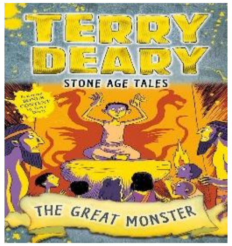
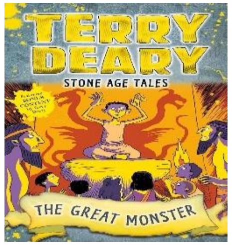
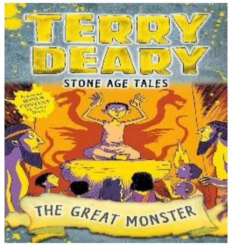
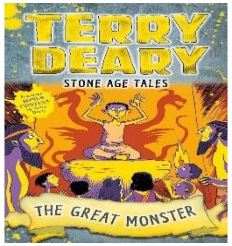
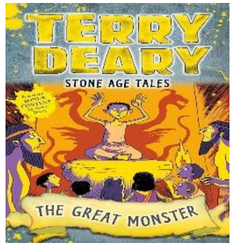
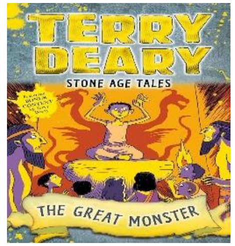
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2026
Phase Lower Key Stage 2 Year Group 3

	Week 1 Wk Beg 06.01	Week 2 Wk Beg 13.01	Week 3 Wk Beg 20.01	Week 4 Wk Beg 27.01	Week 5 Wk Beg 03.02	Week 6 Wk Beg 10.02
Big Question	How have ancient civilisations shaped our world?					
Connected Concepts	Cause and Effect Significance	Cause and Effect Significance	Cause and Effect Significance	Cause and Effect Significance	Cause and Effect Significance	Cause and Effect Significance
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 	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?					
Tier Two Vocabulary	Bitter Obey, Pitiful Despair Invincible Mercy			Confrontation Warrior Heroic Slay Unexpected Witnessed		
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement	**Be able to double 2 digit numbers when one digit is 5 or more.** **Be able to halve numbers to 40.** **Conjecture and hypothesise** Explore ways of solving problems involving doubles. Solve inverse problems using number pyramids and draw conjectures based on observations.	**Be able to halve numbers when the tens digit is odd.** **Recognise the relationship between part and whole and the importance of equal parts.** Explore ways of halving. Explore relationship between part and whole through images and sentences.	**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>**	**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.	**.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**	**Finding and recognising properties of 2D shapes including angles, parallel and perpendicular lines.** Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles. **Mentally +- multiples of 10 to 100recognising inverse.**

-Geometry Properties of shapes -Geometry Position and Direction	Explore ways of halving Maths Rehearsal Sequence. **Mentally +- within 20 (bridging) with focus on subtraction.** **Recall of the times tables: 2,3,4,5,8 and 10.**	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? 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 record unit and non-unit fractions based on images* Maths Rehearsal Sequence. **Mentally +- within 20 with (bridging) with focus on subtraction.** **Recall of the times tables: 2,3,4,5,8 and 10.**	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. Maths Rehearsal Sequence. **Mentally +- multiples of 10 to 100 recognising inverse.** **Recall of the times tables: 2,3,4,5,8 and 10.**	**Recall of the times tables: 2,3,4,5,8 and 10** ***Assessment Indicator:*** *Use multiplication and division to find fractions of amounts.* Maths Rehearsal Sequence. **Mentally +- multiples of 10 to 100 recognising inverse.** **Recall of the times tables: 2,3,4,5,8 and 10.**	**Recall of the times tables: 2,3,4,5,8 and 10** ***Assessment Indicator:*** *Recognise right angles, angles bigger and smaller than right angles, parallel lines.*
Retrieval work through maths rehearsal sequence	+- bonds to 20 no bridging - fluency	+- bonds to 20 no bridging - fluency	Arrays for multiplication and division	Arrays for multiplication and division	doubling and halving	doubling and halving
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.** Complete a concept map showing knowledge retained from Year 2. Explain that humans cannot make their own food but get it from what they eat. Research nutrients using secondary sources and identify some foods they are found in.	**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.** Create a food pyramid to show that we need to eat the right amounts of foods and that different foods give us different nutrients.	**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.** Pattern seeking: Sort food packaging according to how much fat and sugar is in the food. Create an Eatwell plate from foods eaten over the previous 24 hours and evaluate how healthy it is. Compare a nutrient across a range of foods using the McDonalds calculator	**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.** ***Sticky Knowledge:*** *Odd one out – reason and explain the odd one out from a set of images.* Plan an Eatwell plate to contain a good balance of nutrients over a day. Explain why it is healthy. ***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.* *Acquire and Apply:*	**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.** Investigate foods from around the world relating to UNCRC the right to healthy food primarily through Article 24 and 27. Match healthy meals and the countries they are from. Discuss why food might vary around the world. Find ideas for a recipe book that includes healthy meals from 4 different countries. Give reasons why those foods are used	**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.** Identify some barriers to children having access to healthy food and give possible solutions. Relating to UNCRC the right to healthy food primarily through Article 24 and 27.

				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.	including whether they are locally available or healthy.	
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	-	PSHEE Jigsaw SOW Dreams and Goals **Think about a person who has faced difficulties and reached success.** 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). (BV-Respect/Tolerance)	PSHEE Jigsaw SOW Dreams and Goals **Identify a dream or ambition that is important and how they will feel when they have it.** Identify a dream/ambition that is important to me. Imagine how I will feel when I achieve my dream/ambition. (BV-Individual liberty)	PSHEE Jigsaw SOW Dreams and Goals **Recognise that they are responsible for their own learning.** **To show motivation and enthusiasm when facing a new challenge and use strengths to tackle it.** 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 Indicators:*** *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.* (BV-Individual liberty)	PSHEE Jigsaw SOW Dreams and Goals **Recognise obstacles which may hinder achievement and how to overcome them, while managing frustration.** Recognise obstacles which might hinder my achievement and take steps to overcome them. Manage the feelings of frustration that may arise when obstacles occur. (BV-Individual liberty)	PSHEE Jigsaw SOW Dreams and Goals **Evaluate learning processes thinking about how it can be better next time.** 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). (BV-Respect/Tolerance Individual liberty)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**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.	**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.	**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.	**Get Set 4 PE SOW** Indoor PE Dance **Develop an understanding of formations.** To remember, repeat and create actions to represent an idea. Understand that 'formation' means the	**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.	**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.

	Understand that sharing ideas with others enables a group to work collaboratively and try ideas before deciding on the best actions for our dance. Outdoor PE Dodgeball **Begin to strike a bowled ball after a bounce with different equipment.** Know that using a bigger swing will give me more power.	Understand that all actions can be performed differently to help show effect. ***Assessment Indicator:*** *Work with a partner and in a small group, sharing ideas.* Outdoor PE Dodgeball **Explore bowling to a target and fielding skills to include a two handed pick up.** Know to throw slightly ahead of a moving target. Know that beginning in a ready position will help me to react to the ball. ***Assessment Indicator:*** *Throw with some accuracy and begin to catch with some consistency.*	Understand that using space will help a dance to flow. Outdoor PE Dodgeball **Use overarm and underarm throwing in game situations.** Know that beginning in a ready position will help me to react to the ball. ***Assessment Indicators:*** *Throw with some accuracy and begin to catch with some consistency.* *Provide feedback using key words.*	same in dance as in other activities such as football, rugby and gymnastics. Outdoor PE Dodgeball **Catch with some consistency in game situations.** Know that beginning in a ready position will help me to react to the ball. Know the rules of the game and begin to apply them. ***Assessment Indicators:*** *Understand the aim of the game.* *Learn the rules of the game and begin to use them to play fairly.*	Understand that by using timing techniques such as canon and unison, can create effect. ***Assessment Indicators:*** *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.* Outdoor PE Dodgeball **Catch with some consistency in game situations.** 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. ***Assessment Indicator:*** *Work co-operatively with their group to self-manage games.*	Know that by showing sensitivity to the music, the performance will look more complete. ***Assessment Indicators:*** *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.* Outdoor PE Dodgeball **Catch with some consistency in game situations.** 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.
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	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.	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	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.	Espresso level 2 **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

		Royal chase Magic castle	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	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 ***Assessment Indicators:*** *Written algorithm making snow white move around the screen using keyboard and pointer.* *Screen shot written algorithm and save to portfolio.*	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 Indicators:*** *Written algorithm making snow white move around the screen using keyboard and pointer.* *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 on a map, atlas and globe there ancient civilisations are located and the rivers they settled by.			**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 Indicators:*** *Understand why the earliest builders chose to build next to rivers.* *Identify how rivers influence settlements.*		
History **-Chronology** **-Concepts** **-Interpretation**	**Major:** **EQ- What is a civilisation?** **Place early civilisations into context – with an in**	**Major:** **EQ- How did the Ancient Sumer civilisation flourish and develop?**	**Major:** **EQ- What made the Indus Valley such a special civilisation?**	**Major:** ***Sticky Knowledge*** *Acquire and Apply:* *Know that ancient means thousands of years ago.*	**Major:** **EQ- What do these artefacts tell us about the Shang dynasty?**	**Major:** **EQ- How have the ancient civilisations shaped our world?**

-Enquiry **-Communication**	**depth unit about Ancient Egyptians.** **Develop an understanding of concurrence of civilisations around the world and their impact on later civilisations.** Explain that the first civilisations began around rivers. Discuss what people need to live. Sort picture cards and create a class definition to add to the glossary. Introduce the 3 first ancient civilisations on a map and timeline in preparation for learning about them.	**Build a coherent knowledge of the *earliest civilisations (in depth Egyptians)*, their chronological place in history and their impact on future civilisations** **power** **achievements** **beliefs** **society** **legacy** **(including homes, food, entertainment)** **To know the significant achievements of the earliest civilisations and why they are significant** Locate Iraq on map and identify Tigris and Euphrates rivers. Each pupil investigates one invention/achievement and then jigsaw information back to original group. Class discussion – which one is most significant?	**Build a coherent knowledge of the *earliest civilisations (in depth Egyptians)*, their chronological place in history and their impact on future civilisations** **power** **achievements** **beliefs** **society** **legacy** **(including homes, food, entertainment)** **To know the significant achievements of the earliest civilisations and why they are significant** Locate Indus River on map and explore their achievements around the organisation of their cities. Compare with our town today then draw and label a well-planned city.	*Identify reasons for the growth and success of a civilisation e.g. location, water source.* *List achievements of the Ancient Sumer, Shang Dynasty, Indus Valley and Ancient Egypt civilisations.* *Identify significant achievements of the earliest civilisations.*	**To know the significant achievements of the earliest civilisations and why they are significant** **Ask valid questions for enquiries and answer using a number of sources.** **Recognise our interpretations of these time periods is difficult due to limited primary sources or written evidence.** Artefact investigation. Model exploring an artefact. Observe each artefact image and answer questions. Explore in groups and play 'Who wants to be a millionaire'. Which theory is most accurate? What does it tell us about life then?	Identify the similarities and differences between earliest ancient civilisations through **achievements** **beliefs** **society** (including homes, food, entertainment) On class chart match/sort the information linked to settlements, achievements, society and beliefs. What are the similarities and differences? How has this shaped our world? ***Assessment Indicators:*** *Identify periods of British and World history that were happening at the same time on a timeline*
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	-	**BELIEVING** Why is the Bible so important for Christians Today? **Name features of the Bible – Old and New testament, divided into books, chapters and verses.** Brainstorm words associated with special/religious books. Generate questions about the special books. Explore the different parts of the Bible and why it is so popular.	**BELIEVING** Why is the Bible so important for Christians Today? **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'.	**BELIEVING** Why is the Bible so important for Christians Today? **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). Retell the story of Adam and Eve and understand how they give in to temptation and what we can learn from this story.	**BELIEVING** Why is the Bible so important for Christians Today? **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.	**BELIEVING** Why is the Bible so important for Christians Today? **Discuss their own and others' ideas about why humans do bad things and how people try to put things right.** Explore how Christians use the Bible and how the Bible can support Christians through challenging times but also pose difficulties when following the book in daily life.

				Assessment Indicators: *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.*	***Assessment Indicators:*** *Explain how believing in God influences peoples' personal worldviews.* *Express own views about God through art, music, poetry or Drama.*	***Assessment Indicator:*** *Through P4C, discuss the question What are the difficult things Christians might find from trying to follow this book in day-to-day life?*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	-	**Catherine Cheater SOW Lesson 11** **Reading** **Can recognise and read out a few familiar words and phrases.** Recap on greetings. Teach Bonne Annee Introduce Annick and spelling of Albert and Annick. Create a vocabulary page and use games to reinforce speaking of colours.	**Catherine Cheater SOW Lesson 12** **Speaking and Listening** **Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.** Play listen and respond game involving vowels and consonants in familiar words. Teach *Sautez* (jump), *courez* (run), *marchez* (walk), *marchez sur la pointe des pieds* (tiptoe).	**Catherine Cheater SOW Lesson 13** **Writing** **Can write or copy simple words, symbols or sentences correctly.** Teach the finger rhyme Les Saisons. In books, children to write and decorate to show understanding. Add a numbers page and record numbers to 10.	**Catherine Cheater SOW Lesson 14** **Speaking and Listening** **Listen and respond to simple conversations.** **Say and repeat single words and short simple phrases.** Recap numbers and teach 8-10. Recap verbs learned in previous lesson. Teach the adverns vite and lentement. Use them in combination with the verbs. ***Assessment Indicator:*** *Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.*	**Catherine Cheater SOW Lesson 15** **Intercultural Understanding** **Learn and perform a French dance and song e.g.Jean petit qui danse.** Match me Up for numbers and colours. Teach Le fermier dans son pre including actions/dance. ***Assessment Indicator:*** *Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.*
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**	**PAINTING** Artist-Gustav Klimt. **Explore and evaluate a wide range of artists.** **Replicate work of other artists.**	**PAINTING** Artist-Gustav Klimt. **Use acrylic paint to create tones and textures.** **Use shade and contours within painting.**	**PAINTING** Artist-Gustav Klimt. **Use shade and contours within painting.** Know how to make colours darker or lighter to achieve a desired shade of colour, to recreate	**PAINTING** Artist-Gustav Klimt. **Use acrylic paint to create tones and textures.** **Use shade and contours within painting.**	**PAINTING** Artist-Gustav Klimt. **Replicate work of other artists.** Create own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.	**PAINTING** Artist-Gustav Klimt. **Replicate work of other artists.** Refine and appraise own Klimt-inspired artwork by replicating pattern from

Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology**	**Form own opinions on artists work.** Appraise the work of artist Gustav Klimt, recognising inspiration from Ancient Egypt.	Explore the colour wheel and think about how artists achieve different shades.	patterns inspired by Gustav Klimt.	Know how to make colours darker or lighter to achieve a desired shade of colour, to recreate patterns inspired by Gustav Klimt.	***Assessment Indicator:*** *Create a final piece using paint inspired by Gustav Klimt.* (BV-Individual liberty)	Egyptian architecture and artwork. ***Assessment Indicator:*** *Create a final piece using paint inspired by Gustav Klimt.*
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	-	**Charanga Model Music Curriculum B** Unit 3 – Compose Using Your Imagination **Understanding Music** **Copy back and improvise simple melodic patterns using the notes: G, A, B, C, D** **Singing** Learn to sing the song – Your Imagination **Sing expressively, with attention to the meaning of the words.**	**Charanga Model Music Curriculum B** Unit 3 – Compose Using Your Imagination **Creating – Composing** Compose an eight-bar melody, using three or five notes over the backing track. **Create a melody in style of a backing track, giving the melody a shape and describing how it was created.**	**Charanga Model Music Curriculum B** Unit 3 – Compose Using Your Imagination **Listen and Appraising -** You're A Shining Star **Talk about what the song or piece of music means. Talk about the style of the music.** **Playing Instruments** (Recorder) **Rehearse and learn to play a simple melodic instrumental part by ear or from notation; G Major**	**Charanga Model Music Curriculum B** Unit 3 – Compose Using Your Imagination **Creating – Improvising** Improvise using three or five notes over the backing track of the song Provided. **Explore improvisation within a major scale. Inventing short 'on the spot' responses using a limited note range**	**Charanga Model Music Curriculum B** Unit 3 – Compose Using Your Imagination ***Assessment Indicators:*** *Improvise with the Song - You're A Shining Star* *Improvise using three or five notes over the backing track of the song provided.* *Compose with the Song - Your Imagination* *Compose an eight-bar melody, using three or five notes over the backing track as part of the final performance.*
Outdoor Learning	**Minor: (History)** Sort the picture cards into necessary/not necessary relay race.	**Major: (Maths)** Fractions using found materials	**Major: (Art)** Experiment with colour mixing using natural materials. Maths create unit and non-unit fractions using natural materials.	**Minor: (MFL)** Find colours in nature when given the French word.	**Major: (PSHEE)** Create obstacle course – create key for each piece of equipment e.g. quoit = ?	**Minor: (Reading)** Read a story outside.
Enhancements **Visits and Visitors**	The Lion, the Witch and the Wardrobe at Lowry Theatre 08.01.26					
Parental Engagement						Drop Everything And Read. 11.02.26 9.00am
Whole School and National Events					NSPCC Number Day 06.02.26	Children's Mental Health Week WB 09.02.26 Safer Internet Day 10.02.26

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.