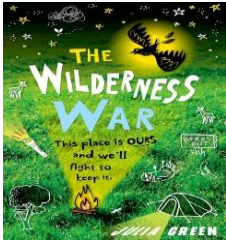
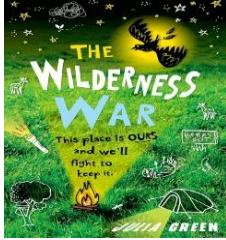
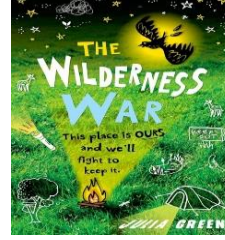
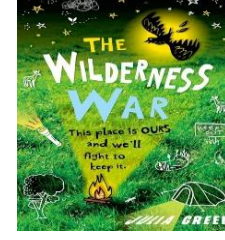
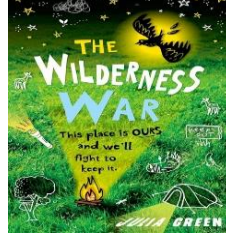
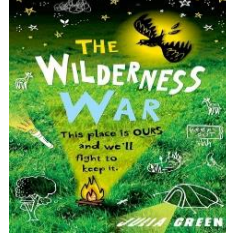




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Summer 1
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 13.04	Week 2 Wk Beg 20.04	Week 3 Wk Beg 27.04	Week 4 Wk Beg 04.05	Week 5 Wk Beg 11.05	Week 6 Wk Beg 18.05
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	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 	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	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Make predictions using the front cover, blurb and title of a text.</p> <p>Text Focus - Character Description</p>	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary.</p> <p>Text Focus - Character Description</p>	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Respond to text using VIPERS skills,</p> <p>Text Focus - Diary Recount</p> <p><u>Phase 1 - Hook and Understanding as a Reader</u></p>	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Use PE/PEE to make inferences based on the text.</p> <p>Text Focus - Letters of persuasion</p> <p><u>Phase 1: Hook/Understanding as a reader.</u></p>	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary.</p> <p>Text Focus - Letters of persuasion</p>	<p>Whole class text - The Wilderness War by Julia Green</p> <p>Develop fluency when reading aloud and retrieve information at speed.</p> <p>Use PE/PEE to make inferences based on the text.</p> <p>Text Focus - Letters of persuasion</p> <p><u>Phase 3: Understanding as a Writer</u></p>

<p>-Vocabulary, Grammar and Punctuation</p>	<p><u>Phase 1 - Hook and Understanding as a Reader</u> Hot seat a character from the text.</p> <p><u>Phase 1 - Understanding as a Reader</u> Read WAGOLL and answer questions.</p> <p><u>Phase 2 - Understanding as a Writer</u> Identify and use Tier II vocabulary</p>	<p><u>Phase 2 - Understanding as a Writer</u> Understand how to use expanded noun phrases for description and specification Begin to use paragraphs as a way to group information.</p> <p><u>Phase 3 - Composition</u> Plan character description. Write character description, redraft and publish.</p> <p><u>Assessment Indicator:</u> <i>Write own character description including paragraphs and expanded noun phrases</i></p>	<p>Read WAGOLL and identify features.</p> <p><u>Phase 2 - Understanding as a Writer</u> Use conjunctions and adverbs (after a while, early one morning) to sequence recount.</p> <p><u>Phase 3 - Composition</u> Write diary recount linked to text.</p>	<p>Outdoor learning - survey in the school outdoor area.</p> <p>Read WAGOLL and answer questions</p> <p><u>Phase 2: Understanding as a writer.</u> Identify structure and features of a persuasive letter.</p> <p>Identify and use Tier II vocabulary.</p>	<p><u>Phase 3: Understanding as a Writer</u> Use a range of sentences with more than one clause using a range of conjunctions. Plan persuasive letter.</p>	<p>Composition and editing. Write a persuasive letter. Self-assess, edit and respond to purple polish. Redraft parts of the letter. Publish letter.</p> <p><u>Assessment Indicator:</u> <i>Write persuasive letter including range of sentences with more than one clause.</i></p>
<p>Tier II Vocabulary</p>	<p>Tousled Perceptive Compassionate Inventive Fragile Relished</p>	<p>Untamed Wilderness Thriving Devastated Destruction Haven</p>	<p>Crucial Diminished Inevitable Irreversible Jeopardise Urge Implore</p>			
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement</p>	<p>To be able to multiply a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce grid method for multiplication. Fluency activities to practise using the method. Recall and use multiplication facts for x3, 4 and 8</p>	<p>To be able to divide a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce chunking method for division. Fluency activities to practise using the method. Recall and use division facts for x3, 4 and 8.</p>	<p>To be able to multiply and divide a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce chunking method for division. Toolkit activities to practise using the method. Solve problems for multiplication and division including missing number problems (inverse operations)</p>	<p>Fractions. Find fractions of shapes and amounts to solve problems. Find fractions of amounts. 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.</p>	<p>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. Logical reasoning: Justify, explain and deduce.</p>	<p>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.</p>

<p>-Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Use pattern to find other possibilities and then pose similar problems for their peers. Use patterns and relationships to generalise, analyse and explain.</p>		<p>Number less problems using a visual representation approach</p>	<p>Using multiplication and division to help find fractions of shapes and amounts of non-unit fractions.</p> <p>Using number lines, images and fraction pieces to count forwards and backwards in tenths and to represent tenths as dividing by 10.</p>	<p>Respond to what if questions, by hypothesising and use the mathematical reasoning prompts to justify their reasoning.</p> <p>Maths rehearsal sequence.</p> <p>Assessment Indicator: <i>TO + - fractions with same denominator within a whole.</i></p>	
<p>Maths Rehearsal Sequence</p>	<p>+ - multiples of 10 crossing boundaries.</p> <p>Count in 4s forwards and backwards.</p> <p>Count in 8s forwards and backwards.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p>	<p>+ - multiples of 10 crossing boundaries.</p> <p>Count in 4s forwards and backwards.</p> <p>Count in 8s forwards and backwards.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p>	<p>+ - multiples of 10 crossing boundaries.</p> <p>Count in tens from a three-digit number.</p> <p>Count back in tens from a three-digit number</p> <p>Multiply numbers by 10.</p>	<p>Doubles and halves of multiples of 10 up to 200.</p> <p>Add any pair of two-digit numbers using a mental method (including pence and measurement.</p>	<p>Doubles and halves of multiples of 10 up to 200.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Bonds to 100.</p> <p>You choose: mental or written method?</p>	<p>Doubles and halves of multiples of 10 up to 200.</p> <p>Count in 8s forwards and backwards.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>KWL grid</p> <p>Carousel push, pull and non-contact activities.</p> <p>Decide what force is being used to cause the objects to move.</p> <p>Venn diagram to show examples of push, pull and non-contact forces.</p>	<p>Compare how things move on different surfaces.</p> <p>Test which surface a car travels the furthest on.</p> <p>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.</p> <p>Assessment Indicator: Give examples of objects moving differently on different surfaces.</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Show magnets, children experiment with using them to make two magnets attract or repel each other.</p>	<p>Sticky Knowledge <i>Acquire and Apply:</i> <i>Interpret bar chart on how things move on different surfaces</i> <i>Make a bar chart using given information</i> <i>Complete missing information on a diagram explaining attracting and repelling actions of magnets.</i></p>	<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials</p> <p>Predict and sort a selection of coins into magnetic and non-magnetic. Use a magnetic to test predictions.</p> <p>Test the strength of different magnets.</p> <p>Present data using pictogram.</p> <p>Assessment Indicator: Demonstrate that some forces need contact between 2 objects, but</p>	<p>Compare how things move on different surfaces.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <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> <p>Complete KWL grid.</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>Assessment Indicators: 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>magnetic forces can act at a distance</p> <p>Identify that some metals, but not all, are magnetic.</p>	
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE JIGSAW SOW 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>	<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>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.</p> <p>Assessment Indicator: Suggest different ways to show appreciation and recognise appreciation.</p>
<p>Physical Education -Gymnastics -Dance -Games</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Create actions in response to a stimulus individually and in groups.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Use dynamics effectively to express an idea.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Perform short, self-choreographed phrases</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Use direction to transition between formations.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Develop an understanding of formations.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Develop an understanding of formations.</p>

<p>- Athletics - Swimming</p>	<p>To remember, repeat and create actions to represent an idea. <u>Assessment Indicator:</u> <i>Create short dance phrases that communicate the idea.</i></p> <p>Outdoor PE Rounders</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations. To develop throwing and catching with accuracy and apply these to striking and fielding game.</p>	<p>To share ideas of actions and dynamics to create a dance that shows a location.</p> <p><u>Assessment Indicators:</u> <i>Provide feedback using key words.</i> <i>Repeat, remember and perform a dance phrase.</i> <i>Use counts to keep in time with a partner and group.</i></p> <p>Outdoor PE Rounders</p> <p>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.</p> <p><u>Assessment Indicator:</u> <i>To be able to bowl a ball towards a target.</i> <i>Work co-operatively with their group to self-manage games.</i></p>	<p>showing an awareness of timing.</p> <p>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.</p> <p><u>Assessment Indicators:</u> <i>Work with a partner and in a small group, sharing ideas.</i> <i>Create short dance phrases that communicate the idea.</i></p> <p>Outdoor PE Rounders</p> <p>Begin to strike a bowled ball after a bounce with different equipment. To develop batting technique and understand where to hit the ball.</p> <p><u>Assessment Indicator:</u> <i>Begin to strike a bowled ball.</i> <i>Use overarm and underarm throwing and catching skills.</i></p>	<p>To use straight pathways and clear changes in direction in a line dance.</p> <p>Outdoor PE Rounders</p> <p>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.</p>	<p>To being to use formations, canon and unison to make our dance look interesting.</p> <p>Outdoor PE Rounders</p> <p>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.</p> <p><u>Assessment Indicator:</u> <i>Learn the rules of the game and begin to use them.</i></p>	<p>To use formations, canon and unison to make our dance look interesting and perform a routine.</p> <p><u>Assessment Indicator:</u> <i>Use dynamic and expressive qualities in relation to an idea.</i></p> <p>Outdoor PE Rounders</p> <p>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.</p> <p><u>Assessment Indicator:</u> <i>Develop an understanding of tactics and begin to use them in game situations.</i></p>
<p>Computing</p>	<p>-</p>	<p>Creating Media</p> <p>Stop Frame Animations.</p> <p>Stop frame animation To explain that animation is a sequence of drawings or photographs. Discuss whether we think a picture can move.</p>	<p>Creating Media</p> <p>Stop Frame Animations.</p> <p>To relate animated movement with a sequence of images. Make a stop-frame animation using a table.</p>	<p>Creating Media</p> <p>Stop Frame Animations.</p> <p>To plan an animation. Break down a story into settings, characters and events.</p> <p>Create a storyboard showing the characters,</p>	<p>Creating Media</p> <p>Stop Frame Animations.</p> <p>Identify the need to work consistently and carefully (to produce a smooth animation) Based on prior learning, use tablets to carefully</p>	<p>Creating Media</p> <p>Stop Frame Animations.</p> <p>Identify the need to work consistently and carefully (to produce a smooth animation)</p>

		<p>Learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.</p> <p>Assessment Indicator: Create an effective flip book using a sequence of pictures.</p>	<p>Predict what an animation will look like.</p> <p>Assessment Indicators: Explain why little changes are needed for each frame. Create an effective stop frame animation (smooth)</p>	<p>settings and events that they would like to include in their own stop-frame animation.</p> <p>Assessment Indicator: Create a storyboard plan. Review a sequence of frames to review my work.</p>	<p>create stop-frame animations, paying attention to consistency. (BV-Mutual respect/ Tolerance)</p> <p>Assessment Indicator: Explain ways to make an animation better.</p>	<p>Review and improve animations from last lesson.</p> <p>Assessment Indicator: Improve an animation based on feedback.</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major: EQ- What is the difference between the UK, Great Britain and the British Isles?</p> <p>Use an atlas to explore places.</p> <p>Understand Greater Manchester's position within the UK. Discuss what the difference is between the United Kingdom, The British Isles and Great Britain.</p> <p>Introduce the idea of counties and regions.</p>	<p>Major: EQ- What are the counties and regions of the UK?</p> <p>Explore some of the UK's counties and regions.</p> <p>Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities</p> <p>Understand some similarities and differences between some of the UK's counties and regions. Identify whether a place is a city, a county, a region or a country.</p> <p>Locate cities, counties, regions and countries on a map.</p> <p>Assessment indicator: Locate countries using maps, globes and atlases.</p>	<p>Major: EQ- How diverse is Greater Manchester?</p> <p>Name and locate geographical regions of the UK & their identifying physical and human characteristics.</p> <p>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</p>	<p>Sticky Knowledge <i>Acquire and Apply:</i> Explain that Meadowbank is in the Greater Manchester, which is in the North West of England. <i>Name and describe some counties and regions of the UK.</i> <i>Understand that all parts of the UK are not the same, describing some key differences between some counties/regions.</i></p>	<p>Major: EQ- What is the weather like in Greater Manchester?</p> <p>Use simple equipment to measure and record. Conduct fieldwork in our local area collecting weather samples to compare to another country.</p>	<p>Major: EQ- Why is Greater Manchester a desirable place to live?</p> <p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there. Sort cards into categories (places of interest, transport, land use types, diversity) Complete Gimme 5 task.</p>
<p>History -Chronology</p>	-	-	-	-	-	<p>Minor: Source Enquiry EQ - Why was the arrival of Empire</p>

<p>-Concepts -Interpretation -Enquiry -Communication</p>						<p>Windrush such an important story?</p> <p>Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary sources and interpretations - artefacts, books, and internet.</p> <p><u>Assessment Indicator:</u> Can ask a question and extract simple information from text/pictures objects showing basic comprehension.</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>EXPRESSING Why do people pray?</p> <p>Explore what people believe about prayer and what they do when they pray.</p> <p>Consider ways in which prayer can comfort and challenge believers. Baseline - Answer Key Question 'Why do people pray?'</p> <p>Gather data across the key stage asking people When, Why, How, Where, what do they pray for?</p>	<p>EXPRESSING Why do people pray?</p> <p>Explore what people believe about prayer and what they do when they pray in Islam.</p> <p>Question and Answer session with religious visitor to identify the important elements Muslims must consider when they pray,</p> <p>Explore a Muslim account 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> Make connections between what Muslims believe about prayer and what they do when they pray. Describe the practice of prayer in Islam - Being</p>	<p>EXPRESSING Why do people pray?</p> <p>Explore what people believe about prayer and what they do when they pray in Christianity.</p> <p>Look at a range of case studies to identify places Christians pray in.</p> <p>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>EXPRESSING Why do people pray?</p> <p><u>Sticky Knowledge</u> Acquire & Apply: 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. Detail the meaning of the Lord's Prayer. List at least two symbols used in Christian prayer and list three places Christians can pray. Make connections between what Christians and Muslims believe about prayer and what they do when they pray.</p>	<p>EXPRESSING Why do people pray?</p> <p>Explore what people believe about prayer and what they do when they pray in Hinduism.</p> <p>Look at a range of case studies to identify religious artefacts used during Hindu Prayer, exploring how this exemplifies Hindu beliefs and values, including the Shrine, Mantra, Puja tray.</p> <p><u>Assessment Indicator:</u> Describe the practice of prayer in Hinduism including the Shrine, Mantra, Puja tray. (BV: Respect/Tolerance)</p>	<p>EXPRESSING Why do people pray?</p> <p>Explore similarities and differences between how Christians, Muslims and Hindus pray.</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. (BV: 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>

		<i>Clean, being in a clean place, facing Makkah, preparing the mind, submission of body, words of prayer.</i> (BV: Respect/Tolerance)				
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	-	Catherine Cheater SOW Writing With scaffolds, write some familiar written words and short phrases e.g. Voici un stylo et une gomme. Create sentences using both Voici and Je veux (all on powerpoint) alongside new vocabulary based on classroom objects. Introduce and use comma virgule Authentic song: Lundi Matin (Monday morning) https://www.youtube.com/watch?v=noo1_wUGsIU Authentic Text: Je m'habille et ...je te croque!	Catherine Cheater SOW Reading Understand the gist of stories and songs, using visual cues and context to support. Intercultural Understanding Recognise some paintings by Monet and Renoir and music composed by Debussy. Complete Practise authentic song and story. Listen to music of Henri Des and Debussy. Authentic song: Lundi Matin (Monday morning) https://www.youtube.com/watch?v=noo1_wUGsIU Authentic Text: Je m'habille et ...je te croque!	Catherine Cheater SOW Listening and Responding Know the nouns, (first: singular masculine beginning with consonant, then feminine singular). Introduce the vocabulary or clothes. Use games and matching pictures, Pass the parcel with clothes in bag. Authentic song: Lundi Matin (Monday morning) https://www.youtube.com/watch?v=noo1_wUGsIU Authentic Text: Je m'habille et ...je te croque!	Catherine Cheater SOW Listening and Responding Say and repeat single words and short simple phrases. Practise describing clothes both singular and plural and use Je mets..... when describing what you are wearing. Authentic song: Lundi Matin (Monday morning) https://www.youtube.com/watch?v=noo1_wUGsIU Authentic Text: Je m'habille et ...je te croque!	Catherine Cheater SOW Writing Know how to substitute one noun with another and apply the correct indefinite article (un, une) Practise vocabulary for singular and plural clothes then create sentences using Voici une robe, un pantalon et un pull. Begin to learn days of week vocabulary. Note that plural s is silent. Label Albert and Annick Match me up activity clothes. Authentic song: Lundi Matin (Monday morning) https://www.youtube.com/watch?v=noo1_wUGsIU Authentic Text: Je m'habille et ...je te croque!
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Art- Sculpture Replicate work of artists and sculptors and designers. Form own opinions on artists work.	Art- Sculpture Replicate work of artists and sculptors and designers. 4 Know how to use tools to sculpt clay and other mouldable materials.	Art- Sculpture Know how to show mirror reflections. Create mirror images of Hokusai's 'The Great Wave' experiment using different lines to recreate texture. Use mirrors to	Art- Sculpture Know how to use tools to sculpt clay and other mouldable materials. Experiment by using natural and manmade tools to sculpt and score salt dough, in preparation for creating own sculptures	Art- Sculpture Replicate work of artists and sculptors and designers. Know how to use tools to sculpt clay and other mouldable materials. Create sculpture of The Great Wave inspired by	Art- Sculpture Replicate work of artists and sculptors and designers. Evaluate work, suggesting further steps for future projects.

<p>Design and Technology</p> <ul style="list-style-type: none"> -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. (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>Assessment Indicator: Join natural and man-made materials together using clay and other mouldable materials.</p>	<p>support understanding of reflection.</p> <p>Assessment Indicator: Create mirror reflections to see how shapes change and appear when reflected.</p>	<p>inspired by The Great Wave.</p> <p>Assessment Indicator: Sculpt regular and irregular shapes using clay. Join natural and man-made materials together using clay and other mouldable materials.</p>	<p>Hokusai, using clay and natural materials.</p>	
<p>Music</p> <ul style="list-style-type: none"> -Listen and Appraise -Singing -Instruments -Improvisation -Composition 	<p>Charanga Model Music Curriculum B</p> <p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Listen and Appraise</p> <p>He's Got The Whole World In His Hands</p> <p>Improvisation</p> <p>Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music</p>	<p>Charanga Model Music Curriculum B</p> <p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Listen and Appraise</p> <p>He's Got The Whole World In His Hands</p> <p>Improvisation</p> <p>Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music</p>	<p>Charanga Model Music Curriculum B</p> <p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Listen and Appraise</p> <p>Why does music make a difference?</p> <p>Composition</p> <p>Compose song accompaniments on tuned and untuned percussion,</p>	<p>-</p>	<p>Charanga Model Music Curriculum B</p> <p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Listen and Appraise - Why does music make a difference?</p> <p>Improvisation</p> <p>Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music</p>	<p>Charanga Model Music Curriculum B</p> <p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Listen and Appraise - Panda Extravaganza Singing</p> <p>Demonstrate good singing posture, with an awareness of breathing and phrasing.</p>

	<p>that has a beginning, middle and end.</p> <p>Understanding Music</p> <p>Explore the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p>	<p>that has a beginning, middle and end.</p> <p>Composition</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>Start and end on the note C (C major)</p> <p>F, G F, G, A</p>	<p>using known rhythms and note values.</p> <p>Performance</p> <p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Play tuned and untuned instruments musically within the performance.</p>		<p>that has a beginning, middle and end.</p> <p>Composition</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>F, G F, G, A, C, D</p> <p>Assessment Indicator: Create music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p>	<p>Sing expressively, with attention to the meaning of the words.</p> <p>Discuss what the song or music maybe about.</p>
Outdoor Learning	-	<p>Major: (Art) Using manmade and natural materials to recreate the Great Wave by Hokusai.</p>	-	<p>Minor: (Literacy) Phase 1 Writing Cycle - hook. Survey of the school grounds linked to writing a letter to the gardeners.</p>	<p>Major: (Geography) Weather fieldwork.</p>	-
Enhancements Visits and Visitors					<p>Local Walk for Weather Fieldwork 12.05.26</p>	
Parental Engagement						<p>Key Stage 2 Sports Day 18.05.26 9.15am Back Up Sports Day 21.05.26 9.15am</p>
Whole School and National Events	<p>Autism Awareness Week 13.04.26</p>	<p>Careers Week 20.04.26</p>	<p>Class Photos 29.04.26 INSET Day 01.05.26</p>	<p>Outdoor Learning Day 08.05.26</p>		

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