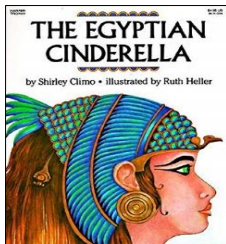
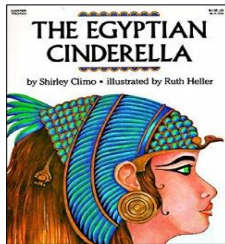
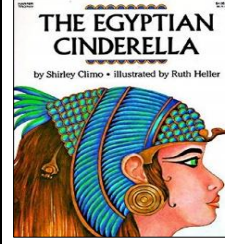
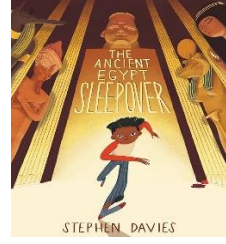
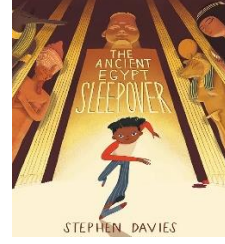
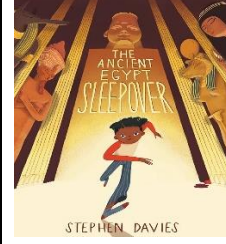
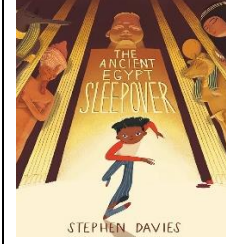




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Summer 2 2024
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6 Wk Beg 15.07	Week 7 Wk Beg 22.07
Big Question	How can historical sources help us to unlock mysteries about Ancient Egypt?						
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
Book Studies	The Egyptian Cinderella by Shirley Climo 	The Egyptian Cinderella by Shirley Climo 	The Egyptian Cinderella by Shirley Climo 	The Ancient Egypt Sleepover by Stephen Davies 	The Ancient Egypt Sleepover by Stephen Davies 	The Ancient Egypt Sleepover by Stephen Davies 	The Ancient Egypt Sleepover by Stephen Davies 
Children steering learning...	How did the ancient Egyptians communicate? Where in Egypt did people settle? How did they build the pyramids and why were they built? How did the civilisation begin, end and evolve? What did people do with their time in ancient Egypt? Why did they believe in different gods and what were they like? What did people wear to stay cool in the heat? What was the purpose of mummification? When did ancient Egypt take place in history? How were the ancient Egyptians similar and different to the other civilisations we have explored? Who was in charge in ancient Egypt? Did they go to war?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary entries based on The Egyptian Cinderella. Use the present perfect form of verbs in contrast to the past tense. Understand paragraphs as a way to group related material. <u>Phase 1: Hook and understanding as a reader.</u>	Diary entries based on The Egyptian Cinderella. Begin to use inverted commas to punctuate direct speech. Begin to make changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Play Scripts based on The Egyptian Cinderella. Beginning to show an understanding of writing in different genres, purposes and for audiences. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures	Play Scripts based on The Egyptian Cinderella. Use the present perfect form of verbs in contrast to the past tense. Use a range of sentences with more than one clause by using a range of conjunctions including also, then, because, if, when, if, while, after, as.	Non-chronological report based on Ancient Egypt. Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Beginning to show an understanding of writing in different genres, purposes and	Non-chronological report based on Ancient Egypt. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials. Organise simple paragraphs around a theme.	Non-chronological report based on Ancient Egypt. Understand paragraphs as a way to group related material. Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work <u>Phase 3: composition.</u>

	<p>Read the Egyptian Cinderella. Children create emotion dominoes to reflect Rhodopis' feelings and different points in the story.</p> <p>Phase 2: Understanding as a writer. Identify thoughts and feelings within a diary entry, noting additional features within given sentences.</p> <p>Identify and use the present perfect tense within sentences from the diary entry.</p> <p>Identify and use ambitious vocabulary. (Individual liberty)</p>	<p>Phase 2: Understanding as a writer. Edit and write speech, using narrative detail and adverbials to add contextual description.</p> <p>Identify correct and incorrect use of inverted commas.</p> <p>Phase 3: composition. Innovate our own diary entries based on the Egyptian Cinderella, articulating the thoughts and feelings of Rhodopis as a result of her step sisters' cruelty. (Individual liberty)</p>	<p>including fronted adverbials</p> <p>Phase 1: Hook and understanding as a reader. Use a story Whoosh to re-enact the story of the Egyptian Cinderella.</p> <p>Phase 2: Understanding as a writer. Identify the features of a play script.</p> <p>Identify and use ambitious vocabulary in spoken sentences.</p> <p>Ordering a script so the conversation flows/turning a short section of the story into own script.</p>	<p>Phase 2: Understanding as a writer. Add the missing features to a script.</p> <p>Write sentences extending speech and stage directions using a broad and rich range of conjunctions. (relative clauses GD)</p> <p>Phase 3: composition. Innovate our own play scripts based on The Egyptian Cinderella.</p> <p>Edit, improve and perform our play as part of a group.</p>	<p>for audiences.</p> <p>Phase 1: Hook and understanding as a reader. Compare a Non-chronological report to the 'Groove like an Egyptian' song - which is most informative? Debate and discuss which is most effective in informing the audience.</p> <p>Phase 2: Understanding as a writer. Identify the features of a non-chronological report.</p> <p>Identify and use ambitious and subject specific vocabulary to use in a non-chronological report.</p> <p>Expand on sentences using subordinating conjunctions. (relative clauses GD)</p>	<p>Phase 2: Understanding as a writer. Identify use of formal and informal tone Practice writing sentences using formal tone and edit informal sentences to make them formal.</p> <p>Use a range of fronted adverbials to indicate time, place and manner.</p> <p>Research and select appropriate information to add detail to non-fiction sentences.</p> <p>Phase 3: composition. Begin composition: edit and improve an introduction and single paragraph to inform people about the Ancient Egyptians.</p>	<p>Continue composition: write our own non-chronological reports to inform learners about The Ancient Egyptians.</p>
<p>Tier ii Vocabulary</p>	<p>Taunting, relentless, wearily, sneered, exuded obediently, envious, merciless.</p>		<p>Hesitantly, unwavering, exquisite, dainty, cherish, destiny, hateful, prosperity.</p>		<p>Significant, dynasty, unveil, ancient, rare, remarkable, legacy, renowned.</p>		
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes</p>	<p>Addition and subtraction linked to measures.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of addition and subtraction.</p> <p>Measure the perimeter of simple 2-D shapes.</p>	<p>Addition and subtraction.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of columnar addition and subtraction.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Addition and subtraction.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of columnar addition and subtraction.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Multiplication and division.</p> <p>Use mental and written expanded methods to solve a range of problems.</p> <p>Solve problems, including missing number problems, involving multiplication and division.</p> <p>Solve a range of multiplication and division problems.</p>	<p>Multiplication and division.</p> <p>Make decisions on calculating mentally or with a written method Solve real life problems including positive integer scaling problems. Use x2, 3, 4, 5, 8 tables to work out x20, 30, 40, 50, 80. Work on range of problems including those that involve</p>	<p>Time.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest 5 minutes; record and compare time in terms of seconds, minutes and</p>	<p>Time.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year. Reading analogue and 12 hour digital times to nearest 5 minutes.</p>

<p>-Geometry Position and Direction</p>	<p>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.</p>	<p>Estimate the answer to a calculation and use inverse operations to check answers. Solve problems based around capacity and cylinder work. Use mental and written methods to solve them. MRS 3 4 and 8 times tables. Retrieval; calculation methods Fraction of amounts</p>	<p>Estimate the answer to a calculation and use inverse operations to check answers. Solving money problems including 2 step ones. Use of number line to find change. <u>Assessment indicator:</u> <i>To be able to use mental and written methods appropriately to solve +- problems.</i> MRS 3 4 and 8 times tables. Conversion between units.</p>	<p>involving using a systematic approach. Work on new approach to word problems to solve Picture Maths activities. MRS 3 4 and 8 division facts.</p>	<p>scaling numbers up and down. <u>Assessment Indicator:</u> <i>To be able to use mental and written methods appropriately to solve x and ÷problems.</i> MRS 3 4 and 8 division facts.</p>	<p>hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Reading analogue and 12 hour digital times to quarter of an hour. Use am and pm when recording times and show key vocabulary on a chart. <u>Assessment Indicator:</u> <i>To be able to read both analogue and digital 12 hour times.</i> MRS 3 4 and 8 division facts.</p>	<p>Use a time line to find the duration of events. Use a bar chart to represent the number of days in a month and solve problems relating to this. <u>Assessment indicator:</u> <i>To be able tell the time to the nearest 5 minutes.</i> MRS -3 4 and 8 division facts.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Forces and Magnets. Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Record findings using simple scientific language, drawings, labelled diagrams. Sort a series of pictures into types of force - push, pull, twist (include magnetic force) Explore pairs of magnets and how they attract and repel. <u>Assessment Indicator:</u> <i>Name a range of magnets and show how the poles attract and repel.</i></p>	<p>Forces and Magnets. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Picture of magnets being used in everyday life. Describe what the role of the magnet is. Explore everyday objects in the classroom to identify if they are magnetic or not. Record in a table. Make conclusion about what types of material are magnetic. <u>Assessment Indicator:</u> <i>Give examples of forces in everyday life.</i></p>	<p>Forces and Magnets. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Use classification to know that some metals are not magnetic. <u>Assessment Indicator:</u> <i>Use some classification to know some metals are not magnetic.</i></p>	<p>Forces and Magnets. Compare how things move on different surfaces. Introduce idea of friction. Identify surfaces with more or less friction and how that speeds up or slows down movement. Sort pictures into those showing high friction and low friction. Explain what is happening in each picture. Plan an investigation about how things move differently on different surfaces.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Transition Session. Compare how things move on different surfaces. Set up simple practical enquiries, comparative and fair tests. Ask and answer relevant questions. Investigate how a car travels down a ramp when using different surfaces. <u>Assessment Indicator:</u> <i>Use results to describe how objects move on different surfaces</i></p>

<p>Personal, Social, Health and Economic Education</p> <ul style="list-style-type: none"> -Relationships -Health and Well-Being -Living in the Wider world <p>Relationships and Sex Education (RSE) and Health Education</p>		<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Know strategies for keeping physical and emotionally safe Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p><u>Assessment Indicator:</u> <i>Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.</i></p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship. Understand how babies grow and develop in the mother's uterus.</p> <p>Understand what a baby needs to live and grow.</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process.</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship. Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p><u>Assessment Indicator:</u> <i>Recognise how I feel about these changes happening to me and know how to cope with these feelings.</i></p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Start to recognise stereotypical ideas I might have about parenting and family roles. (Individual liberty)</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals. Identify what I am looking forward to when I move to my next class.</p> <p><u>Assessment Indicator:</u> <i>Understand some changes I will encounter in my life and identify the positives.</i></p>
<p>Physical Education</p> <ul style="list-style-type: none"> -Gymnastics -Dance -Games -Athletics -Swimming 	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Follow and give instructions and accept other peoples' ideas. To develop co-operation and teamwork skills. (Democracy)</p> <p>Outdoor PE Athletics.</p> <p>Develop the sprinting technique and apply it to relay events.</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Know that trying ideas before deciding on a solution will help us to come up with the best idea. To develop trust and teamwork. (Democracy)</p> <p>Outdoor PE Athletics.</p> <p>Develop the sprinting technique and apply it to relay events.</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Know to take turns when giving ideas and not to interrupt each other. To involve all team members to work towards a shared goal. (Democracy)</p> <p>Outdoor PE Athletics.</p> <p>Develop technique when jumping for distance in a range of</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Know to take turns when giving ideas and not to interrupt each other. To develop trust whilst listening to others and following instructions. (Rule of law)</p> <p><u>Assessment indicator:</u> <i>Work collaboratively with a partner and a small group.</i></p> <p>Outdoor PE Athletics.</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Work with others to select appropriate equipment for the task. To be able to identify objects, draw and follow a simple map. Outdoor PE Athletics.</p> <p>Explore the technique for a pull throw. To develop throwing for distance in a pull throw.</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Discuss how to follow trails and solve problems. To draw a route using directions, orientate a map and navigate around a grid. Outdoor PE Athletics.</p> <p>Understand that leaning slightly forwards helps to increase speed.</p>	<p>Outdoor PE Outdoor Adventurous Activities OAA</p> <p>Discuss how to follow trails and solve problems. To follow the instructions of others and deliver instructions to navigate around a grid. Outdoor PE Athletics.</p> <p>Understand that leaning slightly</p>

	To develop the sprinting technique and improve on your personal best.	To develop changeover technique in relay events.	approaches and take off positions. To develop jumping technique in a range of approaches and take off positions. <u>Assessment Indicator:</u> <i>Use different take off and landings when jumping.</i>	Understand that leaning slightly forwards helps to increase speed. To develop throwing for distance and accuracy.		To develop officiating and performing skills.	forwards helps to increase speed. Review and refining sprinting, jumping and landing skills. <u>Assessment indicator:</u> <i>Identify when I was successful.</i>
Computing -Code -Connect -Communicate -Collect	Programming B Events and actions in programs. Review and improve an animation. Explain ways to make an animation better. Evaluate another learner's animation. Improve animations based on feedback. Complete and evaluate animations and try to improve them by creating a brand-new animation based on their feedback.	Programming B Events and actions in programs. Evaluate the impact of adding other media to an animation. Add other media to my animation. Explain why other media has been added to an animation. Evaluate a final film. Add other media and effects into animations, such as music and text. <u>Assessment Indicator:</u> <i>To be able to add music and text to a stop frame animation.</i>	Programming B Events and actions in programs. Explain how a sprite moves in an existing project. Explain the relationship between an event and an action. Choose which keys to use for actions and explain choices. Identify a way to improve a program. Investigate how characters can be moved using 'events'. Analyse and improve an existing project, and then apply learning. Extend learning to control multiple sprites in the same project.	Programming B Events and actions in programs. Create a program to move a sprite in four directions. Choose a character for a project. Choose a suitable size for a character in a maze. Program movement. Program a sprite to move in four directions: up, down, left, and right. Choose a sprite and size it to fit in with a given background. Create the code to move the sprite in one direction before duplicating and modifying it to move in all four directions. Consider how a project could be extended to prove a sprite has successfully navigated a maze.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Programming B Events and actions in programs. Adapt a program to a new context. Use a programming extension. Consider the real world when making design choices. Choose blocks to set up my program. Investigate extension blocks in Scratch using the Pen extension. Use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2. Learners will then decide how to set up their project every time it is run.	Programming B Events and actions in programs. Develop a program by adding features. Identify additional features (from a given set of blocks). Choose suitable keys to turn on additional features. Build more sequences of commands to make my design work. Use additional Pen blocks. Predict the functions of new blocks and experiment with them, before designing features to add to projects. Add features to their projects and test their effectiveness. <u>Assessment Indicator</u> <i>To be able design algorithms to move sprites around a chosen background, debug code and assess effectiveness of their design.</i>

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor: Map skills and fieldwork. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the physical geography of Egypt locating it on a map and identifying reasons that may have made it appealing to ancient civilisations.</p>		<p>Minor: Map skills and fieldwork. Begin to understand simple grid references. Complete a treasure hunt using grid references to find clues. <u>Assessment Indicator:</u> Understand how to read simple grid references.</p>				
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Enquiry Question- What do we already know about ancient Egypt? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore primary and secondary sources - what can we infer about what life was like in Ancient Egypt? What questions can we ask?</p>	<p>Enquiry Question- How long did ancient Egypt last for? Place early civilisations into context - with an in depth unit about Ancient Egyptians Develop an understanding of concurrence of civilisations around the world and their impact on later civilisations. Understand the chronology of ancient Egypt by identifying the 3 distinct parts and compare it to other ancient civilisations. <u>Assessment Indicator:</u> Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley</p>	<p>Enquiry Question- How was ancient Egyptian society structured? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Demonstrate our understanding of the roles of the different people in society in Ancient Egypt.</p>	<p>Enquiry Question- What were the ancient Egyptians most impressive achievements? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore the main achievements of the Ancient Egyptians - pyramids and science.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Enquiry Question- What did the ancient Egyptians believe about life after death? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Know what the ancient Egyptians believed about the afterlife.</p>	<p>Enquiry Question- What did ancient Egypt have in common with other civilisations at the time? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Make comparisons between all learnt civilisations, using sources of evidence to support points. <u>Assessment Indicator:</u> Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to</p>

		<i>of the Kings close to where Howard Carter was in the 1920s.</i>					<i>where Howard Carter was in the 1920s.</i>
Religious Education, Beliefs and Values - Believing - Expressing - Living	EXPRESSING Why do people pray? Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. What have we learned from Muslims, Hindus and Christians about prayer, symbols and worship? Does reflection matter to me? Children answer the question about why people pray. (Individual liberty/Democracy) (Religion or Belief)	LIVING What does it mean to be a Christian in Britain today? Part 2 Describe some of the ways in which Christians describe God Explore different religious artefacts and discuss how Christians use them in their home and in their community. Assessment Indicator: Name at least 3 artefacts that Christians show their faith in their homes - Bible/Cross/ Crucifix, Pictures of Jesus, Music, Verses from the Bible.	LIVING What does it mean to be a Christian in Britain today? Part 2 Ask questions and suggest some of their own ideas about God Compare assumptions that people might make to life for a Christian compared to the reality. Assessment Indicator: Describe at least 3 ways in which Christians show their faith in different churches within the Christian community e.g Sunday school, messy church, girls and boys brigade.	LIVING What does it mean to be a Christian in Britain today? Part 2 Identify how and why it makes a difference to in people's lives to believe in God. Use P4C to discuss the responsibility a Christian has to support their local community. Assessment Indicator: Describe at least 3 ways churches help their local community Food banks, playgroups, visiting the needy and sick, youth groups (Respect/Tolerance)	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	LIVING What does it mean to be a Christian in Britain today? Part 2 Identify how and why it makes a difference to in people's lives to believe in God. Classroom quiz/hunt to identify people who are central to the Christian community and how they have made a difference to the worldwide community. Assessment Indicator: Describe how Mother Theresa, Pope Francis and Loretta Minghella have made a difference in the worldwide community.	LIVING What does it mean to be a Christian in Britain today? Part 2 Suggest why having a faith or belief can sometimes be hard. Identify how and why it makes a difference to in people's lives to believe in God. Answer key questions through discussion and written responses to articulate their understanding of what it means to be a Christian in Britain today. (sash with badges)
Modern Foreign Languages-French - Listening - Speaking - Reading - Writing - Intercultural Understanding Spring term Lessons 16- 20	Catherine Cheater SOW To create simple sentences based on clothes. 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 Recap on numbers to 15.	Catherine Cheater SOW Know that days and months do not need a capital letter unless at start of sentence / on calendar. Say and repeat single words and short simple phrases. Days of week Introduce days of the week. Recording days of the week.	Catherine Cheater SOW Know days of week Use today tomorrow yesterday. Recap on days of week then extend to using Yesterday, today, tomorrow. Put three cards in order and record in book Yesterday it was Today it is Tomorrow it will be Assessment Indicator: Know the days of the week in sequence	Catherine Cheater SOW Recognise and read out a few familiar words and phrases. Introduce numbers to 20. Continue to reinforce new vocabulary for numbers to 20 using games and activities. Use story books to identify how speech is shown in French. Verbal Include sentences Je veux Voici	Catherine Cheater SOW Know numbers in and out of sequence. Practising numbers to 20 reading and writing them. Add them to vocabulary page in book.	Catherine Cheater SOW Recognise and write out a few familiar words and phrases. Include sentences Je veux Voici Choose from classroom objects or items of clothing. Assessment Indicator To recall phrases and vocabulary from across the year to create simple sentences.	Catherine Cheater SOW To know all the numbers to 30. Reading, writing and Counting to 30. Assessment Indicator: Know all the numbers up to 30.

				Choose from classroom objects or items of clothing.			
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Food. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Discuss key practitioner- Jamie Oliver. Evaluate other products.	Food. Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Design their own pin wheel. <u>Assessment Indicator:</u> Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas	.	Food. Understand hygiene when cooking and how to prepare a safe area and yourself for cooking. Food hygiene and safety learning. Learning how to grate and spread and use the bridge and claw technique for cutting. <u>Assessment Indicator:</u> Know how to use appropriate equipment and utensils to prepare and combine food.		Food. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Make their pin wheel. Evaluate their pin wheel. <u>Assessment Indicator:</u> Know how to use appropriate equipment and utensils to prepare and combine food.	
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play the right notes with more secure rhythms.	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Use proper musical notation for notes they have learnt Play as part of an ensemble.	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction and with an awareness of dynamics Singing focus song for the term - each week. Use proper musical notation for notes they have learnt	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns	Wider Opportunities-Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns

	<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. 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>Play the right notes with more secure rhythms.</p> <p>Sing a tune with expression following the directions of a conductor.</p> <p>Work on dynamic contrasts.</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p>Develop own sequences of notes to create phrases to match a bar count</p>	<p>Play as part of an ensemble.</p> <p>Know and understand how to play a tuned instrument.</p> <p>Begin to improvise and invest 'on the spot' responses.</p> <p>Develop improvisation based on a set bar count.</p> <p>Class to play it so class composition is made.</p>	<p>with different instruments.</p> <p>Assign and use correct musical notation to note animal names. (Cat, monkey, rest, cow, armadillo)</p> <p>Develop knowledge and use of the stave, lines and spaces.</p> <p>Assessment Indicator: <i>Know and understand how to play a tuned instrument.</i></p> <p>Work on improvisation to build up class composition.</p>	<p>with different instruments.</p> <p>Assign and use correct musical notation to note animal names. (Cat, monkey, rest, cow, armadillo)</p> <p>Play as part of an ensemble.</p> <p>Play and perform following staff notation,</p> <p>Assessment Indicator: <i>Play as part of an ensemble. Play and perform following staff notation,</i></p>	<p>with different instruments.</p> <p>Play as part of an ensemble.</p>	<p>with different instruments.</p> <p>Assign and use correct musical notation to note animal names. (Cat, monkey, rest, cow, armadillo)</p> <p>Play as part of an ensemble.</p> <p>Play and perform following staff notation,</p> <p>Assessment Indicator: <i>Play as part of an ensemble. Play and perform following staff notation,</i></p>
Enhancements Visits and Visitors		Come and Play the Halle 19.06.24	Careers Week 24.06.24			Transition - Planning learning opportunities and experiences for Year 4 15.07.24	Transition - Planning learning opportunities and experiences for Year 4 22.07.24
Parental Engagement					Sports Day KS2 11.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24	Ukulele performance for parents 22.07.24 9.00 am
Whole School and National Events		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

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.