

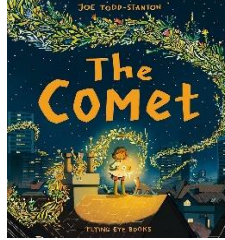
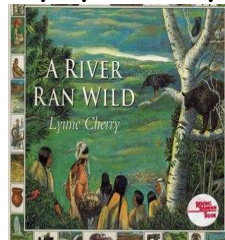
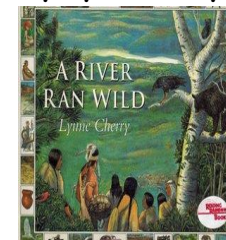
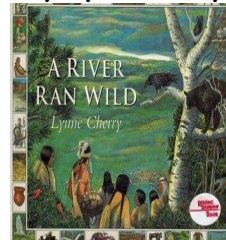




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024**  
**Phase Lower Key Stage 2 Year Group 3**



	Week 1 Wk Beg 19.02	Week 2 Wk Beg 26.02	Week 3 Wk Beg 04.03	Week 4 Wk Beg 11.03	Week 5 Wk Beg 18.03	Week 6 Wk Beg 25.03
<b>Big Question</b>	What can we find along the journey of a river?					
<b>Connected Concepts</b>	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
<b>Book Studies</b>	<b>A River by Marc Martin</b> 	<b>A River by Marc Martin</b> 	<b>The Comet by Joe Todd-Stanton</b> 	<b>A River Ran Wild by Lynn Cherry</b> 	<b>A River Ran Wild by Lynn Cherry</b> 	<b>A River Ran Wild by Lynn Cherry</b> 
<b>Children steering learning...</b>	Which rivers do people choose to settle by? What can we find out about how rivers are used now? Which rivers are the longest and biggest in the world? Where do rivers begin and where do they go? Do people still use rivers for farming? What rivers do we have in our local area? What makes some rivers famous? Could we write a letter about looking after our rivers? Can we use different maps to compare rivers? Can we use digimaps and google earth to look at different rivers? How are some rivers different and the same? Where in the world has the most rivers?					
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, <b>Grammar and Punctuation</b>	Tankas, Haikus and Limericks.  Beginning to show an understanding of writing in different genres, purposes and for audiences.  <u>Phase 1: Hook and Understanding as a reader.</u> Evaluate performance poetry delivered by Michael Rosen.  <u>Phase 2: Understanding as a writer.</u> Identify the features of Tankas, Limericks and Haikus.	Tankas, Haikus and Limericks.  Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.  <u>Phase 3: Composition.</u> Children write their own Tankas, Haikus and Limericks describing the journey of a river.  Edit and improve our poems, identifying ways to improve the effectiveness of our own and others' work.	Word Book Week: Setting description based on The Comet by Joe Tod Stanton.  Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials.  <u>Phase 1: Hook and Understanding as a reader.</u> Compare the pictures from the text and the setting description and make links with vocabulary and description.	Letters of persuasion.  Beginning to show an understanding of writing in different genres, purposes and for audiences.  <u>Phase 1: Hook and Understanding as a reader.</u> How would we feel if our school became affected by pollution? Use outdoor learning to explore effect of pollution and identify the feelings and reasons that come through in letter of persuasion.	Letters of persuasion.  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  <u>Phase 2: Understanding as a writer.</u> Use ambitious and emotive vocabulary that can be found within a letter of persuasion to prevent factories polluting rivers and the environment in general.	Letters of persuasion.  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.  <u>Phase 3: composition.</u> Compose our own letters of persuasion written to factory workers persuading them to cease activity that pollutes the river, inspired by 'A River Ran Wild' by Lynne Cherry,  <u>Assessment indicator:</u> Effectively apply persuasive features to

	Identify pairs of ambitious vocabulary and rhyming words. Write sentences effective description and imagery.	Perform our poetry to an audience.	<b>Phase 2: Understanding as a writer.</b> Define and use vocabulary within a setting description.  Explore the use of figurative language within the setting description.  <b>Phase 3: Composition</b> Write our own setting description under the night sky.	<b>Phase 2: Understanding as a writer.</b> Identify the features of a letter of persuasion.  Write persuasive sentences using formal tone and persuasive sentence starters.		<i>independent writing of a non-fiction piece.</i>
<b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Fractions</b>  <b>Measurement</b> <b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b>	Finding and recognising properties of 2D shapes including angles, parallel and perpendicular lines. Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles.  <b>Mentally +- multiples of 10 to 100recognising inverse.</b>  Recall of the times tables: 2,3,4,5,8 and 10  <b>Assessment Indicator:</b> Recognise right angles, angles bigger and smaller than right angles, parallel lines.	To be able to add and subtract up to 3 digit numbers using a written method. Modelling and use of concrete materials to use expanded method when crossing boundaries in + and -.  Maths rehearsal sequence based on +- multiples of 10.	To be able to add and subtract up to 3 digit numbers using a written method. Fluency activities aimed at the use of new expanded written methods for addition and subtraction.  Links to money and measures when calculating.  Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.	To be able to add and subtract up to 3 digit numbers using a written method. Reasoning and problem solving activities where decisions to use mental or written methods are applied to solve problems.  Links to money and measures when problem solving.  Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.  <b>Assessment Indicator:</b> To use a written method for + and - when calculations cross a boundary.  To know when to use a method or written method.	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.  Maths rehearsal sequence based on +- multiples of 10 crossing boundaries	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.  Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b>	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Investigate the way in which water is transported within plants.	Investigate the way in which water is transported within plants.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Record findings using simple scientific language, drawings, labelled	Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Investigate the way in which water is transported within plants.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Set up simple practical enquiries, comparative

<p><b>-Physics</b></p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>How do really tall plants get water?</p> <p>Label parts of a plant.</p> <p>Set up test to show transportation of water.</p>	<p>they vary from plant to plant</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>How much water do plants need?</p> <p>Record observations from transportation test in week one.</p> <p>Plan a set up a fair test.</p>	<p>diagrams, keys, bar charts, and tables.</p> <p>Label parts of a flowering plant - dissect lilies.</p> <p><u>Assessment Indicator:</u> Explain the function of the parts of a flowering plant.</p>		<p>they vary from plant to plant.</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>Results and observations from plant tests.</p>	<p>and fair tests, reporting on findings from enquiries.</p> <p>How do plants make more plants?</p> <p>Pollination and fertilization process.</p> <p><u>Assessment Indicator:</u> Describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.</p>
<p><b>Personal, Social, Health and Economic Education</b></p> <p><b>-Relationships</b></p> <p><b>-Health and Well-Being</b></p> <p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHE JIGSAW SOW: Healthy Me.</b></p> <p>Explain how exercise affects the body and why heart and lungs are so important.</p> <p>Understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>Set myself a fitness challenge. (Individual Liberty)</p>	<p><b>PSHE JIGSAW SOW: Healthy Me.</b></p> <p>Know how the amount of calories, fat and sugar affects the body.</p> <p>Understand how complex the body is and how important it is to take care of it.</p> <p>Know that the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>Know what it feels like to make a healthy choice. (Individual Liberty)</p> <p><u>Assessment Indicator:</u> Know the effect the choices I have can have on my physical and mental health.</p>	<p><b>PSHE JIGSAW SOW: Healthy Me.</b></p> <p>Explain knowledge and attitude towards drugs.</p> <p>Tell you my knowledge and attitude towards drugs.</p> <p>Identify how I feel towards drugs. (Individual Liberty, Rule of Law) (Protected Characteristics Age)</p>	<p>Sticky Knowledge.</p> <p>Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><b>PSHE JIGSAW SOW: Healthy Me.</b></p> <p>Identify things, people and places that they need to keep safe from.</p> <p>Know strategies for keeping safe, who to go to for help and how to contact the emergency services.</p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>Express how being anxious or scared feels. (Rule of Law, Respect and Tolerance) (Protected Characteristics Age, Religion or Belief)</p>	<p><b>PSHE JIGSAW SOW: Healthy Me.</b></p> <p>Identify things, people and places that they need to keep safe from.</p> <p>Know strategies for keeping safe, who to go to for help and how to contact the emergency services.</p> <p>Identify when something feels safe or unsafe.</p> <p>Take responsibility for keeping myself and others safe. (Rule of Law) (Protected Characteristics Disability)</p> <p><u>Assessment Indicator:</u> Explain methods of keeping myself safe, including online.</p>
<p><b>Physical Education</b></p> <p><b>-Gymnastics</b></p> <p><b>-Dance</b></p> <p><b>-Games</b></p> <p><b>-Athletics</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>Develop stepping into shape jumps with control. To develop stepping into shape jumps with control.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>Develop the straight, barrel, and forward roll. To develop the straight, barrel, and forward roll.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>Know that if I use different levels it will help to make my sequence look interesting.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p>To include rolls in sequence using apparatus. To add barrel, straight and forward rolls to sequences.</p>

<p><b>-Swimming</b></p>	<p>To be able to create interesting point and patch balances.</p> <p><b>Assessment Indicator:</b> Use a greater number of own ideas for movements in response to a task.</p> <p>Outdoor PE Tennis</p> <p><b>Know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</b> To develop racket and ball control.</p> <p>To be able to rally using a forehand.</p>	<p><b>Assessment Indicator:</b> Use a greater number of own ideas for movements in response to a task.</p> <p>Outdoor PE Tennis</p> <p><b>Explore rallying using a forehand.</b> To develop returning the ball using a forehand groundstroke.</p>	<p><b>Assessment Indicator:</b> Use a greater number of own ideas for movements in response to a task.</p> <p>Outdoor PE Tennis</p> <p><b>Explore returning a ball using shots such as the forehand and backhand.</b> To develop the two handed backhand.</p>	<p>To be able to transition smoothly into and out of balances.</p> <p><b>Assessment Indicator:</b> Complete actions with increasing balance and control.</p> <p>Outdoor PE Tennis</p> <p><b>Consistently use and return to the ready position in between shots.</b></p> <p><b>Know the rules of the game and begin to apply them.</b> To learn how to score.</p>	<p>To create a sequence with matching and contrasting actions and shapes.</p> <p><b>Assessment Indicator:</b> Choose actions that flow well into one another. Choose and plan sequences of contrasting actions. Move in unison with a partner. Provide feedback using key words. With help, recognise how performances could be improved.</p> <p>Outdoor PE Tennis</p> <p><b>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</b> To develop playing against an opponent.</p> <p><b>Assessment Indicator:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p><b>Assessment Indicator:</b> Choose and plan sequences of contrasting actions. Outdoor PE Tennis</p> <p><b>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</b> To work collaboratively with a partner and compete against others.</p> <p><b>Assessment Indicator:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
<p><b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b></p>	<p>Create questions with yes/no answers.</p> <p><b>Identify the object attributes needed to collect relevant data.</b></p> <p><b>Explain why it is helpful for a database to be well structured.</b> Show branching database and model how it can be used to identify objects.</p> <p>Practise creating Yes/No questions for a given set of objects.</p> <p><b>Two branch resource.</b></p>	<p><b>Identify objects using a branching database.</b> Using pre made branching databases children identify the objects.</p> <p><b>Assessment indicator:</b> Prove a branching database works.</p>	<p><b>Create a branching database.</b> Create own branching database based on questions created.</p> <p>Write series of Yes/no questions based on the chosen objects and their attributes.</p> <p><b>Assessment indicator:</b> Make up yes/no questions about a collection of objects</p>	<p><b>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>	<p><b>Create a branching database.</b> Using questions from previous week, input objects to create the database and the questions to create a branching database.</p> <p><b>Assessment Indicator:</b> Select an attribute to separate objects into groups. Group objects using yes/no questions.</p>	<p><b>Compare the information shown in a pictogram with a branching database.</b> Create a simple pictogram based on branching database from last week.</p> <p>Compare branching database created and the pictogram to explain what they both tell us.</p> <p><b>Assessment Indicator:</b> Explain what a branching database tells me vs what a pictogram tells me.</p>

	(J2e.com - branch)					
<b>Geography</b> <b>-Locational and Place Knowledge</b> <b>-Field Work</b> <b>-Using Globes, Maps and Plans</b>	<p>Major:- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features. (hills, mountains, coasts and rivers) Become a class river.</p> <p>Draw and annotate a diagram to show stages of a river.</p> <p><b><u>Assessment Indicator:</u></b> Make models and annotated drawings (linked to topographical features)</p>	<p>Major:- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features. (hills, mountains, coasts and rivers)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use Digimap to locate and identify features of a river.</p> <p><b><u>Assessment Indicator:</u></b> Use Digimap and Google Maps to add a range of annotation labels and text to help me explain features and places.</p>	<p>Major:- Physical geography - know the importance of rivers. Understand how land use patterns changed over time. Identify some of the cause of flooding, the effects it can have on the community and possible preventions.</p> <p><b><u>Assessment Indicator:</u></b> Describe and understand key aspects of physical geography, including rivers and mountains.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major:- Apply mathematical skills in data handling to Geography fieldwork. Follow up on findings from Macclesfield forest fieldwork. Present data collected and reflect on what the data tells us.</p> <p><b><u>Assessment Indicator:</u></b> Present data using bar charts, pictograms and tables.</p>	<p>Major:- Physical geography - know the importance of rivers and mountains and how they link to the earliest settlements/civilisations. (Comparative study of the River Mersey and the River Nile)</p> <p>Compare the river Nile and the river Mersey, including length and uses.</p> <p><b><u>Assessment Indicator:</u></b> Identify differences between places.</p>
<b>History</b> <b>-Chronology</b> <b>-Concepts</b> <b>-Interpretation</b> <b>-Enquiry</b> <b>-Communication</b>					<p>Minor:- International Women's day source enquiry.</p> <p>Give a few reasons for and the results of the events in history. Did ancient Egypt have any significant women?</p> <p>Identify true and false statements about Cleopatra and discuss why these events made her so memorable. (Protected Characteristics Gender)</p>	

<p><b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living</p>	<p>BELIEVING Why is the bible so important to Christians today?  Give examples of how and suggest reasons why Christians use the Bible today. Explore a range of religious and non-religious texts, sacred books, special books and instructional texts.  Justify what the bible offers to Christians that other texts and objects can offer to others.</p>	<p>BELIEVING Why is the bible so important to Christians today?  Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Consider the Big Story of the Bible and plot the events on a 'story graph'.</p>	<p>BELIEVING Why is the bible so important to Christians today?  Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Use drama to express the story of creation (Genesis 1).  Retell the story of Adam and Eve and understand how they give in to temptation and what we can learn from this story.  <u>Assessment Indicator:</u> Recall the story of Creation - Seven days - and detail how the narrative shows that God is powerful, creative and good Retell the story of Adam and Eve and detail how they give in to temptation and what we can learn from this story.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>BELIEVING Why is the bible so important to Christians today?  Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression. Consider the stories of The Lost Coin, The Lost Sheep and The Lost Son and compare what each story tells us about God.  <u>Assessment Indicator:</u> Explain how believing in God influences peoples' personal worldviews. Express own views about God through art, music, poetry or Drama.</p>	<p>BELIEVING Why is the bible so important to Christians today?  Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Explore how the bible can support Christians through challenging times but also pose difficulties when following the book in daily life.  <u>Assessment Indicator:</u> Through P4C, discuss the question What are the difficult things Christians might find from trying to follow this book in day-to-day life?</p>
<p><b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW To know vocabulary of fast and slow and apply it to commands  To ask for something. Verbal game of showing commands and whether to perform them quickly or slowly based on the adverb instruction.  Using vocabulary s'il te plaît merci voilà Je veux Albert and Annick</p>	<p>Catherine Cheater SOW To know vocabulary of classroom equipment. Un pinceau, un feutre, un crayon, un stylo, une gomme, une règle Use of games and cards to learn vocabulary.</p>	<p>Catherine Cheater SOW To ask for classroom equipment. Using and responding to the question Qu'est-ce que c'est?  Create sentences using both Voici and Je veux (all on powerpoint) alongside new vocabulary based on classroom objects.  Revisit commands and colours.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Catherine Cheater SOW To ask for classroom equipment. Using and responding to the question Qu'est-ce que c'est?  Create sentences using both Voici and Je veux (all on powerpoint) alongside new vocabulary based on classroom objects.  <u>Assessment Indicator:</u> To be able to ask questions.</p>	<p>Catherine Cheater SOW To write questions and statements about classroom equipment. Writing sentences building on verbal practise from previous week. Using virgule, point (capital letter, full stop).  <u>Assessment Indicator:</u> Can write a sentence from memory using visual prompts or mime from partner eg Voici une gomme et un stylo. Can use words for 'a/an/one' accurately</p>

	to create verbal sentences to ask for something.				Can ask and answer simple pre-learned questions from memory.	(eg un stylo/ une gomme)
<b>Design and Technology</b> -Design -Make -Evaluate - <b>Food Technology</b>  <b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise	<b>DT: Structures</b> Develop ideas through the analysis of existing shell structures. Evaluate a range of different pencil pots using key criteria such as durability, shape, size, functionality, aesthetically pleasing.	<b>DT: Structures</b> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. Create a design for a pencil pot by hand to hold Albert's stationary that is durable, attractive and fit for purpose.	<b>DT: Structures</b> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. Use technology to create a computer aided design for a pencil pot to hold Albert's stationary that is durable, attractive and fit for purpose.	<b>Sticky Knowledge.</b> Retrieval Focus on <b>Must-Prior Knowledge</b> and <b>Should-Current Knowledge.</b>	<b>DT: Structures</b> Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Create a prototype of a pencil pot to hold Albert's stationary that is durable, attractive and fit for purpose. Verbally appraise the prototypes and discuss which is most effective.	<b>DT: Structures</b> Test and evaluate their own products against design criteria and the intended user and purpose  Use our design to create a pencil pot to hold Albert's stationary that is durable, attractive and fit for purpose.  Evaluate our own product against the success criteria to see if it is durable, attractive and fit for purpose.  <b>Assessment Indicator:</b> Develop and use knowledge of how to construct strong, stiff shell structures. Know and use technical vocabulary relevant to the project.
<b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Begin to assign symbols to note animal names. (Cat, Monkey)  Play as part of an ensemble.  Know and understand how to play a tuned instrument.  Sing a tune with expression following the directions of a conductor.	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Begin to assign symbols to note animal names. (Cat, monkey, rest)  Play as part of an ensemble.  Know and understand how to play a tuned instrument.  Sing a tune with expression following the directions of a conductor.	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Begin to assign symbols to note animal names. (Cat, monkey, rest, cow, armadillo)  Play as part of an ensemble.  Know and understand how to play a tuned instrument.	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Assign and use symbols to note animal names. (Cat, monkey, rest, cow, armadillo)  Begin to use technical note names.  Play as part of an ensemble. Play and perform following staff notation.	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Assign and use symbols to note animal names. (Cat, monkey, rest, cow, armadillo)  Begin to use technical note names.  Play as part of an ensemble. Play and perform following staff notation.	<b>Wider Opportunities-Ukulele</b>  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Assign and use symbols to note animal names. (Cat, monkey, rest, cow, armadillo)  Begin to use technical note names.  Play as part of an ensemble. Play and perform following staff notation <sup>4</sup>

		<p>Work on dynamic contrasts</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p><b>Assessment Indicator:</b> <i>Find the beat of the music and demonstrate it through clapping and/or movement.</i></p>	<p>Begin to improvise and invest 'on the spot' responses</p> <p><b>Sing a tune with expression following the directions of a conductor.</b></p> <p>Work on dynamic contrasts.</p> <p>Use listening skills to correctly order phrases using dot notation.</p>	<p>Introduce the stave, lines and spaces.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p>Begin to improvise and invest 'on the spot' responses.</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p><b>Assessment Indicator:</b> <i>Sing as part of a choir and in unison.</i></p>	<p>Introduce the stave, lines and spaces.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p>Improvise and invest 'on the spot' responses.</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p><b>Assessment Indicator:</b> <i>Following a steady beat and stay 'in time'. Becoming more skilled in improvising; perhaps trying more notes and rhythms.</i></p>	<p>Introduce the stave, lines and spaces.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p>Improvise and invest 'on the spot' responses.</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p><b>Assessment Indicator:</b> <i>Play a part on a tuned instrument by ear. Play the right notes with more secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Treat instruments carefully and play with good posture.</i></p>
<b>Enhancements Visits and Visitors</b>				River Exploration Educational Visit at Macclesfield Forest 13.03.24		
<b>Parental Engagement</b>					Book Fair 18.03.24 20.03.24 Parent Consultation meetings 19.03.2 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
<b>Whole School and National Events</b>		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

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.