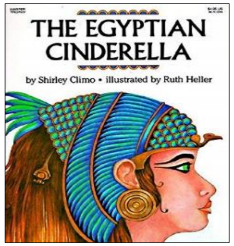
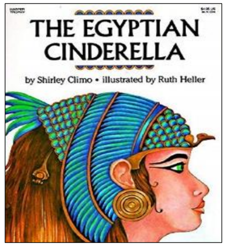
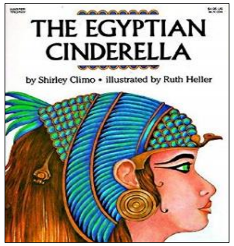
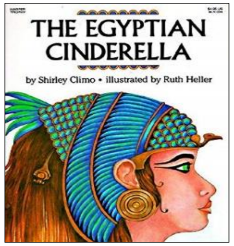
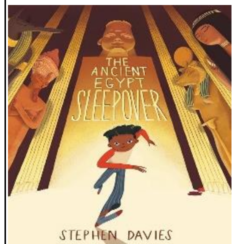
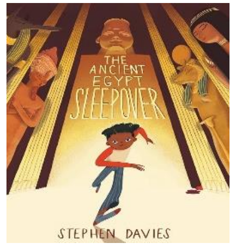
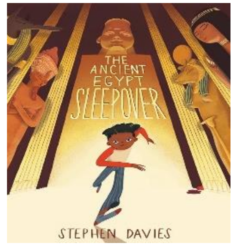
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2026
Phase Lower Key Stage 2 Year Group 3

	Week 1 Wk Beg 08.06	Week 2 Wk Beg 15.06	Week 3 Wk Beg 22.06	Week 4 Wk Beg 29.06	Week 5 Wk Beg 06.07	Week 6 Wk Beg 13.07	Week 7 Wk Beg 20.07
Big question	How can historical sources help us to unlock mysteries about Ancient Egypt?						
Connected Concepts	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures	Cause & Effect Power Significance Influence Structures
Book Studies	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Ancient Egypt Sleepover Stephen Davies 	The Ancient Egypt Sleepover Stephen Davies 	Ancient Egypt Sleepover 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 the 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**	Play Script based on The Egyptian Cinderella. **Begin to use inverted commas to punctuate direct speech.** **Use the present perfect form of verbs in contrast to the past tense.** **Use sentences with**	Play Script based on The Egyptian Cinderella. **Beginning to show an understanding of writing in different genres, purposes and for audiences.** **<u>Phase 2: Understanding as a writer.</u>** Write different	Play Script based on The Egyptian Cinderella. **Begin to use inverted commas to punctuate direct speech.** **Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.**	Instruction Text: How to make mummy? **Begin to use apostrophes for possession** **Use a range of sentences with more than one clause by using a range of conjunctions including also, then,**	Instruction Text: How to make mummy? **Use the present perfect form of verbs in contrast to the past tense.** **Write simple sentence structures building in a varied and rich vocabulary and an increasing range of**	Persuasive Adverts: An Egyptian Exhibition **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**	Persuasive Adverts: An Egyptian Exhibition **Beginning to show an understanding of writing in different genres, purposes and for audiences.** **Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.**

-Vocabulary, Grammar and Punctuation	**different forms in their writing (statements, questions, exclamations and commands)** **<u>Phase 1: Hook and understanding as a reader.</u>** Read the Egyptian Cinderella. Explore features of a fairytale. Hot Seat Rhodopis. Emotions mapping for Rhodophis at different parts of the story. Compare some fairytales, begin to identify features and discuss their uses. **<u>Phase 2: Understanding as a writer.</u>** Identify and use tier II vocabulary in spoken sentences. (Individual liberty) Use tier II vocabulary as synonyms. Identify how the words show character's feelings. Show don't tell.	types of sentences for a fairy tale. Explore the Story of Red Riding Hood. Adapt the story to be set in Ancient Egypt. Emotion mapping of Red Riding Hood and compare with Rhodopis. **Oracy:** Hot seating Red Riding Hood. Overwrite a character description of Red Riding Hood based on beginning of Egyptian Cinderella.	Write dialogue to develop a plot. **<u>Phase 3: composition.</u>** Innovate a fairytale based on on Egyptian Cinderella and Red Riding Hood (Individual liberty) Edit and revise work including round robins. Publish by performing stories in stone circle.	**because, if, when, if, while, after, as.** Begin to use apostrophes for possession. **<u>Phase 1: Hook and understanding as a reader</u>** Make a mummy race. Order the process for mummification based on educational visit. **<u>Phase 2: Understanding as a writer</u>** Identify and use tier II vocabulary. Round Robins extending sentences. Identify features of an instruction text.	**sentence structures including fronted adverbials** Identify and use past tense verbs correctly, including irregular verbs. **<u>Phase 3: Composition</u>** Oracy: Identify and use present perfect tense in story. Emphasise different words, how does it change the performance? Innovate our own instruction text: How to make a mummy? Edit, revise and publish work. Reflect on ordering and prioritise success criteria. **<u>Phase 1: Hook and understanding as a reader.</u>** Mystery Box – use persuasive language to make a rock sound exciting Persuasive language sort. Use persuasive language to sell a mundane object.	**sentence structures including fronted adverbials** Understand the use of the forms a or an. **<u>Phase 2: Understanding as a writer.</u>** Understand and use tier II vocabulary. Identify features of a persuasive adverts including imperative verbs, rhetorical questions, sub headings and exaggerated language. Side by side modelling with sentence stems. **<u>Phase 3: Composition</u>** Discuss the plan for a persuasive advert. Write your plan.	**<u>Phase 3: Composition</u>** Innovate our own persuasive advert: How to make a mummy? Edit, revise and publish work.
Tier II Vocabulary	Curious, warily, fertile, cunning, wander, devour			Tentatively, cavity, preserve, extract, sacred, thoroughly		Immerse, unique, curiosity, fascinating, wonder, discover.	

Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Addition and subtraction linked to measures.** **Add any two-digit number to any three-digit number** **Add two three-digit numbers** **Subtract any two-digit number from any three-digit number** **Subtract two three-digit numbers** **Measure, compare and calculate in length, weight and capacity.** Read scales and calculate using columnar methods linked to addition and subtraction. Solve problems based around capacity and money. Use mental and written methods to solve them. Maths Skills: **Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.** *<u>Assessment Indicator:</u>* *Add and subtract numbers with up to three digits, using formal written*	**Addition and subtraction.** **Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** **Add any two-digit number to any three-digit number** **Add two three-digit numbers** **Subtract any two-digit number from any three-digit number** **Subtract two three-digit numbers** **Add and subtract amounts of money to give change, using both £ and p in practical contexts** **Estimate the answer to a calculation and use inverse operations to check answers.** Problem solving focus activity: Using information to solve a problem – Organising a school trip to the museum. Solving money problems including 2 step ones. Use of number line to find change. Maths Skills:	**Multiplication and division.** **Use mental and written expanded methods to solve a range of problems.** **Solve problems, including missing number problems, involving multiplication and division.** **Write and calculate mathematical statements for two-digit x one-digit where one-digit is x2,3,4,5 or 8** **Write and calculate division statements for two-digit ÷ one-digit where one-digit is x2,3,4,5 or 8** Solve a range of multiplication and division problems. involving using a systematic approach. Picture Maths toolkit ***<u>Assessment Indicators:</u>*** *Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times and divided by one-digit numbers, using mental and progressing to*	***Multiplication and division.*** ***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.*** ***<u>Assessment Indicators:</u>*** *Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.*	**Time** **Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks** **Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and 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.	**Time.** **Compare durations of events [for example to calculate the time taken by particular events or tasks].** **Know the number of seconds in a minute and the number of days in each month, year and leap year** **Interpret and present data using bar charts, pictograms and tables** Reading analogue and 12 hour digital times to nearest 5 minutes. 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.	**Perimeter** **Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** **Measure, compare and calculate in length, weight and capacity.** Use mental and written method to + sides of shapes to find the perimeter. Solve other +- problems which involve length. *<u>Assessment Indicator:</u>* *Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)*

	methods of columnar addition and subtraction	**Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.** *Assessment Indicator:* *Add and subtract amounts of money to give change, using both £ and p in practical contexts*	*formal written methods*				
Retrieval work through Maths Rehearsal sequence	**MRS – 3 4 and 8 times tables.** **Retrieval; calculation methods.** **Fraction of amounts.**	**MRS 3 4 and 8 times tables.** **Retrieval; calculation methods.** **Fraction of amounts**	**MRS 3 and 4 times tables.** **Mixed multiplication and division - Balance Me**	**MRS 3 and 4 times tables.** **Mixed Multiplication - Which is bigger?**	**MRS Retrieval for assessment** **Missing numbers- use the inverse**	**MRS 3 4 and 8 division facts.** **Retrieval; calculation methods.** **Fraction of amounts**	**MRS 3 4 and 8 Mixed multiplication and division facts** **Retrieval; calculation methods.** **Fraction of amounts**
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Recognise that they need light in order to see things and that dark is the absence of light.** **Use results to draw simple conclusions, make predictions.** **Pattern Seeking** Light box investigation to prove that in order to see you need a light source. ***Assessment Indicator:***	**ORACY WEEK** **Recognise that they need light in order to see things and that dark is the absence of light.** **Recognise that shadows are formed when the light from a light source is blocked by an opaque object.** **Ask and answer relevant questions.** Investigate which materials are the	**Recognise that shadows are formed when the light from a light source is blocked by an opaque object.** **Pattern Seeking: Find patterns in the way that the size of shadows change.** Demonstrate through observational drawings how shadows are formed by blocking light and how different levels of light will change the visibility of	**Sticky Knowledge** Find patterns in the way that the size of shadows change through creating shadow puppets	**Notice that light is reflected from surfaces** Understand what makes a surface reflective and understand how reflective surfaces are used in everyday life. Conduct a reflection hunt.	**Recognise that light from the sun can be dangerous and that there are ways to protect our eyes** Discuss dangers of sunlight and identify ways to protect themselves. ***Assessment Indicator:*** *State that it is dangerous to view the sun directly and give precautions used to view the sun, for example in eclipses.*	**Recognise that light from the sun can be dangerous and that there are ways to protect our eyes** Apply knowledge and understanding of light to create an informative poster all about staying safe in the sun.

	Clearly explain, giving examples, that objects are not visible in complete darkness.	most translucent, transparent or opaque. Explore the difference in the shadow when using a transparent, translucent and opaque object. Show findings using talk tactics	an object and its shadow. ***Assessment Indicator:*** *Describe how shadows are formed.*				
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **Recognise what constitutes a positive, healthy relationship.** **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 ***Assessment Indicator:*** *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.*	**ORACY WEEK ACTIVITIES**	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **Recognise what constitutes a positive, healthy relationship.** Understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow.	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **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. Identify how boys' and girls' bodies change on the outside during this growing up process.	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **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 ***Assessment Indicator:*** *Recognise how I feel about these changes happening to me and know how to cope with these feelings.*	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **Recognise what constitutes a positive, healthy relationship.** **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. (BV: Individual liberty)	**PSHEE JIGSAW SOW:** **Changing me.** **Express views and listen to the views of others.** **Recognise what constitutes a positive, healthy relationship.** **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. ***Assessment Indicator:*** *Understand some changes I will encounter in my life and identify the positives.*

Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **Follow and give instructions and accept other peoples' ideas.** To develop co-operation and teamwork skills. (Democracy) ***Assessment Indicator:*** *Listen to and am accepting of others' ideas.* Outdoor PE Athletics. **Develop the sprinting technique and apply it to relay events.** To develop the sprinting technique and improve on your personal best.	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **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) ***Assessment Indicator:*** *Plan and attempt to apply strategies to solve problems.* Outdoor PE Athletics. **Develop the sprinting technique and apply it to relay events.** To develop changeover technique in relay events.	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **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) Outdoor PE Athletics. **Develop technique when jumping for distance in a range of approaches and take off positions.** To develop jumping technique in a range of approaches and take off positions.	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **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) ***Assessment indicator:*** *Work collaboratively with a partner and a small group.* Outdoor PE Athletics. **Understand that leaning slightly forwards helps to increase speed.** To develop throwing for distance and accuracy.	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **Work with others to select appropriate equipment for the task.** To be able to identify objects, draw and follow a simple map. ***Assessment indicator:*** *Plan and attempt to apply strategies to solve problems.* Outdoor PE Athletics. **Explore the technique for a pull throw**. To develop throwing for distance in a pull throw.	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **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. **Understand that leaning slightly forwards helps to increase speed.** To develop officiating and performing skills. Review and refining sprinting, jumping and landing skills. ***Assessment Indicator:*** *Identify when I was successful.*	**Get Set 4 PE SOW** Outdoor Adventurous Activities OAA **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. **Understand that leaning slightly forwards helps to increase speed.** To develop officiating and performing skills. Review and refining sprinting, jumping and landing skills. ***Assessment Indicator:*** *Identify when I was successful.*
Computing	NO COMPUTING	**Programming B** **Events and actions in programs.** **Explain how a sprite moves in an existing project.** Investigate how characters can be moved using 'events'. They will analyse and improve an existing project, and then apply what they have learned to their own projects. They will then extend their	**Programming B** **Events and actions in programs.** **Create a program to move a sprite in 4 directions.** Program a sprite to move in four directions: up, down, left, and right. They will begin by choosing a sprite and sizing it to fit in with a given background. Learners will then create the code to move the	**Programming B** **Events and actions in programs.** **To adapt a program to a new context** Introduce learners to extension blocks in Scratch using the Pen extension. Learners will use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2.	**Programming B** **Events and actions in programs.** **Create a project from a task description.** They will predict the functions of new blocks and experiment with them, before designing features to add to their own projects. Finally, they will add these features to their projects and test their effectiveness.	**TRANSITION AFTERNOON**	**Programming B** **Events and actions in programs.** **Design and create a maze based challenge.** Learners will design and create their own projects. Using a template (which can be blank or partially completed), learners will complete projects to move a sprite around a maze, with the option to leave a pen trail

		learning to control multiple sprites in the same project.	sprite in one direction before duplicating and modifying it to move in all four directions. ***Assessment Indicator:*** *Explain which keys to use to move a sprite.*				showing where the sprite has moved. ***Assessment Indicator*** *Implement my algorithm as code to meet the needs of the task.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**				**Minor:** Map skills and fieldwork. **Begin to understand simple grid references.** Complete a treasure hunt using grid references to find clues. ***Assessment Indicator:*** *Understand how to read simple grid references.*			
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Enquiry Question-** **Where and when did the Ancient Egyptians live?** **Place early civilisations into context – with an in depth unit about Ancient Egyptians.** Identify the Ancient Egyptian period of history on timeline. Identify Egypt and the River Nile on map. Link to other ancient civilisations studied. Why would this have been a good place to settle?	**Enquiry Question-** **Why did Ancient Egypt develop by the River Nile?** **Understand the significance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (including earliest civilisations)** Explore 3 sources of evidence which give information about how Ancient Egyptians controlled the Nile.	**Enquiry Question-** **What does the evidence reveal about what the Ancient Egyptians believed?** **Build a coherent knowledge of the *earliest civilisations (in depth Egyptians)*, their chronological place in history and their impact on future civilisations** **power** **achievements** **beliefs** **society** **legacy** **(including homes, food, entertainment)**	**Sticky Knowledge-** *Assessment Indicators:* *Know that ancient means thousands of years ago.* *Identify periods of British and World history that were happening at the same time on a timeline.* *Explain the significance of the Nile and its impact on Ancient Egyptian life* *Show an understanding of the*	**Enquiry Question-** **What were the Ancient Egyptians able to achieve and how do we know?** **To know the significant achievements of the earliest civilisations and why they are significant** Jigsaw oracy activity around evidence about 4 Ancient Egyptian achievements. When regrouped children to come to a discussion about which achievement they think	**Enquiry Question-** **What was life like for different people in Ancient Egypt?** **Build a coherent knowledge of the *earliest civilisations (in depth Egyptians)*, their chronological place in history and their impact on future civilisations** **power** **achievements** **beliefs** **society** **legacy** **(including homes, food, entertainment)**	**Enquiry Question-** **How can historical sources help us unlock the mysteries of Ancient Egypt?** **Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through** **achievements** **beliefs** **society** **(including homes, food, entertainment)** Answer the baseline questions as part of

	Mark significant eras and events on a 'zoomed in' timeline.	Sort under evidence under headings to create a table. Write a paragraph about the importance of the Nile to the development of the civilisation.	Match up the sources of evidence to statements about what they tell historians about the beliefs of the Ancient Egyptians about life after death.	*main beliefs associated with Ancient Egyptians e.g. can explain why Egyptians mummified bodies.* *Identify reasons for the growth and success of a civilisation e.g. location, water source*	is the most significant and why.	Read diary extracts for 6 different people in Ancient Egyptian society. Who had the most power? Create a human continuum. Compare this to the social pyramid.	the Literacy 'Ancient Egyptian Exhibition' Identify similarities and differences between the ancient civilisations. *<u>Assessment Indicator:</u>* *List achievements of the Ancient Sumer, Shang Dynasty, Indus Valley and Ancient Egypt civilisations.*
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	LIVING **What does it mean to be a Christian in Britain today?** Complete baseline questions and introduce vocabulary	LIVING **What does it mean to be a Christian in Britain today?** **Explore some ways Christians show their faith in their homes and at church.** Explore different religious artefacts and discuss how Christians use them in their home and in their community. ***Assessment Indicators:*** *Describe at least 3 ways Christians express their faith in their homes– grace, family prayers, private prayer, Bible reading, giving to charity.*	LIVING **What does it mean to be a Christian in Britain today?** **Explore ideas about their own understanding of God. Consider why having a faith or belief can sometimes be hard.** Compare assumptions that people might make to life for a Christian compared to the reality. Use P4C to discuss the responsibility a Christian has to support their local community.	LIVING **What does it mean to be a Christian in Britain today?** Sticky Knowledge ***<u>Assessment Indicator:</u>*** *Name at least 3 artefacts that Christians may have in their homes to symbolise 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?** **Identify how and why it makes a difference 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.	LIVING **What does it mean to be a Christian in Britain today?** **Identify how and why it makes a difference 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. ***<u>Assessment Indicator:</u>*** *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,*	**TRANSITION AFTERNOON**

Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW Lesson 22** **Speaking and Listening** **Say and repeat single words and short simple phrases.** Days of week Introduce days of the week. Play listen and respond game to sequence the order of the days.	**Catherine Cheater SOW Lesson 23 a** **Writing** **Can write or copy simple words, symbols or sentences correctly.** Recording days of the week.	**Catherine Cheater SOW Lesson 23 b** **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: Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.*	**Catherine Cheater SOW Lesson 24** **Speaking and Listening** **Know the nouns, (*first*: singular masculine beginning with consonant, *then* feminine singular).** nouns in the singular and plural – what happens to the ending	**Catherine Cheater SOW Lesson 25** **Speaking and Listening** **Recognise and read out a few familiar words and phrases.** Continue to reinforce new vocabulary for numbers to 20 using games and activities.	**Catherine Cheater SOW Lesson 26** **Reading** **Understand the gist of stories and songs, using visual cues and context to support.** Focus on direct speech in the stories being read. *Assessment Indicator: Read and understand some familiar written words and short phrases e.g. Voici un stylo et une gomme.*	**NO FRENCH**

Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	**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** **Technical knowledge and understanding: know about a range of fresh and processed ingredients related to their products and whether they have been caught, reared or grown.** Investigate: what is bread? Study the journey of ingredients to make the items needed for our sandwiches.	**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.** **Use annotated sketches and appropriate information and communication technology, such as webased recipes, to develop and communicate ideas.** **Plan the main stages of a recipe, listing ingredients, utensils and equipment.** **Select and use appropriate utensils and equipment to prepare and combine ingredients.** Create a design criteria Design own sandwich ***Assessment Indicator:*** *Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas*	**DISPLAYS**	**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. ***Assessment Indicator:*** *Know how to use appropriate equipment and utensils to prepare and combine food.*	**Food.** **Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.** Make their sandwiches ***Assessment Indicator:*** *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.** **Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.** Evaluate sandwiches ***Assessment Indicator:*** *Carry out sensory evaluations and record these using tables/graphs.* *Refer back to the design criteria and take into consideration the views of others to evaluate food product.*

Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**PUPIL AGENCY PLANNER**	**Charanga Model Music Curriculum B** Unit 6 – Opening Night How Does Music connect us with our planet? Listen and Appraise – Michael Row the boat ashore Listening and appraising **Find the beat or groove of the music.** **Invent different actions to move in time with the music** **Talk about what the song or piece of music means.** **Talk about the style of the music.** Playing Instruments **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major** Play reorders with the song Michael row the boat ashore	**Charanga Model Music Curriculum B** Unit 6 – Opening Night How Does Music connect us with our planet? Singing – Michael Row the boat ashore Singing **Sing as part of a choir and in unison.** **Sing a widening range of unison songs, of varying styles and structures.** **Sing with awareness of following the beat.** **Sing with attention to clear diction.** **Discuss what the song or music maybe about.** Improvising Improvising with the song Michael row the boat ashore **Explore improvisation within a major scale using the notes F, G, A, C, D** **Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.**	**Charanga Model Music Curriculum B** Unit 6 – Opening Night How Does Music connect us with our planet? Listen and respond – The Dragon Song Understanding Music **Identify if a song is major or minor in tonality.** **Explore the time signatures of: 2/4, 3/4 and 4/4.** **Find and keep a steady beat.** Listen and respond **Identify some instruments you can hear playing, recognising that some are band instruments and some orchestral instruments.** **Find the beat or groove of the music.** Playing Instruments **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major** Play reorders with the song Michael row the boat ashore	**Charanga Model Music Curriculum B** Unit 6 – Opening Night How Does Music connect us with our planet? Listen and respond – The Dragon Song Listen and respond **Discuss where the music fits into the world.** **Talk about what the song or piece of music means.** **Talk about the style of the music.** Performance **Rehearse a song and then perform it to an audience, explaining why the song was chosen.** **Add actions to the song.** **Perform the song from memory.** **Follow the leader or conductor.** **Play tuned instruments musically within the performance.** ***Assessment Indicator:*** *Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.*	**TRANSITION AFTERNOON**	**TRANSITION AFTERNOON**

Outdoor Learning	.	**Major: (Science)** Explore the difference in the shadow when using a transparent, translucent and opaque object.	**Major: (Literacy)** Preform our play scripts in the stone circle **Minor: (Science)** Demonstrate through observational drawings how shadows are formed by blocking light	**Major: (Geography)** Grid reference treasure map	**Minor: (Maths)** Time loop card challenge	**Major: (Science)** Conduct a reflection hunt. Are natural things reflective? **Minor: (History)** Human continuum	
Enhancements Visits and Visitors		Ancient Egyptian Workshop at Manchester Museum 17.06.26					
Parental Engagement						Parent Transition Meetings 14th July 2026	
Whole School and National Events				Summer Fair 03.07.26		Move up afternoon (1) 13th July 2026	Move up afternoon (2) 20th July 2026

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.