
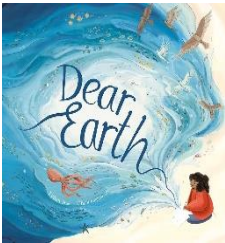

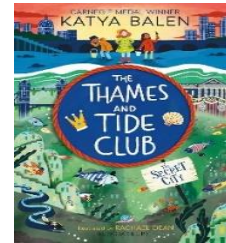
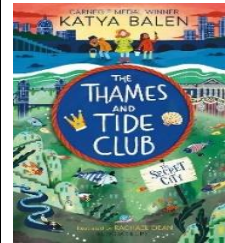
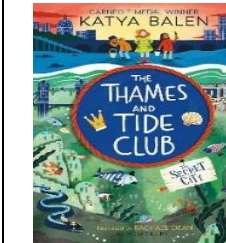
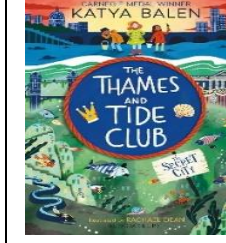




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Spring 2 2025
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 24.02	Week 2 Wk Beg 03.03	Week 3 Wk Beg 10.03	Week 4 Wk Beg 17.03	Week 5 Wk Beg 24.03	Week 6 Wk Beg 31.03	Week 7 Wk Beg 07.04
Big Question	What can we find along the journey of a river?						
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	
Book Studies	A River by Marc Martin 	Dear Earth by Isabel Otter 	A River by Marc Martin 	Thames and Tide club by Katya Balen 	Thames and Tide club by Katya Balen 	Thames and Tide club by Katya Balen 	Thames and Tide club by Katya Balen 
Children steering learning...	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?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Tankas, Haikus and Limericks. Beginning to show an understanding of writing in different genres, purposes and for audiences. Phase 1: Hook and Understanding as a reader. Evaluate performance poetry delivered by Michael Rosen. Phase 2: Understanding as a writer.	Tankas, Haikus and Limericks. Phase 1: Hook and Understanding as a reader. Make predictions about the story Discuss the message of the story. Discuss the ending and how to keep our earth safe. Phase 2: Understanding as a writer. Explore where children would like to go and	Tankas, Haikus and Limericks. Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work. Phase 3: Composition. Children write their own Tankas, Haikus and Limericks describing the journey of a river. Edit and improve our poems, identifying ways to improve the	Explanation - how an oxbow lake is formed. Phase 1: Hook and Understanding as a Reader Look at a range of explanation text and compare them. Discuss the purpose for them. Phase 2: Understanding as a writer. Identify features of an explanation text. Identify tier II vocabulary and use effectively.	Explanation - how an oxbow lake is formed. Phase 3: Composition. Plan a an explanation text of an oxbow lake Write an explanation text of an oxbow lake.	Narrative. Phase 1: Hook and Understanding as a Reader Explore the setting of underwater using the five senses. Phase 2: Understanding as a writer. Children select, generate and use appropriate vocabulary and conjunctions. Use a range of sentence features	Narrative. Phase 3: Composition. Plan a narrative, forming paragraphs around a theme. Write a narrative.

	Identify the features of Tankas, Limericks and Haikus. Identify pairs of tier II vocabulary and rhyming words. Write sentences effective description and imagery.	what they would like to do on Earth. Create word banks to describe different biomes. Phase 3: Composition. Children write their own poems and perform them.	effectiveness of our own and others' work. Perform our poetry to an audience.	Use conjunctions of time effectively. Explore tenses and writing in present tense.		used in a setting description. Create character descriptions	
Tier Two Vocabulary	Cascade Horizon Thrashes Current Surge Meander Endless Teeming			Oxbow lake Meander Neck Narrow Crescent Settle		Shimmering Bustling Subtle Shuddered Surged Frantically Indignantly Enthusiastically	
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	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. Assessment Indicator <i>To use a written method for + and - when calculations cross a boundary.</i> <i>To know when to use a method or written method.</i>	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.	To be able to multiply and divide a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce chunking method for division. Fluency activities to practise using the method. Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.	To be able to multiply and divide a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce chunking method for division. Fluency activities to practise using the method. Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Concept map recalling Y2 learning.</p> <p>Secondary research to describe the functions of different parts of a flowering plant. Draw diagram and annotate.</p> <p><u>Assessment Indicator</u> Explain the function of the parts of a flowering plant.</p>	<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Explore why a plant might not be thriving.</p> <p>In a group, plan an investigation to test the question: How much water do plants need?</p> <p>Make observations and measure plants every day for 2 weeks.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate the way in which water is transported within plants.</p> <p>Investigate the way water is transported within plants-what do we need to consider?</p> <p>Dissect flowering plants, label with functions.</p>	<p><u>Sticky Knowledge</u> Acquire and Apply: Correct or incorrect labels and functions of a flowering plant.</p> <p>Write up conclusions from investigation.</p> <p>Research plants and why some needed more water than others did.</p> <p>Explore flowering plants in the school ground and compare them to cut flowers in the classroom.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Research using secondary sources about the life cycle of flowering plants, pollination and seed dispersal.</p> <p>Order the stages of a life cycle.</p> <p>Categorise seeds and seed dispersal.</p> <p>Look for seeds in the school grounds and classifying what type of seed dispersal they rely on.</p> <p><u>Assessment Indicator</u> Give different methods of pollination and seed dispersal, including examples.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Create a life cycle of a flowering plant, detailing what a healthy plant needs at different stages.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Complete life cycle writing.</p> <p>Add to concept map showing what learning has been retained.</p> <p><u>Assessment Indicator</u> Describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.</p> <p>Draw and label a diagram of a flowering plant to show its parts and their role and method of pollination and seed dispersal.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p>	<p>PSHEE JIGSAW Healthy Me.</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>PSHEE JIGSAW Healthy Me.</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>PSHEE JIGSAW Healthy Me.</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.</p>	<p>PSHEE JIGSAW Healthy Me.</p> <p><u>Sticky Knowledge</u> Acquire and Apply: Recall what constitutes a healthy lifestyle and why.</p>	<p>-</p>	<p>PSHEE JIGSAW Healthy Me.</p> <p>Identify things, people and places that they need to keep safe from.</p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping</p>	<p>PSHEE JIGSAW Healthy Me.</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>

Relationships and Sex Education (RSE) and Health Education	Set myself a fitness challenge. (BV-Individual Liberty)	Know that the amount of calories, fat and sugar I put into my body will affect my health. Know what it feels like to make a healthy choice. (BV=Individual Liberty) <u>Assessment Indicator</u> <i>Know the effect the choices I have can have on my physical and mental health.</i>	(BV-Individual Liberty/ Rule of Law) (PC-Age)			myself safe including who to go to for help. Express how being anxious or scared feels. (BV-Rule of Law/ Respect/Tolerance) (PC-Age/Religion or Belief)	Take responsibility for keeping myself and others safe. (BV-Rule of Law) (PC-Disability) <u>Assessment Indicator</u> <i>Explain methods of keeping myself safe, including online.</i>
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Indoor PE Gymnastics Explore point and patch balances and transition smoothly into and out of them. To be able to create interesting point and patch balances. <u>Assessment Indicator</u> <i>Use a greater number of own ideas for movements in response to a task.</i> Outdoor PE Tennis 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. To develop racket and ball control. To be able to rally using a forehand.	Get Set 4 PE SOW Indoor PE Gymnastics Develop stepping into shape jumps with control. To develop stepping into shape jumps with control. <u>Assessment Indicator</u> <i>Use a greater number of own ideas for movements in response to a task.</i> Outdoor PE Tennis Explore rallying using a forehand. To develop returning the ball using a forehand groundstroke. <u>Assessment Indicator</u> <i>Use basic racket skills.</i>	Get Set 4 PE SOW Indoor PE Gymnastics To develop stepping into shape jumps using apparatus. To develop stepping into shape jumps with control. <u>Assessment Indicator</u> <i>Use a greater number of own ideas for movements in response to a task.</i> Outdoor PE Tennis Explore returning a ball using shots such as the forehand and backhand. To develop the two handed backhand. <u>Assessment Indicator</u> <i>Return a ball to a partner.</i>	Get Set 4 PE SOW Indoor PE Gymnastics Develop the straight, barrel, and forward roll. To develop the straight, barrel, and forward roll. <u>Assessment Indicator</u> <i>Complete actions with increasing balance and control.</i> Outdoor PE Tennis Consistently use and return to the ready position in between shots. To learn how to score. <u>Assessment Indicator</u> <i>Know the rules of the game and begin to apply them.</i>	Get Set 4 PE SOW Indoor PE Gymnastics To include rolls in sequence work using apparatus. To develop the straight, barrel, and forward roll. <u>Assessment Indicator</u> <i>Choose actions that flow well into one another.</i> <i>Choose and plan sequences of contrasting actions.</i> Move in unison with a partner. Provide feedback using key words. With help, recognise how performances could be improved. Outdoor PE Tennis Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.	Get Set 4 PE SOW Indoor PE Gymnastics To be able to transition smoothly in and out of balances using apparatus. To add barrel, straight and forward rolls to sequences. <u>Assessment Indicator</u> <i>Choose and plan sequences of contrasting actions.</i> Outdoor PE Tennis Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. To work collaboratively with a partner and compete against others. <u>Assessment Indicator</u> <i>Know the rules of the game and begin to use them to play fairly.</i>	Get Set 4 PE SOW Indoor PE Gymnastics To create a sequence with matching and contrasting actions and shapes. To add barrel, straight and forward rolls to sequences. <u>Assessment Indicator</u> <i>Choose and plan sequences of contrasting actions.</i> Outdoor PE Tennis Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Consistently use and return to the ready position in between shots. <u>Assessment Indicator</u> <i>Know the rules of the game and begin to use them to play fairly.</i>

					To develop playing against an opponent. <u>Assessment Indicator</u> Provide feedback using key words.		Return a ball to a partner. Use basic racket skills.
Computing -Code -Connect -Communicate -Collect	Data and information Data Logging Create questions with yes/no answers. Identify the object attributes needed to collect relevant data. Explain why it is helpful for a database to be well structured. Show branching database and model how it can be used to identify objects. Practise creating Yes/No questions for a given set of objects. Two branch resource. (J2e.com - branch)	Data and information Data Logging Identify objects using a branching database. Using pre made branching databases children identify the objects. <u>Assessment Indicator</u> Prove a branching database works.	Data and information Data Logging Create a branching database. Create own branching database based on questions created. Write series of Yes/no questions based on the chosen objects and their attributes. <u>Assessment Indicator</u> Make up yes/no questions about a collection of objects	-	Data and information Data Logging4 Create a branching database. Using questions from previous week, input objects to create the database and the questions to create a branching database. <u>Assessment Indicator</u> Select an attribute to separate objects into groups. Group objects using yes/no questions.	Data and information Data Logging Compare the information shown in a pictogram with a branching database. Create a simple pictogram based on branching database from last week.	Data and information Data Logging Compare the information shown in a pictogram with a branching database. Compare branching database created last week and the pictogram to explain what they both tell us. <u>Assessment Indicator</u> Explain what a branching database tells me vs what a pictogram tells me.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major: EQ- Does a river change along its journey? Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features. (hills, mountains, coasts and rivers) Draw and annotate a diagram to show stages of a river. <u>Assessment Indicator</u> Make models and	Major: EQ- Can we see features of rivers on maps? 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.	Major: EQ- How is an oxbow lake formed? Understand the processes that result in an oxbow lake being formed. Complete an investigation to understand how oxbow lakes are formed.	Major: <u>Sticky Knowledge</u> Acquire and Apply: Name and describe key features of a river. Articulate the meaning of key vocabulary. Explain how oxbow rivers are formed. <u>Assessment Indicator</u> Describe and understand key aspects of physical geography, including rivers and mountains.	Major: EQ- What causes flooding? Physical geography – know the importance of rivers. Understand how land use patterns changed over time. Identify some of the causes of flooding, the effects it can have on the community and possible preventions	Major: EQ- How fast and deep is the Bollin river? 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.	Major: EQ- Are all rivers the same? 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) Compare the river Nile and the river Mersey, including length and uses.

	annotated drawings (linked to topographical features)						Assessment Indicator Describe and understand key aspects of physical geography, including rivers and mountains.
History -Chronology -Concepts -Interpretation -Enquiry -Communication						<p>Minor: EQ- Were there any significant women in ancient times? 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. (PC- Gender)</p>	
Religious Education, Beliefs and Values -Believing -Expressing -Living	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Muslim festivals. Explore how Muslims express the meaning of Eid/ Ramadan through symbols, actions and rituals and their significance.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Explore what matters most to Muslims during festivals. Understand how Muslims show their dedication to Allah, considering the 5 pillars of Islam.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Recall the key events of Ramadan and Eid. Explain the 5 pillars of Islam.</p> <p>Assessment Indicator Describe at least two ways Muslims express the meaning of Eid through symbols, actions and rituals.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Christian festivals. Explore the importance of the Easter story.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Christian festivals. Explore what matters most to Christians during festivals. Explore artefacts relating to Easter describing ways that Christians express the meaning of Easter and through these. Describe how Christians celebrate Easter.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives Discuss the deeper meaning of festivals and celebrations through P4C - consider the idea of Lent and fasting.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives Compare traditions of Easter to that during Eid. Assessment Indicator: Make at least two connections between the celebrations studied.</p>

<p>Modern Foreign Languages-French</p> <ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Intercultural Understanding 	<p>Catherine Cheater SOW</p> <p>To know vocabulary of fast and slow and apply it to commands</p> <p>To ask for something. Verbal game of showing commands and whether to perform them quickly or slowly based on the adverb instruction.</p> <p>Using vocabulary s'il te plaît merci voilà Je veux Albert and Annick to create verbal sentences to ask for something.</p>	<p>Catherine Cheater SOW</p> <p>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</p> <p>To ask for classroom equipment. Using and responding to the question Qu'est-ce que c'est?</p> <p>Create sentences using both Voici and Je veux (all on powerpoint) alongside new vocabulary based on classroom objects.</p> <p>Revisit commands and colours.</p>	<p>-</p>	<p>Catherine Cheater SOW</p> <p>To ask for classroom equipment. Using and responding to the question Qu'est-ce que c'est?</p> <p>Create sentences using both Voici and Je veux (all on powerpoint) alongside new vocabulary based on classroom objects.</p> <p><u>Assessment Indicator</u> To be able to ask questions. Can ask and answer simple pre-learned questions from memory.</p>	<p>Catherine Cheater SOW</p> <p>To write questions and statements about classroom equipment. Writing sentences building on verbal practise from previous week.</p> <p>Using virgule, point (capital letter, full stop).</p> <p><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 (eg un stylo/ une gomme</p>	<p>Catherine Cheater SOW</p> <p>To learn the vocabulary for clothing. Introduce the vocabulary or clothes.</p> <p>Use games and matching pictures, Pass the parcel with clothes in bag.</p>
<p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology <p>Art and Design</p> <ul style="list-style-type: none"> -Structuring and Creating -Art Elements -Evaluate and Appraise 	<p>DT: Structures</p> <p>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.</p>	<p>DT: Structures</p> <p>Develop ideas through the analysis of existing shell structures. Explore and evaluate a range of nets which can be used to create pencil cases. Introduce Zaha Hadid.</p>	<p>DT: Structures</p> <p>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.</p>	<p>DT: Structures</p> <p>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.</p>	<p>DT: Structures</p> <p>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.</p>	<p>DT: Structures</p> <p>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.</p>	<p>DT: Structures</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose</p> <p>Use our design to create a pencil pot to hold Albert's stationary that is durable, attractive and fit for purpose.</p> <p>Evaluate our own product against the success criteria to see if it is durable, attractive and fit for purpose.</p> <p><u>Assessment Indicator</u> Develop and use knowledge of how to</p>

							construct strong, stiff shell structures. Know and use technical vocabulary relevant to the project.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Wider Opportunities-Ukulele 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.	Wider Opportunities-Ukulele 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. Work on dynamic contrasts Use listening skills to correctly order phrases using dot notation. <u>Assessment Indicator</u> <i>Find the beat of the music and demonstrate it through clapping and/or movement.</i>	Wider Opportunities-Ukulele 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. Begin to improvise and invest 'on the spot' responses Sing a tune with expression following the directions of a conductor. Work on dynamic contrasts. Use listening skills to correctly order phrases using dot notation.	Wider Opportunities-Ukulele 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. Introduce the stave, lines and spaces. Know and understand how to play a tuned instrument. Begin to improvise and invest 'on the spot' responses. Use listening skills to correctly order phrases using dot notation. <u>Assessment Indicator</u> <i>Sing as part of a choir and in unison.</i>	Wider Opportunities-Ukulele 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. Introduce the stave, lines and spaces. Know and understand how to play a tuned instrument. Improvise and invest 'on the spot' responses. Use listening skills to correctly order phrases using dot notation. <u>Assessment Indicator</u> <i>Following a steady beat and stay 'in time'. Becoming more skilled in improvising; perhaps trying more notes and rhythms.</i>	Wider Opportunities-Ukulele 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 notation4 Introduce the stave, lines and spaces. Know and understand how to play a tuned instrument. Improvise and invest 'on the spot' responses. Use listening skills to correctly order phrases using dot notation. <u>Assessment Indicator</u> <i>Play a part on a tuned instrument by ear. Play the right notes with more secure rhythms.</i>	Wider Opportunities-Ukulele 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 notation4 Introduce the stave, lines and spaces. Know and understand how to play a tuned instrument. Improvise and invest 'on the spot' responses. Use listening skills to correctly order phrases using dot notation. <u>Assessment Indicator</u> <i>Play a part on a tuned instrument by ear. Play the right notes with more secure rhythms.</i>

						<i>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>	<i>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>
Outdoor Learning	Minor- (Geography) Human river				Major- (Geography) Fieldwork	Major- (PSHEE) Litter pick	
Enhancements Visits and Visitors					River Exploration Educational Visit at Macclesfield Forest 25.03.25		
Parental Engagement			Science Workshop 11.03.25 2.30-3.15pm			Parenting Anxious Children workshop with Stockport Mental Health Support Team - 02.04.25 9-10am	
Whole School and National Events		Careers week 03.03.25 World book day 06.03.35	National Science Week	Scholastic Book Fair - Children's visit 13.03.25 Comic Relief	Scholastic Book Fair 17.03.25-19.03.25 Friends of Meadowbank 'Bouncathon' - 26.03.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	

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.