). (BV-Respect/Tolerance)</p>		<p>Identify a dream/ambition that is important to me.</p> <p>Imagine how I will feel when I achieve my dream/ambition. (BV-Individual liberty)</p>	<p><b>a new challenge and use strengths to tackle it.</b></p> <p>Enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>Break down a goal into a number of steps and know how others could help me to achieve.</p> <p><b>Assessment Indicators</b> <i>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.</i> (BV-Individual liberty)</p>	<p>Recognise obstacles which might hinder my achievement and take steps to overcome them.</p> <p>Manage the feelings of frustration that may arise when obstacles occur. (BV-Individual liberty)</p>	<p>Tell you about a person who has faced difficult challenges and achieved success.</p> <p>Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). (BV-Respect/Tolerance/Individual liberty)</p>
<p><b>Physical Education</b></p> <p><b>-Gymnastics</b></p> <p><b>-Dance</b></p> <p><b>-Games</b></p> <p><b>-Athletics</b></p> <p><b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Create actions in response to a stimulus individually and in groups.</b> To create actions in response to a stimulus and move in unison with a partner.</p> <p>Understand that sharing ideas with others enables a group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Outdoor PE Dodgeball</p> <p><b>Begin to strike a bowled ball after a bounce with different equipment.</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Use direction to transition between formations.</b> To create actions to move in contact with a partner or interact with a partner.</p> <p>Understand that all actions can be performed differently to help show effect.</p> <p><b>Assessment Indicator</b> <i>Work with a partner and in a small group, sharing ideas.</i></p> <p>Outdoor PE Dodgeball</p> <p><b>Explore bowling to a target and fielding skills to include a two handed pick up.</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Use dynamics effectively to express an idea.</b> To select and link appropriate actions and dynamics to show our dance idea.</p> <p>Understand that using space will help a dance to flow.</p> <p>Outdoor PE Dodgeball</p> <p><b>Use overarm and underarm throwing in game situations.</b> Know that beginning in a ready position will help me to react to the ball.</p> <p><b>Assessment Indicators</b> <i>Throw with some accuracy and begin to catch with some consistency.</i></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Develop an understanding of formations.</b> To remember, repeat and create actions to represent an idea.</p> <p>Understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Outdoor PE Dodgeball</p> <p><b>Catch with some consistency in game situations.</b> Know that beginning in a ready position will help me to react to the ball.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Perform short, self-choreographed phrases showing an awareness of timing.</b> To use choreographing ideas to develop our dance.</p> <p>Understand that by using timing techniques such as canon and unison, can create effect.</p> <p><b>Assessment Indicators</b> <i>Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea Create short dance phrases that communicate the idea.</i></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance</p> <p><b>Perform short, self-choreographed phrases showing an awareness of timing.</b> To use choreographing ideas to develop our dance.</p> <p>Know that by showing sensitivity to the music, the performance will look more complete.</p> <p><b>Assessment Indicators</b> <i>Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea Create short dance phrases that communicate the idea.</i></p>

	<p>Know that using a bigger swing will give me more power.</p>	<p>Know to throw slightly ahead of a moving target. Know that beginning in a ready position will help me to react to the ball.</p> <p><b>Assessment Indicator</b> Throw with some accuracy and begin to catch with some consistency.</p>	<p>Provide feedback using key words.</p>	<p>Know the rules of the game and begin to apply them.</p> <p><b>Assessment Indicators</b> Understand the aim of the game. Learn the rules of the game and begin to use them to play fairly.</p>	<p>Outdoor PE Dodgeball</p> <p><b>Catch with some consistency in game situations.</b> Know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p><b>Assessment Indicator</b> Work co-operatively with their group to self-manage games.</p>	<p>Outdoor PE Dodgeball</p> <p><b>Catch with some consistency in game situations.</b> Know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p>
<p><b>Computing</b> -Code -Connect -Communicate -Collect</p>	<p>Espresso level 1</p> <p><b>Using code to make things move around the screen.</b> Write simple instructions that accomplish specific goal of making things move around the screen and disappear.</p> <p>Refresher level 1 Burst the bubble Royal chase Magic castle</p>	<p>Espresso Level 1</p> <p><b>Using code to make things move around the screen and creating own code, objects and backgrounds for this.</b> Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions.</p> <p>Refresher level 1 Burst the bubble Royal chase Magic castle</p>	<p>Espresso level 2 Inputs</p> <p><b>Learn to combine start and input events to create more advanced apps using precise instructions.</b> Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions using the keyboard as an input.</p> <p>Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function.</p> <p>Level 2 Red Riding Hood Key to the Race Up in the air Shark attack Snow White</p>	<p>Espresso level 2 Different sorts of inputs</p> <p><b>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.</b> Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions using the keyboard as an input.</p> <p>Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function.</p> <p>Level 2</p>	<p>Espresso level 2 Buttons and instructions</p> <p><b>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.</b> Write programs that accomplish specific goals.</p> <p>Use unplugged strategies to test sequencing in algorithms.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Begin to explore count controlled repetition to make algorithms more efficient.</p> <p>Know how to write a sequence of instructions, including directional instructions.</p> <p>Level 2 Buttons and instructions Fly a helicopter Slug Hunt Find my Cat</p>	<p>Espresso level 2</p> <p><b>Using code to make things move around the screen.</b> Write simple instructions that accomplish specific goal of making things move around the screen and disappear.</p> <p>Refresher level 1 Burst the bubble Royal chase Magic castle</p>

				<p>Red Riding Hood Key to the Race Up in the air Shark attack Snow White</p> <p><b>Assessment Indicators</b> Written algorithm making snow white move around the screen using keyboard and pointer. Screen shot written algorithm and save to portfolio.</p>	<p>Hungry Migbod Debugging</p> <p><b>Assessment Indicators</b> Written algorithm making snow white move around the screen using keyboard and pointer. Screen shot written algorithm and save to portfolio.</p>	
<p><b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p><b>Minor</b> Where were the earliest civilisations located?</p> <p>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.</p>	<p><b>Minor</b> How did the earliest civilisations use natural resources?</p> <p>Understand how land use has changed over time.</p> <p>Explore why civilizations over time chose to settle in different places.</p> <p><b>Assessment Indicators</b> Understand why the earliest builders chose to build next to rivers. Identify how rivers influence settlements.</p>		<p><b>Minor</b> <b>Sticky Knowledge</b> Acquire and Apply Suggest reasons why ancient civilisations have settled by rivers.</p>		
<p><b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p><b>Major</b> EQ- Why was the Ancient Sumer civilisation significant?</p> <p>Place early civilizations into context.</p> <p>Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Ancient Sumer civilisation using key artefacts.</p>	<p><b>Major</b> EQ- Why was the Shang Dynasty significant?</p> <p>Place early civilizations into context.</p> <p>Develop an understanding of concurrence of civilizations around the world and their impact on later civilizations. Introduce the Shang dynasty using key artefacts.</p>	<p><b>Major</b> EQ- Why was the Indus Valley civilisation significant?</p> <p>Place early civilizations into context.</p> <p>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.</p>	<p><b>Major</b> <b>Sticky Knowledge</b> Acquire and Apply Understand and explain where the civilisations are placed on a timeline. Identify some of the key components of 3 civilisations; explaining some reasons why they are significant.</p> <p><b>Assessment Indicators</b> Develop an understanding of concurrence of civilisations around the</p>	<p><b>Major</b> EQ- What were the beliefs of the ancient civilisations?</p> <p>Place early civilizations into context.</p> <p>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.</p>	<p><b>Major</b> EQ- What were the greatest achievements of the ancient civilisations?</p> <p>Place early civilizations into context.</p> <p>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. (BV-Democracy/Rule of law)</p>

				<p>world and their impact on later civilisations. Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through achievements beliefs society</p>	(BV-Democracy/Rule of law)	<p><b>Assessment Indicators</b> List achievements of the Ancient Sumer, Shang Dynasty, Indus Valley and Ancient Egypt civilisations.</p>
<p><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>		<p><b>BELIEVING</b> Why is the Bible so important for Christians Today?</p> <p>Explore examples of how and suggest reasons why Christians use the Bible today. Explore a range of religious and non-religious texts, sacred books, special books and instructional texts.</p> <p>Justify what the bible offers to Christians that other texts and objects can offer to others.</p>	<p><b>BELIEVING</b> Why is the Bible so important for Christians Today?</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Consider the Big Story of the Bible and plot the events on a 'story graph'.</p>	<p><b>BELIEVING</b> Why is the Bible so important for Christians Today?</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Use drama to express the story of creation (Genesis 1).</p> <p>Retell the story of Adam and Eve and understand how they give in to temptation and what we can learn from this story.</p> <p><b>Assessment Indicators</b> Recall the story of Creation - Seven days - and detail how the narrative shows that God is powerful, creative and good. Retell the story of Adam and Eve and detail how they give in to temptation and what we can learn from this story.</p>	<p><b>BELIEVING</b> Why is the Bible so important for Christians Today?</p> <p>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression. Consider the stories of The Lost Coin, The Lost Sheep and The Lost Son and compare what each story tells us about God.</p> <p><b>Assessment Indicators</b> Explain how believing in God influences peoples' personal worldviews. Express own views about God through art, music, poetry or Drama.</p>	<p><b>BELIEVING</b> Why is the Bible so important for Christians Today?</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Explore how the bible can support Christians through challenging times but also pose difficulties when following the book in daily life.</p> <p><b>Assessment Indicator</b> Through P4C, discuss the question What are the difficult things Christians might find from trying to follow this book in day-to-day life?</p>

<p><b>Modern Foreign Languages-French</b></p> <ul style="list-style-type: none"> <li>-Listening</li> <li>-Speaking</li> <li>-Reading</li> <li>-Writing</li> <li>-Intercultural Understanding</li> </ul>	<p><b>Catherine Cheater SOW</b></p> <p>Recognise and spell colours.</p> <p>Say and repeat single words and short simple phrases. 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><b>Catherine Cheater SOW</b></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><b>Describing the seasons.</b> 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><b>Catherine Cheater SOW</b></p> <p>To know some new commands.</p> <p>To recognise vowel and consonant in French. Say and repeat single words and short simple phrases.</p> <p>Use actions to practise new commands.</p> <p><b>Assessment Indicator</b> <i>Match me up command pictures to correct words.</i></p>	<p><b>Catherine Cheater SOW</b></p> <p>Recognise adverbs vite and lentement. Introduce quickly and slowly and practise with commands.</p> <p>Recap numbers and colours using games to practise speaking, listening and reading.</p>	<p><b>Catherine Cheater SOW</b></p> <p>To read, speak and write numbers and colours.</p> <p><b>Assessment Indicator</b> <i>Match me up colours and numbers.</i></p>	<p><b>Catherine Cheater SOW</b></p> <p>To know vocabulary of fast and slow and apply it to commands.</p> <p>To ask for something. Verbal game of showing commands and whether to perform them quickly or slowly based on the adverb instruction.</p>
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>-Structuring and Creating</li> <li>-Art Elements</li> <li>-Evaluate and Appraise</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>-Design</li> <li>-Make</li> <li>-Evaluate</li> <li>-Food Technology</li> </ul>	<p>Artist-Gustav Klimt.</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. Appraise the work of artist Gustav Klimt, recognising inspiration from Ancient Egypt.</p>	<p>Artist-Gustav Klimt.</p> <p>Use acrylic paint to create tones and textures.</p> <p>Use shade and contours within painting. Explore the colour wheel and think about how artists achieve different shades.</p>	<p>Artist-Gustav Klimt.</p> <p>Use shade and contours within painting. Know how to make colours darker or lighter to achieve a desired shade of colour, to recreate patterns inspired by Gustav Klimt.</p>	<p>Artist-Gustav Klimt.</p> <p>Use acrylic paint to create tones and textures.</p> <p>Use shade and contours within painting. Know how to make colours darker or lighter to achieve a desired shade of colour, to recreate patterns inspired by Gustav Klimt.</p>	<p>Artist-Gustav Klimt.</p> <p>Replicate work of other artists. Create own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.</p> <p><b>Assessment Indicator</b> <i>Create a final piece using paint inspired by Gustav Klimt.</i> (BV-Individual liberty)</p>	<p>Artist-Gustav Klimt.</p> <p>Replicate work of other artists. Refine and appraise own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.</p> <p><b>Assessment Indicator</b> <i>Create a final piece using paint inspired by Gustav Klimt.</i></p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>-Listen and Appraise</li> <li>-Singing</li> <li>-Instruments</li> <li>-Improvisation</li> <li>-Composition</li> </ul>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>	<p>Wider Opps - Ukulele</p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.</p>



	Know and understand how to play a tuned instrument.	Know and understand how to play a tuned instrument.	Know and understand how to play a tuned instrument.	Know and understand how to play a tuned instrument.	Know and understand how to play a tuned instrument.	Know and understand how to play a tuned instrument. <b>Assessment Indicator</b> <i>Perform as part of an ensemble using range of chords and both plucking and strumming.</i>
<b>Outdoor Learning</b>			<b>Major: (Art)</b> Experiment with colour mixing using natural materials.	<b>Major: (History)</b> Retrieve facts about 3 ancient civilisations on a scavenger hunt.	<b>Minor: (MFL)</b> Find colours in nature when given the French word.	<b>Minor: (Reading)</b> Read a story outside.
<b>Enhancements Visits and Visitors</b>				Kid's wellbeing workshop 29.01.25		
<b>Parental Engagement</b>					Drop Everything And Read. 06.02.25 2.30pm	
<b>Whole School and National Events</b>					Children's Mental Health Week WB 03.02.25	Safer Internet Day 11.02.25 St. Valentine's Day 14.02.25

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.