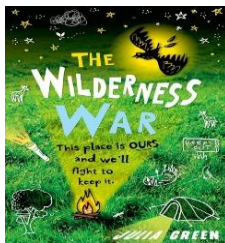
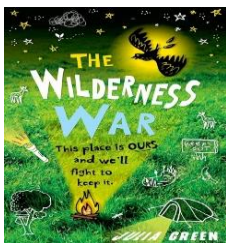
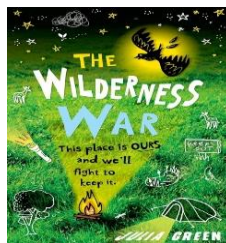
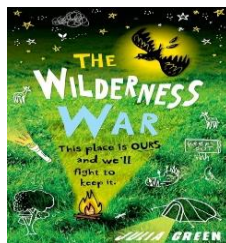
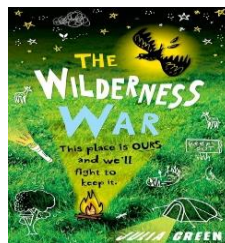




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
Big Question	What makes Greater Manchester, great?				
Connected Concepts	Cause and Effect Appreciation	Cause and Effect Appreciation	Cause and Effect Appreciation	Cause and Effect Appreciation	Cause and Effect Appreciation
Book Studies	The Wilderness War by Julia Green 	The Wilderness War by Julia Green 	The Wilderness War by Julia Green 	The Wilderness War by Julia Green 	The Wilderness War by Julia Green 
Children steering learning....	Why has Manchester become such a big city over time? How many towns are there in Greater Manchester? What does Manchester have that other places don't have? Why do people want to live in Greater Manchester? What is Manchester famous for? What famous buildings are in Manchester? Are there lots of different types of food in Manchester? How do people get into Manchester? How many people live in Manchester? How big is Manchester?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Non-chronological report- Greater Manchester <u>Phase 1 – Hook and Understanding as a reader</u> Compare a range of texts and decide which is the most informative. <u>Phase 2 – Understanding as a writer</u> Identify the features of a non-chronological report text. Identify and use a range of ambitious vocabulary.	Non-chronological report- Greater Manchester <u>Phase 2 – Understanding as a writer</u> Use a range of sentence features used in a non-fiction text – non-chronological report. Identify and use causal conjunctions. <u>Phase 3 – Composition</u> Use plan to write their own non-chronological report. About Greater Manchester. Edit and improve their non-chronological report. <u>Assessment Indicator::</u> <i>Writing our own. non-chronological report about Greater Manchester</i>	Letters of persuasion. <u>Phase 1: Understanding as a reader</u> Through using VIPERS and PEE skills to unpick a text. <u>Phase 2: Understanding as a writer</u> Through developing knowledge of features, purpose and audience. Define subject specific vocabulary in order to up-level writing. Identify structure of a persuasive letter. Alter sentences to use a formal tone.	Letters of persuasion. <u>Phase 3: Understanding as a writer</u> Generate sentences using causal conjunctions and rhetorical questions. P4C- pick a stimulus and discuss the issues involved. Self-assess, edit and respond to purple polish. Composition and editing. Write a persuasive letter.	Letters of persuasion. <u>Phase 3: Understanding as a writer</u> Composition and editing. Write a persuasive letter. Self-assess, edit and respond to purple polish. Redraft parts of the letter.

Tier II Vocabulary	Rural Eclectic Populous Noteworthy Metropolitan Urban Rural Historically Landlocked	Crucial Diminished Inevitable Irreversible Prevalent Jeopardise Urge Implore			
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Multiplication and Division. Solve problems, involving multiplication and division, using both mental and expanded written methods. Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200. <u>Assessment Indicator:</u> Use mental and written methods for multiplication and division to solve a range of problems.	Fractions. Find fractions of shapes and amounts to solve problems. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Using multiplication and division to help find fractions of shapes and amounts of non-unit fractions. Using number lines, images and fraction pieces to count forwards and backwards in tenths and to represent tenths as dividing by 10. Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200.	Fractions. Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] Using practical apparatus and images in a range of activities to add and subtract fractions with the same denominator less than 1. Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200 <u>Assessment Indicator:</u> TO + - fractions with same denominator within a whole	Geometry. Draw and identify properties of 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200	Addition and subtraction linked to measures. Add and subtract numbers with up to three digits, using mental methods and formal written methods of addition and subtraction. Measure the perimeter of simple 2-D shapes. Measure, compare, add and subtract: lengths (m/cm/mm); Revisit methods Use mental and written method to + sides of shapes to find the perimeter. Solve other +- problems which involve length. MRS - 3 4 and 8 times tables. Retrieval; calculation methods. Fraction of amounts.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Forces and Magnets Notice that some forces need contact between two objects, but magnetic forces can act at a distance. KWL grid. Carousel push, pull and non-contact activities. Children work around the groups deciding what force is being used to cause the objects to move.	Forces and Magnets Compare how things move on different surfaces. Test which surface a car travels the furthest on. Show results using a table and bar chart. Use results to make predictions for further tests e.g. it will spin for longer on this surface than that, but not as long as it spun on that surface.	Forces and Magnets Observe how magnets attract or repel each other and attract some materials and not others. 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.	Forces and Magnets Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials. Predict and sort a selection of coins into magnetic and non-magnetic. Use a magnetic to test predictions. Test the strength of different magnets.	Forces and Magnets Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract 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.

	Venn diagram to show examples of push, pull and non-contact forces.	<p><u>Assessment Indicator:</u> Give examples of objects moving differently on different surfaces.</p>	<p>Show magnets, experiment with using them to make two magnets attract or repel each other.</p> <p>Create a diagram explain attract and repel in magnets.</p> <p>Pull magnetic of different materials out of sand. Identify that they are all made or partially made from metal.</p> <p><u>Assessment Indicator:</u> 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.</p>	<p><u>Assessment Indicator:</u> 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.</p>	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.
<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 Relationships.</p> <p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Family Roles and responsibilities - identify the roles and responsibilities of each member of the family and reflect on expectations for males and females. (BV-Individual Liberty)</p>	Educational Visit.	<p>PSHEE JIGSAW SOW Relationships.</p> <p>Know and can use some strategies for keeping myself safe online. Keeping myself safe online. Know and use strategies for keeping safe on line. (BV-Individual Liberty)</p>	<p>PSHEE JIGSAW SOW Relationships.</p> <p>Can explain how some of the actions and work of people around the world help and influence my life. Being a global citizen - Understand how my needs and rights are shared by children around the world and can identify how lives may be different. (BV-Rule of law)</p>	<p>PSHEE JIGSAW SOW Relationships.</p> <p>Can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. Celebrating my web of relationships - know how to express appreciation to friends and family. (BV-Tolerance)</p> <p><u>Assessment Indicator:</u> Suggest different ways to show appreciation and recognise appreciation.</p>

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 remember, repeat and create actions to represent an idea. <u>Assessment Indicator:</u> Create short dance phrases that communicate the idea. Outdoor PE Rounders. Use overarm and underarm throwing in game situations. Catch with some consistency in game situations. To develop throwing and catching with accuracy and apply these to striking and fielding game.	Get Set 4 PE SOW Indoor PE Dance. Use dynamics effectively to express an idea. To share ideas of actions and dynamics to create a dance that shows a location. <u>Assessment Indicators:</u> Provide feedback using key words. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Outdoor PE Rounders. Explore bowling to a target and fielding skills to include a two handed pick up. To develop bowling and learn the rules of the skill within this game. <u>Assessment Indicator:</u> To be able to bowl a ball towards a target. Work co-operatively with their group to self-manage games.	Get Set 4 PE SOW Indoor PE Dance. Perform short, self-choreographed phrases showing an awareness of timing. Create actions in response to a stimulus individually and in groups. To use choreographing ideas to develop our dance. To use canon and unison to make our dance look interesting. <u>Assessment Indicator:</u> Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea. Outdoor PE Rounders. Begin to strike a bowled ball after a bounce with different equipment. To develop batting technique and understand where to hit the ball <u>Assessment Indicators:</u> Begin to strike a bowled ball. Use overarm and underarm throwing and catching skills.	Get Set 4 PE SOW Indoor PE Dance. Use direction to transition between formations. To use straight pathways and clear changes in direction in a line dance. Outdoor PE Rounders. Explore bowling to a target and fielding skills to include a two handed pick up. To develop fielding techniques and apply them to game situations.	Get Set 4 PE SOW Indoor PE Dance. Develop an understanding of formations. To use formations, canon and unison to make our dance look interesting. <u>Assessment Indicator:</u> Use dynamic and expressive qualities in relation to an idea. Outdoor PE Rounders. Explore bowling to a target and fielding skills to include a two handed pick up. To apply skills and knowledge to compete in a tournament. <u>Assessment Indicators:</u> Develop an understanding of tactics and begin to use them in game situations. Learn the rules of the game and begin to use them.
Computing	Creating Media Stop Frame Animations. Stop frame animation. To explain that animation is a sequence of drawings or photographs. Discuss whether we think a picture can move. Learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.	Creating Media Stop Frame Animations. To relate animated movement with a sequence of images. Make a stop-frame animation using a tablet. Predict what an animation will look like. <u>Assessment Indicator:</u> Explain why little changes are needed for each frame. Create an effective stop frame animation (smooth)	Creating Media Stop Frame Animations. To plan an animation. Break down a story into settings, characters and events. Create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation. <u>Assessment Indicator:</u> Create a storyboard plan. Review a sequence of frames to review my work	Creating Media Stop Frame Animations. Identify the need to work consistently and carefully (to produce a smooth animation) Based on prior learning, use tablets to carefully create stop-frame animations, paying attention to consistency. (Mutual respect and Tolerance) <u>Assessment Indicator:</u> Explain ways to make an animation better.	Creating Media Stop Frame Animations. Identify the need to work consistently and carefully (to produce a smooth animation) Review and improve animations from last lesson. <u>Assessment Indicator:</u> Improve an animation based on feedback.

	<u>Assessment Indicator:</u> <i>Create an effective flip book using a sequence of pictures.</i>				
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major:- Name and locate geographical regions of the UK. EQ- What makes the UK? Discuss what the difference is between the United Kingdom, The British Isles and Great Britain. Locate the countries of the UK on various maps. Introduce the idea of counties and regions.	Major:- Name and locate geographical regions of the UK. EQ- What makes the UK? Identify whether a place is a city, a county, a region or a country. Locate cities, counties, regions and countries on a map. <u>Assessment Indicator:</u> <i>Locate countries using maps, globes and atlases.</i>	Major:- Name and locate geographical regions of the UK & their identifying physical and human characteristics. EQ- Is Greater Manchester diverse? Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there. Explore the different land types and land uses across Greater Manchester linking to key vocabulary: Urban Rural Suburban Wetland The Pennines Farmland	Major:- Use simple equipment to measure and record. EQ- what is the weather like in Greater Manchester? Conduct fieldwork in our local area collecting weather samples to compare to another country. Identify which methods of data collection they find the most useful and why. Communicate and understand findings from fieldwork. <u>Assessment Indicator:</u> <i>Present data using bar charts, pictograms and tables.</i>	Major:- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) EQ- How does the weather in Greater Manchester compare to Greater London? Compare the land use of Greater Manchester and another county. <u>Assessment Indicators:</u> <i>Make comparisons between Greater Manchester and another county of the UK. E.g. location, cities, land use. 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.</i>
History -Chronology -Concepts -Interpretation -Enquiry -Communication				Minor:- Ask valid questions for enquiries and answer using a number of sources Why was the arrival of the Empire Windrush such an important story? <u>Assessment Indicator:</u> <i>Make deductions from different sources e.g. text/picture/objects based on what is included.</i>	
Religious Education, Beliefs and Values -Believing -Expressing	EXPRESSING Why do people pray? Islam: Explore what people believe about prayer and what	Educational Visit.	EXPRESSING Why do people pray? Christianity: Explore what people believe about prayer	EXPRESSING Why do people pray? Hinduism: Explore what people believe about prayer and what	EXPRESSING Why do people pray? Explore similarities and differences between how

<p>-Living</p>	<p>they do when they pray in Islam.</p> <p>Consider ways in which prayer can comfort and challenge believers.</p> <p>Identify the important elements Muslims must consider when they pray, Exploring Muslim accounts of what prayer means to them, identifying how their religion can sway their views, guide them and challenge them.</p> <p><u>Assessment Indicator:</u> Describe the practice of prayer in Islam – Being Clean, being in a clean place, facing Makkah, preparing the mind, submission of body, words of prayer.</p>		<p>and what they do when they pray in Christianity.</p> <p>Consider ways in which prayer can comfort and challenge believers.</p> <p>Identify places Christians pray in. Consider how different artefacts and symbols are using during Christian prayer, considering how Christians would feel without these during prayer.</p> <p><u>Assessment Indicators:</u> Detail the meaning of the Lord's Prayer. List at least two symbols used in Christian prayer and list three places Christians can pray. (BV-Respect/Tolerance)</p>	<p>they do when they pray in Hinduism.</p> <p>Identify and label religious artefacts used during Hindu Prayer, exploring how this exemplifies Hindu beliefs and values, including the Shrine, Mantra, Puja tray.</p> <p><u>Assessment Indicators:</u> Describe the practice of prayer in Hinduism including the Shrine, Mantra, Puja tray.</p>	<p>Christians, Muslims and Hindus pray.</p> <p>Facilitate a P4C session.</p> <p>Write statements that could be true for Christians, Hindus and Muslims about prayer, and some statements that could only be true for each.</p> <p>Reflect on how this experience was and what it tells them about prayer and religion. (Respect/Tolerance)</p> <p><u>Assessment Indicator:</u> Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.</p>
<p>Modern Foreign Languages-French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Niveau Rouge</p> <p>Module 4 Lesson 16, 17, 18</p> <p>To learn the vocabulary for clothing.</p> <p>Introduce the vocabulary or clothes.</p> <p>Use games and matching pictures, Pass the parcel with clothes in bag.</p>	<p>Catherine Cheater SOW</p> <p>Niveau Rouge</p> <p>Module 4 Lesson 16, 17, 18</p> <p>To know how to use singular and plural as well as masculine and feminine for clothes.</p> <p>Practise describing clothes both singular and plural and use Je mets..... when describing what you are wearing.</p>	<p>Catherine Cheater SOW</p> <p>Niveau Rouge</p> <p>Module 4 Lesson 16, 17, 18</p> <p>To create simple sentences based on clothes.</p> <p>Practise vocabulary for singular and plural clothes then create sentences using Voici une robe, un pantalon et un pull.</p> <p>Begin to learn days of week vocabulary.</p> <p>Note that plural s is silent.</p> <p>Label Albert and Annick</p> <p>Match me up activity clothes.</p>	<p>Catherine Cheater SOW</p> <p>Niveau Rouge</p> <p>Module 4 Lesson 16, 17, 18</p> <p>To write simple sentences based on clothes.</p> <p>Creating sentences based on the question Qu'est-ce que c'est? Qu'est-ce que tu veux? Je veux s'il te plaît. Voilà Record in books.</p> <p><u>Assessment Indicator:</u> Using vocabulary of clothes correctly with singular/plural, masculine/feminine correct in simple sentences.</p>	<p>Catherine Cheater SOW</p> <p>Niveau Rouge</p> <p>Module 4 Lesson 16, 17, 18</p> <p>To create simple sentences based on clothes.</p> <p>Practise vocabulary for singular and plural clothes then create sentences using Voici une robe, un pantalon et un pull. Je veux s'il te plaît.. Voilà</p> <p>Recap on numbers to 15.</p>
<p>Art and Design</p> <p>-Structuring and Creating</p> <p>-Art Elements</p> <p>-Evaluate and Appraise</p>	<p>Art - Sculpture</p> <p>Replicate work of artists and sculptors and designers.</p> <p>Form own opinions on artists work.</p>	<p>Art - Sculpture</p> <p>Replicate work of artists and sculptors and designers.</p> <p>Know how to use tools to sculpt clay and other mouldable materials.</p>	<p>Art - Sculpture</p> <p>Know how to show mirror reflections.</p> <p>Create mirror images of Hokusai's 'The Great Wave' experiment using different lines to recreate texture. Use mirrors</p>	<p>Art - Sculpture</p> <p>Know how to use tools to sculpt clay and other mouldable materials.</p> <p>Experiment by using natural and manmade tools to sculpt and score salt dough, in preparation</p>	<p>Art - Sculpture</p> <p>Replicate work of artists and sculptors and designers.</p> <p>Know how to use tools to sculpt clay and other mouldable materials.</p>

Design and Technology -Design -Make -Evaluate -Food Technology	<p>Know how to identify the techniques used by different artists.</p> <p>Know how to compare different artists work.</p> <p>Recognise when art is from different cultures.</p> <p>Hokusai artist study: Compare and contrast the work of Hokusai with other artists studied this year, recognising cultural aspects of art. (BV-Tolerance, race)</p> <p>Appraise the work of different sculptures and designers (architects), using a range of natural and none-natural materials.</p> <p>Select an image of an artist or sculptor's work, then explain and justify their material selection before recreating.</p>	<p>Select man made materials to take outside then create outdoor sculptures inspired by Hokusai's 'The Great Wave'.</p> <p><u>Assessment Indicator:</u> Join natural and man-made materials together using clay and other mouldable materials.</p>	<p>to support understanding of reflection.</p> <p><u>Assessment Indicator:</u> Create mirror reflections to see how shapes change and appear when reflected.</p>	<p>for creating own sculptures inspired by The Great Wave.</p>	<p>Create sculpture of The Great Wave inspired by Hokusai, using clay and natural materials.</p> <p><u>Assessment Indicator:</u> Sculpt regular and irregular shapes using clay. Join natural and man-made materials together using clay and other mouldable materials.</p>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<p>Wider Opportunities- Ukulele</p> <p>Sing as part of a choir and in unison.</p> <p>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</p> <p>Make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p>Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p>	<p>Wider Opportunities- Ukulele</p> <p>Sing as part of a choir and in unison.</p> <p>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</p> <p>Make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p>Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p>	<p>Wider Opportunities- Ukulele</p> <p>Sing as part of a choir and in unison.</p> <p>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</p> <p>Make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p>Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p>	<p>Wider Opportunities- Ukulele</p> <p>Sing as part of a choir and in unison.</p> <p>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</p> <p>Make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p>Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p>	<p>Wider Opportunities- Ukulele</p> <p>Sing as part of a choir and in unison.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Singing focus song for the term - each week.</p> <p>Play the right notes with more secure rhythms.</p> <p>Play together with everybody while keeping the beat.</p> <p>Following a steady beat and stay 'in time'.</p> <p>Becoming more skilled in improvising; perhaps trying more notes and rhythms.</p>

	<p>Know and understand how to play a tuned instrument.</p> <p>Learn songs and accompaniment for Come and play with the Halle event.</p>	<p>Know and understand how to play a tuned instrument.</p> <p>Learn songs and accompaniment for Come and play with the Halle event.</p>	<p>Know and understand how to play a tuned instrument.</p> <p>Learn songs and accompaniment for Come and play with the Halle event.</p>	<p>Know and understand how to play a tuned instrument.</p> <p>Learn songs and accompaniment for Come and play with the Halle event.</p> <p><u>Assessment Indicators:</u></p> <p><i>Play a part on a tuned instrument by ear.</i></p> <p><i>Play the right notes with more secure rhythms.</i></p> <p><i>Rehearse and perform their parts within the context of the unit song.</i></p> <p><i>Play together with everybody while keeping the beat.</i></p>	<p>Developing their knowledge of the ukulele strings and notes. Following the notation on the board and being able to improvise whilst keeping within the timing of the Bars</p> <p>.</p>
Outdoor Learning		<p>Major:- (Art)</p> <p>using manmade and natural materials to recreate the Great Wave by Hokusai</p> <p>Maths: Retrieval: Choose a method to solve a problem. Box relay.</p>		<p>Major: (Geography)</p> <p>Collect weather findings.</p>	
Enhancements Visits and Visitors		Mary Poppins at The Palace Theatre 07.05.25			
Parental Engagement				<p>Key Stage 2 Sports day 20.05.25</p> <p>Key Stage 2 Back up Sports day 22.05.25</p>	
Whole School and National Events	Class Photographs 30.04.25	<p>VE celebrations 08.05.25</p> <p>Wear Red White and Blue</p>		National Numeracy Day 21.05.25	

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