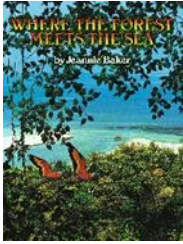
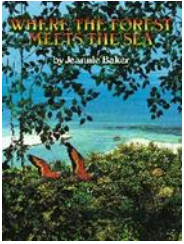
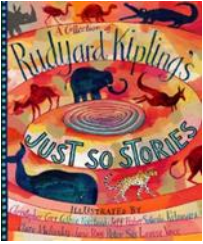
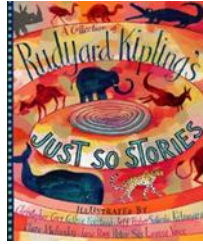
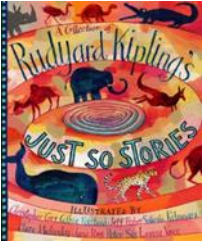






**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2022**  
**Phase Lower Key Stage 2 Year Group 4**



	<b>Week 1</b> Week Beg 05.09	<b>Week 2</b> Week Beg 12.09	<b>Week 3</b> Week Beg 19.09	<b>Week 4</b> Week Beg 26.09	<b>Week 5</b> Week Beg 03.10	<b>Week 6</b> Week Beg 10.10	<b>Week 7</b> Week Beg 17.10
<b>Big Question</b>	What is it like to live in the rainforest?						
<b>Weekly Questions</b>	What is a rainforest?	Where are rainforests located?	What makes the rainforests ideal for certain animals?	How do animals survive in the rainforest?	How is a rainforest different to other habitats?	Who depends on the rainforest?	How can we protect the rainforests?
<b>Key Concepts</b>	adaptation habitats environment change impact						
<b>Book Studies</b>	Where the forest meets the sea 	Where the forest meets the sea 	Rudyard Kipling's Just So Stories 	Rudyard Kipling's Just So Stories 	Rudyard Kipling's Just So Stories 	Rudyard Kipling's Just So Stories 	Rudyard Kipling's Just So Stories 
<b>Children steering learning....</b>	Do people live in rainforests? How old are the rainforests?	Where in the world are rainforests? Are rainforests under the equator? Do the rainforests lose their leaves in the winter?	What animals live in the rainforest? How many animals live in the rainforest?	What are the dangers in a rainforest? What is the most dangerous animal to live in a rainforest?	Is a rainforest different to a jungle? Is a rainforest the opposite of a desert?	Why do we need rainforests? What makes a rainforest important? Why should we protect rainforests? Do people live in the rainforest?	How can we protect the rainforests? Whose responsibility is it to protect nature?
<b>English Reading</b> -Word reading -Comprehension	Descriptive Writing  Reading: Where the Forest Meets the Sea	Descriptive Writing  Reading: Where the Forest Meets the Sea	Fables  Reading: Just So Stories by Rudyard Kipling	Fables  Reading: Just So Stories by Rudyard Kipling	Fables  Reading: Aesop's Fables	Non-Chronological Report  Reading: Rainforests EPIC text	Non-Chronological Report  Reading: Rainforests EPIC text
<b>Writing</b> -Transcription	Reading Apply a good understanding of strategies to determine the meaning of unfamiliar vocabulary and draw	Reading To make inferences from a text, beginning to use the structure of PEE to formulate clear and direct responses,	Reading Skim and scan a text to recall main events and character with fluency and increasingly	Reading Identify key themes across the Just So stories and make links to other stories with similar themes.	Reading Asking questions to ensure their understanding of a text Reading a variety of Aesop's Fables and	Reading Skim and scan to retrieve key information. Identifying how language structure	Reading Reading books that are structured in different ways and reading for a range of purposes.

<p><b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b></p>	<p>upon wider experiences</p> <p>Explore vocabulary choices, why have these words been used? What effect do these have on the reader? Are there any synonyms that could be used?</p> <p><b>Writing Phase 1 - Hook/understanding as reading:</b> Introduce children to the text and make inferences about the front cover. Children sequence the events of the story and infer character's feelings.</p> <p><b>Phase 2 - Understanding as a writer:</b> Uses phrases which are expanded by modifying adjectives, nouns and preposition phrases</p> <p>Children consider why the author has chosen certain words and the impact these have on the reader.</p>	<p>which draw upon evidence from what has been read or explored</p> <p>Focus on inference questions looking at the feelings the main characters.</p> <p><b>Writing Phase 2 &amp; 3 - Understanding as a writer</b></p> <p>Use and punctuate direct speech with inverted commas, CL, FS, exclamation marks and questions marks</p> <p>Uses relative pronouns to begin to develop detail to nouns and use commas to punctuate these</p> <p>Recognises and use standard English verb forms</p> <p>Write descriptive pieces based on given images. Children to write as if they are exploring the rainforest</p> <p>Editing and improving sentences based on vocabulary, Experiment with a range of sentence structures, applying taught punctuation, into extended writing pieces.</p>	<p>accuracy, generating questions for others to respond to</p> <p><b>Writing Phase 1- Understand as a reader</b></p> <p>Sequence the events of a Just So Story. Compare how the texts are structured? What features are clear?</p> <p><b>Phase 2- understanding as a writer</b></p> <p>Knows the difference between plural and possessive words and only apply apostrophes to possessive words</p> <p>Uses apostrophes to mark plural possessions consistently</p> <p>Uses commas after fronted adverbials for how, when, and where adverbials</p> <p>Use of toolkit (correct incorrect) to explore sentence structures and effects as well as tenses.</p> <p>Explore the purpose of technical devices and the effect they have on the reader.</p>	<p><b>Writing Phase 2/3 - Composition:</b></p> <p>Use and punctuate direct speech with inverted commas, CL, FS, exclamation marks and questions marks</p> <p>Using commas after fronted adverbials including when, how, why and where adverbials</p> <p>Compose sentences using a range of sentence structures in order to engage the reader-2Ad, 3ed, similes, speech.</p> <p>Use a range of fronted adverbials when constructing sentences.</p> <p>Plan a narrative with a clear structure, setting and plot.</p>	<p>making creating questions using Bloom's Taxonomy question stems.</p> <p><b>Writing Phase 3 - Composition:</b> Writing sentence structures and building in a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Apply a range of sentence types to a piece of narrative writing-2Ad, 3ed, similes, speech.</p> <p><b>Proofread for coherence of their own and others' writing - suggesting improvements, spelling and punctuation errors.</b></p> <p>Suggest improvements to a partner's writing using TAG.</p> <p><u>Assessment indicator:</u> <u>Narrative writing</u></p>	<p>and presentation contribute to meaning</p> <p>Reading non-chronological reports about rainforests and identifying the main features of the text.</p> <p>Explore the structure and features of non-fiction texts</p> <p><b>Writing Hook/Phase 1 - understanding as a reader</b></p> <p><b>Demonstrate understanding of the main features of different forms of writing including instructions, reports, explanation, discussion</b></p> <p>Children to investigate the features of a non-chronological text using text detectives.</p> <p>Explore subject-specific vocabulary and identify meanings.</p> <p><b>Phase 2- understanding as a writer</b></p> <p><b>Writing sentence structures and building in a varied and rich vocabulary and an increasing</b></p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Summarising the key information from a non-fiction text</p> <p><b>Writing Phase 3 - Composition:</b></p> <p>Using simple organisational devices in non-narrative material</p> <p>Organising paragraphs around a theme, a change in time, place or new speaker</p> <p>Use information gathered and planned sentences to plan and write a non-chronological report.</p> <p><u>Assessment indicator:</u> <u>Non-chronological report about rainforests</u></p>
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						<p><b>range of sentence structures</b></p> <p>Write using a range of sentence structures- subordinate and relative clauses.</p> <p>Clarify key information through research. Gather information to use in non-chronological report.</p>	
<p><b>Oracy</b> -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p><b>Develop a role through tone and body language.</b> Introduction to oracy and the six oracy roles.</p>	<p><b>Explain information, ideas and opinions clearly.</b> Intro to two oracy roles (instigator and summariser)</p>	<p><b>Use non-verbal methods to engage the listener.</b> Introduce next two roles (builder and prober)</p>	<p><b>Ask questions about others' points of view and respond appropriately.</b> Introduce last two roles (challenger and clarifier)</p>	<p><b>Ask questions about others' points of view and respond appropriately.</b> Discussion using all oracy roles.</p>	<p><b>Use non-verbal methods to engage the listener.</b> Discussion using all oracy roles.</p>	<p><b>Explain information, ideas and opinions clearly.</b> Discussion using all oracy roles.</p>
<p><b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division</p>	<p><b>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</b></p> <p><b>Identify, represent and estimate numbers using different representations</b> Explore objectives using images and practical apparatus.</p> <p>Maths Rehearsal number bonds to 10</p>	<p><b>Partition 4-digit numbers into thousands, hundreds, tens and ones.</b></p> <p><b>Find 1000 more or less than a given number</b> Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.</p> <p>Maths Rehearsal number bonds to 20 including bridging 10.</p>	<p><b>Order and compare numbers beyond 1000</b></p> <p><b>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</b> Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Maths Rehearsal number bonds to 20 including bridging 10.</p>	<p><b>Round any number to the nearest 10, 100 or 1000</b> Explore objectives using images and practical apparatus. Use toolkits to explore rounding.</p> <p>Maths Rehearsal number bonds to 20 including bridging 10.</p>	<p><b>Count backwards through zero to include negative numbers</b> Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Maths Rehearsal number bonds to 20 including bridging 10. applying bonds to 10 and 20 to larger 2 digit numbers.</p>	<p><b>Count in multiples of 6, 7, 9, 25 and 1000</b></p> <p><b>Recall multiplication and division facts for multiplication tables for 6, 7 and 9 times tables</b> Explore objectives using images and practical apparatus. Use toolkits to explore multiplication that link to money and measures.</p> <p>Maths Rehearsal number bonds to 20 including bridging 10.</p>	<p><b>Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)</b></p> <p><b>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</b> Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>

						applying bonds to 10 and 20 to multiples of 10 less than 100.	Maths Rehearsal number bonds to 20 including bridging 10.  applying bonds to 10 and 20 to multiples of 10 greater than 100.
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<p>Animals and their habitats: recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Children will make flow diagrams to understand animal classifications.</p> <p>Identify animals as amphibians, mammals, birds, fish or reptiles using flow charts.</p>	<p>Animals and their habitats: recognise that living things can be grouped in a variety of ways.</p> <p>Explore the different habitats that exist on earth and identify the animals that live in each.</p> <p>Children identify where certain habitats (including rainforests) are located around the earth and explain how animals have adapted to live in certain environments.</p> <p><u>Assessment Indicator</u> name living things in a range of habitats, giving key features that helped identify them.</p>	<p>Animals and their habitats: recognise that living things can be grouped in a variety of ways.</p> <p>Identify which animals live in the rainforest, and how these animals have adapted to life in the rainforest.</p> <p>Children will consider what the potential dangers for animals in the rainforests are. Identify features of the animals which help them live in the rainforest.</p>	<p>Animals and their habitats: recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things</p> <p>Recap the four layers of the rainforest as their own ecosystems and be able to classify which animals belong to each layer.</p>	<p>Animals and their habitats: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Compare and contrast the rainforest habitat to a local habitat.</p> <p>Explore how habitats are different from each other and this difference is reflected in the animals that choose to live there.</p>	<p>Animals and their habitats: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p><u>Assessment Indicator-use classification keys to identify unknown plants and animals in the school grounds.</u></p>	<p>Animals and their habitats: Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Children to consider the ways that the rainforests can be protected and gather ideas on the current projects, charities and campaigns that are trying to save the rainforests.</p> <p>Children to consider if any of these strategies can also be used to save other endangered habitats.</p>

<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b>  <b>-Health and Well-Being</b>  <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Rights and responsibilities:  Rights and responsibilities as a member of the class and school and how these are linked to rules.  Becoming a class team.  I know my attitudes and actions make a difference to the class team.  I know how to use my jigsaw journal.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Rights and responsibilities:  Rights and responsibilities as a member of the class and school and how these are linked to rules.  Becoming a class team.  I know my attitudes and actions make a difference to the class team.  I know how to use my jigsaw journal.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Rights and responsibilities:  Rights and responsibilities as a member of the class and school and how these are linked to rules.</p> <p>Being a school citizen.  I understand who is in my school community, the roles they play and how I fit in.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Belonging together:  Know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>Rights, responsibilities and democracy.  I understand how democracy works through the school council.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Belonging together:  Know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>Rewards and consequences.  I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Making choices:  Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team.</p> <p>Our learning charter.  I understand how groups come together to make decisions.</p>	<p><b>PSHE Jigsaw Scheme:</b>  <b>Being Me in my world</b></p> <p>Making choices:  Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team.</p> <p>Owning our learning charter.  I understand how democracy and having a voice benefits the school community.</p>
<p><b>Physical Education</b>  <b>-Gymnastics</b>  <b>-Dance</b>  <b>-Games</b>  <b>-Athletics</b>  <b>-Swimming</b></p>	<p><b>Team building games.</b>  Recap the importance of a warm up and a stretch before exercise.  Children work in groups to achieve a goal, using effective communication and listening skills.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To develop balancing and understand the importance of this skill.</b>  Undergo a series of 8 balance challenges focussing on balancing on different parts by creating tension in our muscles.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</b>  To observe others closely to see how their body changes at different points whilst running and to think about how each body part moves for different speeds.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To demonstrate a change of speed and direction to outwit others.</b>  Practice how to transfer our weight from one side of our bodies to another and turn your head, shoulders and hips to face the new direction you want to travel in.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To develop technique and control when jumping, hopping and landing.</b>  Use your arms to provide momentum.  Bend your knees on take-off and landing to help you to balance.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To develop skipping in a rope.</b>  To engage our listening and counting skills to ensure that the rope taps the floor each time.  To use rhythm and counting to help us jump to a beat.</p>	<p><b>Coaches- Basketball</b></p> <p><b>Class Teacher - Fundamentals</b></p> <p><b>To apply fundamental skills to a variety of challenges.</b>  Recap the skills we have learned this half term to help us perform a range of challenges.  Vary our speed by running on the balls of our feet and moving our arms to propel us forward.</p>

<p><b>Computing</b>  <b>-Code</b>  <b>-Connect</b>  <b>-Communicate</b>  <b>-Collect</b></p>	<p><b>Internet and computer safety</b>  Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps.</p> <p>Explore S.M.A.R.T rules for internet safety and communicate what we should do if we encounter inappropriate content online.</p>	<p><b>Describe how networks connect to other networks</b></p> <p><b>The internet</b>  Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p><b>Connecting networks:</b>  To describe how networks physically connect to other networks. Explore how a network can share messages with another network to form the internet.</p>	<p><b>Describe how networks connect to other networks</b></p> <p><b>Recognise how networked devices make up the internet</b></p> <p><b>What is the internet made of?</b>  To recognise how networked devices make up the internet. Describe the parts of a network and how they connect to each other to form the internet.</p>	<p><b>Know how websites can be shared via the WWW</b></p> <p><b>Sharing information</b>  To outline how websites can be shared via the World Wide Web (WWW). Explore what can be shared on the World Wide Web and where websites are stored.</p>	<p><b>Recognise how the content on the www is created by people</b></p> <p><b>What is a website?</b>  To describe how content can be added and accessed on the World Wide Web (WWW). Consider what content can be added to websites and what factors they should consider before adding content to a website.</p>	<p><b>Recognise how the content on the www is created by people</b></p> <p><b>Who owns the web?</b>  To recognise how the content of the WWW is created by people. Explore a variety of websites and will investigate what they can and cannot do with the content on them.</p> <p><i>Assessment indicator:</i>  <u>recognise that I can add content to the www</u></p>	<p><b>Evaluate the consequences of unreliable content</b></p> <p><b>Can I believe what I read?</b>  To evaluate the consequences of unreliable content. Review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results.</p>
<p><b>Geography</b>  <b>-Locational and Place Knowledge</b>  <b>-Field Work</b>  <b>-Using Globes, Maps and Plans</b></p>	<p><b>Use an atlas to find places using the index and contents.</b></p> <p><b>Atlas skills:</b> Use an atlas to identify countries, capitals, oceans and mountain ranges that start with each letter of the alphabet.  To identify countries located under the equator.  To be able to identify the countries that have a rainforest in them and say which continent these countries are in.</p>	<p><b>Understand key aspects of physical geography: earthquakes.</b></p> <p>Understand what causes earthquakes and how earthquakes are recorded.  Children will view this information through the accounts of the 2019 earthquake that struck Peru's Amazon rainforest.</p>	<p><b>Understand key aspects of physical geography: volcanoes.</b></p> <p>Explore the features of an active volcano and how volcanoes are created.</p>	<p><b>Describe and explain volcanoes/ earthquakes in simple terms.</b></p> <p>Tropical volcano case study: We are going to take a look at two volcanoes which are also set in the jungle, Ecuador's Reventador and Sumaco. These volcanoes lie within the foothills of the Andes on the Amazonian slope and are surrounded by tropical forests.</p>	<p><b>Communicate geographical information in a variety of ways, including through maps and writing at length.</b></p> <p>Understand topographic maps and how they show the changes in elevation. We will look at the roles of cartographers in making maps and we will make our own 3D topographic maps based on the Amazon rainforest out of cardboard.</p>	<p><b>Locate the world's countries, using maps: environmental regions, key physical characteristics, countries, and major cities.</b></p> <p>Locating the Equator on a map.</p> <p>Understanding the equator as a divide between the northern and southern hemispheres. We will use atlases and maps to find out which countries are located above, below and under the equator.</p>	<p><b>Locate the world's countries, using maps: environmental regions, key physical characteristics, countries, and major cities.</b></p> <p>The tropic of cancer and the tropic of Capricorn.</p> <p>Children will research which tropical areas fall under the tropic of cancer and the tropic of Capricorn. We will discuss what makes this area an ideal spot for rainforests and an ideal habitat for certain animals.</p>

<p><b>History</b>  -Chronology  -Concepts  -Interpretation  -Enquiry  -Communication</p>	<p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>What is an expedition?  Looking at a range of sources from expeditions and explorers.  Review sources and answer questions about what a source can definitely tell us, what can we infer, what the source doesn't tell us and what questions do we need to ask about it.</p>				<p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>Identify why sources can be useful in a variety of ways - <b>inaccuracies can tell us more about those who produce evidence</b></p> <p>Black History Month Focus - Olaudah Equiano's published biography.</p>	<p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Explore life in the rainforest in the past, develop an understanding of Inca, Maya, Aztec civilisations, where and when they occurred</p>	<p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Compare and contrast these civilisations. How are they similar/different? What has happened to them now?</p>
<p><b>Religious Education, Beliefs and Values</b>  -Believing  -Expressing  -Living</p>	<p>(Living) How does family life and festivals show what matters to Jewish people.</p> <p>What is Judaism?  Children will look at stories and watch videos to reintroduce them to what it means to be Jewish.</p>	<p>What is worth celebrating? What do Jewish families celebrate every week?</p> <p>Describe how Jewish people show their beliefs through worship in Shabbat, both at home and in wider communities</p>	<p>Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?</p> <p>Explore and suggest ideas about what is worth remembering and being sorry for, for Jewish people, and in pupils' own Lives.</p>	<p>Why is Pesach important for Jews?</p> <p>Describe how Jewish people show their beliefs through worship in Pesach, both at home and in wider communities</p>	<p>Why are commandments and blessings important to Jewish people?</p> <p>Understand how people show their beliefs through following the Ten Commandments, both at home and in wider communities.</p> <p><u>Assessment indicator:</u>  <u>List commitments made by Jewish people and compare them to their own</u></p>	<p>Why is Rosh Hashanah such an important festival for Jewish people?</p> <p>Make links with the value of personal reflection, saying Sorry, being forgiven, being grateful, and seeking freedom and justice in the world today, including in pupils' own lives.</p>	<p>Why is Yom Kippur such an important festival for Jewish people?</p> <p>Explain how Jews show their beliefs about the importance of family, rest, forgiveness, freedom and justice through the marking of Yom Kippur.</p>
<p><b>Modern Foreign Languages-French</b>  -Listening  -Speaking  -Reading</p>	<p><b>Year 3 French recap:</b> Say and repeat the numbers to 20</p> <p>Children play a range of outdoor and classroom games to</p>	<p>Catherine Cheater SOW  Lesson 2 - Classroom phrases.</p> <p><b>Listen and respond to simple</b></p>	<p>Catherine Cheater SOW  Lesson 3 - Classroom phrases</p> <p><b>Listen and respond to simple</b></p>	<p>Catherine Cheater SOW  Lesson 4- Colours rouge, bleu; some new classroom phrases;  Comment t'appelles-</p>	<p>Catherine Cheater SOW  Lesson 5 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3.</p>	<p>Catherine Cheater SOW  Lesson 6 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3</p>	<p>Catherine Cheater SOW  Lesson 7 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3</p>

<p><b>-Writing</b> <b>-Intercultural Understanding</b></p>	<p>help them recap the numbers to 30 in French.</p>	<p>conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>tu? Je m'appelle Albert.</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p><i>Assessment indicator: written conversation Comment t'appelles-tu? Je m'appelle Albert.</i></p>	<p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>
<p><b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b></p>	<p>Self Portrait annual progress assessment</p> <p>Know how to use sketches to produce a final piece of art.</p>	<p>Refer to artists, architects, and designers in history and experiment with their styles.</p> <p><b>Contrasting colours:</b> Children will be introduced to the paintings and art style of Henri Rousseau, focussing on his tropical tiger paintings. Children will identify the cool and hot tones on a colour wheel and will identify contrasting colours in Rousseau's paintings.</p>	<p>Use different grades of pencils to develop shade and tone within facial expressions.</p> <p>Children will practice using lines and shadow to create different facial expressions, linking this to the emotions portrayed on the animals of Rousseau's animal paintings.</p>	<p>Use the concept of negative space when sketching.</p> <p>Children will research and practice using negative space to contrast fine details in an artwork.</p>	<p>Use line, tone, shape and colour to represent figures in movement.</p> <p>Children will study the movement of animals in Rousseau's paintings by analysing the direction and curve of the animal's body and head.</p>	<p>Show facial expressions using sketching.</p> <p>Children will draw their own rainforest animal portrait, using the skills and techniques gathered so far to add expression and movement.</p>	<p>Explore how to use marks and lines to show texture.</p> <p>Children will make a final piece based on Rousseau's animal paintings comprised of texture, movement, expression and negative space.</p> <p><i>Assessment Indicator: artwork inspired by artist techniques</i></p>



<b>Design and Technology</b> -Design -Make -Evaluate -Food Technology					<b>Electrical Systems</b> Simple Circuits and Switches (including Programming and Control). Children will look at electrical devices like toys, simple switches and buzzers to draw inspiration from and discuss how they work. Children will learn the key vocabulary relevant to their projects.	<b>To plan an electrical system.</b> Using the information we gathered whilst exploring different electrical devices, children will gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.	<b>Create a final draft of your plan.</b> Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Children will create a set of instructions that they will follow as they complete their project. Children will order the main stages of making chronologically.
<b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together? Song: Home is where the heart is  Recognise individual key instruments in a piece of music. To begin to recognise musical notation. Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims.	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together? Song: Home is where the heart is  Recognise individual key instruments in a piece of music. To begin to recognise musical notation. Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims.	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together?  To recognise musical notation Use musical vocabulary to express opinions and describe a piece of music and compositions. Continue to develop knowledge of musical notation - rests.	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together?  Sing a tune with expression following the directions of a conductor. (Home is where the heart is) Understand the importance of pronouncing the words in a song clearly. Musical notation C D E combined with length of beat using crotchet, minim, quaver and rests.	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together?  Song: Let's work it out together  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Improvise using these notes on instruments. CDEGA Practise as an ensemble.	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together?  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Practise to play as part of an ensemble	<b>Charanga Music SOW</b>  Unit 1: How does music bring us closer together?  Play as part of an ensemble recognising rhythm and some notation. Practise playing as part of an ensemble  <u>Assessment indicator:</u> <u>Record ensemble piece</u>
<b>Enhancements</b> <b>Visits and Visitors</b>					Virtual rainforest.		
<b>Parental Engagement</b>						Times Tables games.	

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.