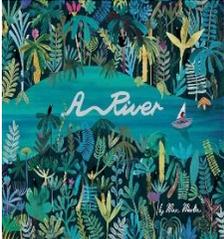
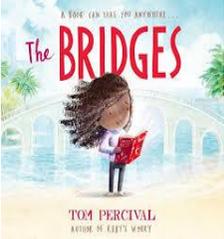
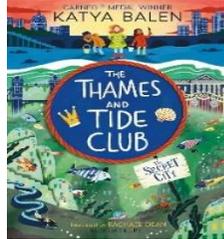
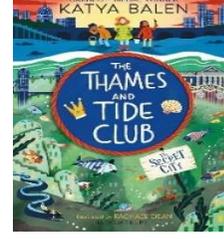
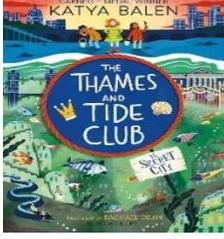




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 23.02	Week 2 Wk Beg 02.03	Week 3 Wk Beg 09.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
Big Question	What can we find along the journey of a river?				
Connected Concepts	Appreciation Power	Appreciation Power	Appreciation Power	Appreciation Power	Appreciation Power
Book Studies	A River by Marc Martin 	The Bridges Tom Percival 	Thames and Tide club by Katya Balen 	Thames and Tide club by Katya Balen 	Thames and Tide club by Katya Balen 
Children steering learning...	How deep are rivers? What is the longest river? What rivers are near us? Are all rivers the same? Why do people live by rivers if there is a risk of flooding? Where does a river end? Where do rivers start? Are ponds and streams different names for rivers? How does water get into rivers?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole class text - A River by Marc Martin Make predictions using the front cover, blurb and title of a text. Develop fluency when reading aloud and retrieve information at speed. Text Focus - Poetry (Tankas and Haikus) Phase 1: Hook and Understanding as a Reader Read A River and understand Tier II vocabulary Introduce haiku, tankas and syllable patterns Phase 2: Understanding as a Writer	Whole class text - A River by Marc Martin Respond to text using VIPERS skills, Develop fluency when reading aloud and retrieve information at speed. Text Focus - World Book Day Diary Recount Phase 1: Hook and Understanding as a Reader Read text and answer t/f questions Phase 2: Understanding as a Writer Identify features of a diary recount	Whole class text - A River by Marc Martin Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Develop fluency when reading aloud and retrieve information at speed. Text Focus - Explanation Text, How does a flowering plant thrive? Phase 1: Hook and Understanding as a Reader What's in the box? Mysterious object that children have to use imagination to explain how it works.	Whole class text - A River by Marc Martin Use PE/PEE to make inferences based on the text. Develop fluency when reading aloud and retrieve information at speed. Text Focus - Explanation Text, How does a flowering plant thrive? Phase 2: Understanding as a Writer Use conjunctions of time as a cohesive device Explore tenses and writing in present tense.	Whole class text - A River by Marc Martin Respond to text using VIPERS skills, Develop fluency when reading aloud and retrieve information at speed. Text Focus - Explanation Text, How does a flowering plant thrive? Phase 3: Composition Plan an explanation text on plants Write an explanation text of the life cycle of a plant Edit, revise and publish explanation text

	Complete haikus using metaphor and simile Phase 3: Composition Create own haikus about the journey of a river using Tier II vocabulary, similes and metaphors. Extend haikus into tankas and publish	Understand and use Tier II vocabulary Phase 3: Composition Write a diary entry from Mia's perspective.	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 WAGOLL. Identify tier II vocabulary and use effectively.		
Tier Two Vocabulary	Horizon Endless Current Murmur (Murmuring) Ripple Drift (Drifting)		Barren Connection Network Rarely Extraordinary Unfamiliar	Dispersed Conditions Anchor Absorb Transport Thrive	
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. Be able to halve numbers when both digits are even.	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. Be able to halve numbers to 40. Be able to halve numbers when the tens digit is odd.	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 Indicators: <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 Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles. Assessment Indicator: <i>Recognise right angles, angles bigger and smaller than right angles, parallel lines.</i>	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. Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles. Assessment Indicator: <i>Recognise right angles, angles bigger and smaller than right angles, parallel lines.</i>
Retrieval through Maths Rehearsal sequence	Mentally +- within 20 (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Mentally +- within 20 (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Mentally +- within 20 with (bridging) with focus on subtraction. Recall of the times tables: 2,3,4,5,8 and 10.	Mentally +- multiples of 10 to 100 recognising inverse. Recall of the times tables: 2,3,4,5,8 and 10	Mentally +- multiples of 10 to 100 recognising inverse. Recall of the times tables: 2,3,4,5,8 and 10.

<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. 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>Assessment Indicator: 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. Explore why a plant might not be thriving.</p> <p>In a group, plan an investigation to test requirements for life.</p> <p>Make observations and measure plants every day for 1 weeks.</p> <p>Classifying what type of seed dispersal they rely on.</p> <p>Assessment Indicator: Give different methods of pollination and seed dispersal, including examples.</p>	<p>If You Were An Engineer What Would You Do? National Competition Decide on a problem and design</p> <p>Sticky Knowledge <i>Acquire and Apply:</i> Correct or incorrect labels and functions of a flowering plant. <i>Write up conclusions from investigation.</i></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Research using secondary sources about pollination and the life cycle of a flowering plant. Write a diary entry about pollination from the perspective of a bee.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Order the stages of a life cycle.</p> <p>Categorise seeds and seed dispersal.</p> <p>Hunt for seeds in the school grounds</p> <p>Assessment Indicator: Give different methods of pollination and seed dispersal, including examples.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Dissect flowering plants, label with functions.</p> <p>Investigate the way in which water is transported within plants. Investigate the way water is transported within plants-what do we need to consider?</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW Healthy Me</p> <p>Explain how exercise effects the body and why heart and lungs are so important. Understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>Set myself a fitness challenge. (BV-Individual Liberty)</p>	<p>PSHE Jigsaw SOW Healthy Me</p> <p>Know how the amount of calories, fat and sugar effects the body.</p> <p>Understand how complex the body is and how important it is to take care of it. 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. (BV-Individual Liberty)</p>	<p>PSHE Jigsaw SOW Healthy Me</p> <p>Explain knowledge and attitude towards drugs. Tell you my knowledge and attitude towards drugs.</p> <p>Identify how I feel towards drugs. (BV-Individual Liberty, Rule of Law) (PC-Protected Characteristics Age)</p>	<p>PSHE Jigsaw SOW Healthy Me</p> <p>Sticky Knowledge. Recall what constitutes a healthy lifestyle and why.</p> <p>Identify things, people and places that they need to keep safe from. 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.</p>	<p>PSHE Jigsaw SOW Healthy Me</p> <p>Know strategies for keeping safe, who to go to for help and how to contact the emergency services. Identify when something feels safe or unsafe.</p> <p>Take responsibility for keeping myself and others safe. (BV-Rule of Law) (PC-Disability)</p> <p>Assessment Indicator: Explain methods of keeping myself safe, including online.</p>

		<p>Assessment Indicator: Know the effect the choices I have can have on my physical and mental health.</p>		(BV-Rule of Law/Respect/Tolerance) (PC-Age/Religion or Belief)	
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>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. Assessment Indicator: Use a greater number of own ideas for movements in response to a task. 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.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics Develop stepping into shape jumps with control. To develop stepping into shape jumps with control. Assessment Indicator: Use a greater number of own ideas for movements in response to a task. Outdoor PE Tennis Explore rallying using a forehand. To develop returning the ball using a forehand groundstroke. Assessment Indicator: Use basic racket skills.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To develop stepping into shape jumps using apparatus. To develop stepping into shape jumps with control. Assessment Indicator: Use a greater number of own ideas for movements in response to a task. Outdoor PE Tennis Explore returning a ball using shots such as the forehand and backhand. To develop the two handed backhand. Assessment Indicator: Return a ball to a partner.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics Develop the straight, barrel, and forward roll. To develop the straight, barrel, and forward roll. Assessment Indicator: Complete actions with increasing balance and control. Outdoor PE Tennis Consistently use and return to the ready position in between shots. To learn how to score. Assessment Indicator: Know the rules of the game and begin to apply them.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics To include rolls in sequence work using apparatus. To develop the straight, barrel, and forward roll. Assessment Indicator: 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. 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 develop playing against an opponent. Assessment Indicator: Provide feedback using key words.</p>
<p>Computing -Code -Connect -Communicate -Collect</p>	-	<p>Data and information Branching Databases 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.</p>	<p>Data and information Branching Databases Identify objects using a branching database. Using pre made branching databases children identify the objects. Assessment Indicator: Prove a branching database works.</p>	<p>Data and information Branching Databases 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. Assessment Indicator: Make up yes/no questions about a collection of objects</p>	<p>Data and information - Branching Databases Create a branching database. Using questions from previous week, input objects to create the database and the questions to create a branching database. Assessment Indicator: Select an attribute to separate objects into groups. Group objects using yes/no questions.</p>

		<p>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. Two branch resource. (J2e.com - branch)</p>			
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major: Where are the UK's rivers? Name and locate geographical regions and counties of the UK and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers). Use atlases, maps and globes to name and locate the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Explain that the UK has many important rivers. Identify and locate these on a map. Use geographical terminology to describe where rivers are located in oracy activity. Create their own map of important rivers of the UK. Answer quiz questions using what they have learned about the rivers e.g. Which river flows through London? Which of the rivers on your map is the most north? Which river is the longest?</p>	<p>Major: What are the key features of a river and how do they form? Understand the features found along a river. Identify and describe the main parts of a river. Label a river diagram on seesaw or create a model to show this.</p>	<p>Major: <u>Sticky Knowledge</u> <i>Acquire and Apply:</i> Name and describe key features of a river.</p>	<p>Major: Rivers EQ - Why have people chosen to settle near rivers in the past and today? Understand how rivers influence settlements, both in modern and ancient times. Explore reasons why ancient and modern settlements lived near rivers. What are the benefits and pitfalls? Create Venn Diagram of reasons why ancient and modern settlements are located near rivers. <u>Assessment Indicators:</u> <i>Describe why rivers are attractive places to settle, giving varied descriptions based on early and modern times.</i></p>	<p>Major: Rivers Fieldwork EQ - How does the River Mersey travel from its source to the sea? Explore a local river and make connections Educational visit to Mersey Valley where children will complete a rotation of activities including river walk, orienteering, canoeing and river study. Complete baseline questions <u>Assessment Indicators:</u> <i>Identify features of rivers and gather geographical data such as river speed and depth.</i></p>
<p>History -Chronology -Concepts -Interpretation</p>		<p>Minor: Source Enquiry Did Ancient Egypt have any significant women?</p>			

<p>-Enquiry -Communication</p>		<p>Who was Cleopatra? Identify primary sources and interpretations - artefacts, books, and internet.</p> <p>Find out about Cleopatra and discuss aspects of her life. What is the significance of these events? Sort statements into order of most significant.</p>			
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>EXPRESSING Why are festivals important to religious communities? Part 2</p> <p>Make connections between stories, symbols and beliefs during Muslim festivals.</p> <p>Baseline Questions Explore how Muslims express the meaning of Eid/ Ramadan through symbols, actions and rituals and their significance.</p>	<p>EXPRESSING Why are festivals important to religious communities? Part 2</p> <p>Explore what matters most to Muslims during festivals.</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Understand how Muslims show their dedication to Allah, considering the 5 pillars of Islam.</p> <p>P4C - Does fasting make you a better person?</p> <p><u>Assessment Indicator:</u> Discuss the deeper meaning of festivals and celebrations; e.g Does fasting make you a better person?</p>	<p>EXPRESSING Why are festivals important to religious communities? Part 2</p> <p><u>Sticky Knowledge</u> <u>Acquire and Apply:</u> Describe at least two ways Muslims express the meaning of Eid through symbols, actions and rituals.</p>	<p>EXPRESSING Why are festivals important to religious communities? Part 2</p> <p>Explore stories, symbols and beliefs during Christian festival.</p> <p>Explore and describe the significance of the crucifixion.</p>	<p>EXPRESSING Why are festivals important to religious communities? Part 2</p> <p>Explore stories, symbols and beliefs during Christian festivals</p> <p>Explore what matters most to Christians during festivals.</p> <p>Find out what the Easter story means to Christians today. Devise questions to hotseat Mary. What are the differences between Good Friday and Easter Sunday.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Reading Understand the gist of stories and songs, using visual cues and context to support. Verbal game of showing commands and whether to perform them quickly or slowly based on the adverb instruction. Sort into book.</p> <p>Listen to song Meunoer tu dors. Read story Chapeau !</p>	<p>Catherine Cheater SOW</p> <p>Speaking and Listening Understand and respond to a few familiar spoken words and phrases including instructions and simple questions. E.g. How are you? Ca va? Voici un chat. Here is a cat. Introduce please and thank you and here. Play speaking and listening game. In books have a picture of Albert and Annick - Heading on page Tu Veux Annick ou Albert? Stick</p>	<p>Catherine Cheater SOW</p> <p>Speaking and Listening Know the nouns, (first: singular masculine beginning with consonant, then feminine singular). Learn the nouns for 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>Speaking & Listening Understand and respond to a few familiar spoken words and phrases including instructions and simple questions. E.g. How are you? Ca va? Voici un chat. Here is a cat. Using and responding to the question Qu'est-ce que c'est? Create sentences orally using both Voici and Je veux (all on powerpoint) alongside new</p>	<p>Catherine Cheater SOW</p> <p>Writing With scaffolds, write some familiar written words and short phrases e.g. Voici un stylo et une gomme. 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.</p>

	Authentic song:123 Nous Irons Au Bois - (1,2,3, we will go to the wood) Authentic Text: Je m'habille et ...je te croque!	pictures of bears in then write under each bear Je veux Albert s'il te plait. Je veux Annick s'il te plait.	Authentic song:123 Nous Irons Au Bois - (1,2,3, we will go to the wood) Authentic Text: Je m'habille et ...je te croque!	vocabulary based on classroom objects. Revisit commands and colours. Authentic song:123 Nous Irons Au Bois - (1,2,3, we will go to the wood) Authentic Text: Je m'habille et ...je te croque!	Assessment Indicator: <i>Can use words for 'a/an/one' accurately (eg un stylo/ une gomme).</i> Authentic song:123 Nous Irons Au Bois - (1,2,3, we will go to the wood) Authentic Text: Je m'habille et ...je te croque!
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	DT- Structures 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.	DT-Structures 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. Explore and evaluate a range of nets which can be used to create pencil cases. Introduce Zaha Hadid.	DT-Structures 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. 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.	DT-Structures 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.	DT-Structures 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. Assessment Indicator: <i>Develop and use knowledge of how to construct strong, stiff shell structures.</i> <i>Know and use technical vocabulary relevant to the project.</i>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Help Us Get to Know Our Community? Understanding Music Copy back and improvise simple melodic patterns using the notes: C, F, G, A, B, Singing Sing with awareness of following the beat. Understand and follow the leader or conductor.	Charanga Model Music Curriculum B How Does Music Help Us Get to Know Our Community? Listening & Appraising A Night On The Bare Mountain 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. Singing	Charanga Model Music Curriculum B How Does Music Help Us Get to Know Our Community? Composing Create a melody in style of a backing track, giving the melody a shape and describing how it was created. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.	Charanga Model Music Curriculum B How Does Music Help Us Get to Know Our Community? Improvising Improvise with the Song - Friendship Song Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/ individual/instrumental teaching), inventing short 'on	Charanga Model Music Curriculum B How Does Music Help Us Get to Know Our Community? Improvising Improvise with the Song - Friendship Song Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/ individual/instrumental teaching), inventing short 'on

	Learn to sing the song - Friendship Song	<p>Sing with awareness of following the beat. Understand and follow the leader or conductor. Learn to sing the song - Friendship Song</p> <p>Performing Perform the Friendship Song in unison</p> <p>Assessment Indicator <i>Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Explain why the song was chosen, including its composer and the historical and cultural context of the song.</i></p>	<p>Use simple dynamics. Create a graphic score with the title Family & Friends</p> <p>Compose an eight-bar melody using three or five notes over the backing track.</p>	<p>the spot' responses using a limited note range.</p> <p>Explore improvisation within a major scale using the notes: C, D, E, G, A</p>	<p>the spot' responses using a limited note range.</p> <p>Explore improvisation within a major scale using the notes: C, D, E, G, A</p> <p>Listening & Appraising Come on Over</p> <p>Find the beat or groove of the music.</p> <p>Invent different actions to move in time with the music.</p> <p>Discuss where the music fits into the world.</p> <p>Talk about what the song or piece of music means.</p> <p>Talk about the style of the music. Talk about the song together. Explore its musical style through the style indicators of this music and its performers. Embed a deeper understanding of the musical concepts related to the song.</p> <p>Assessment Indicator: <i>Discussing the style of the music and any other music they have heard that is similar.</i></p>
Outdoor Learning		Minor: (Geography) Features of a river in tough tray		Major: (Science) Hunt for seeds in the school grounds.	Major: (Geography) Fieldwork
Enhancements Visits and Visitors			Meet an Engineer Workshop 11.03.26		Mersey River Study 24.03.26
Parental Engagement				Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	Parent Participation - Science Workshop 26.03.26 2:30pm
Whole School and National Events		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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.