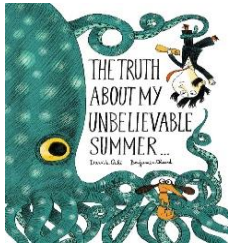
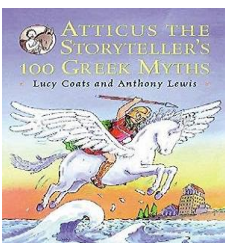
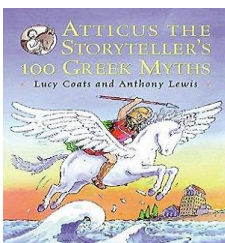
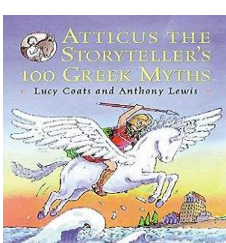
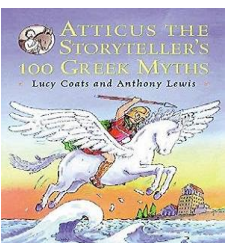
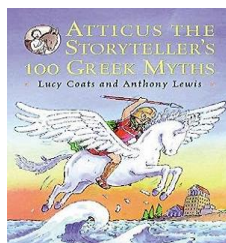
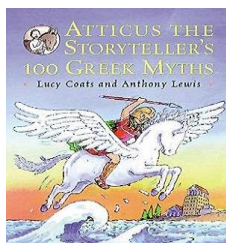




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn Term 1 2023
Phase Lower Key Stage 2 Year Group 4



	Week 1 Wk Beg 04.09	Week 2 Wk Beg 11.09	Week 3 Wk Beg 18.09	Week 4 Wk Beg 25.09	Week 5 Wk Beg 02.10	Week 6 Wk Beg 09.10	Week 7 Wk Beg 16.10
Big Question	Ancient Greece was 2,500 years ago, so why do we still talk about it today?						
Key Concepts	Civilisation Society Legacy Power Achievement						
Book Studies	The Truth about my Unbelievable Summer 	Atticus the Storytellers 100 Greek Myths 	Atticus the Storytellers 100 Greek Myths 	Atticus the Storytellers 100 Greek Myths 	Atticus the Storytellers 100 Greek Myths 	Atticus the Storytellers 100 Greek Myths 	Atticus the Storytellers 100 Greek Myths 
Children steering learning....	Who were the Greeks? Where did the Ancient Greeks live?	How long did the Ancient Greeks live for? What came before and after the Ancient Greeks?	How did the Ancient Greeks live? What does the pottery tell us? How do we know what life was like in Ancient Greece?	Who were the most powerful people? Was there someone that was in charge of everyone? How strong was Ancient Greece? What battles did the Greeks have?	What was life like in Athens? What is similar and different to life then and now?	What were the Ancient Olympics like? Why did the Greeks invent the Olympics? What is similar and different to today's Olympics?	How did the Ancient Greeks influence us? Why are the Ancient Greeks still spoken about and remembered today?
English Reading - Word reading - Comprehension Writing - Transcription - Composition	The Truth about my Unbelievable Summer Recount Add writing and reading knowledge and skills. Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences.	Atticus the Storytellers 100 Greek Myths Myths and Legends Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences. Hook - Introduce some famous Ancient Greek characters. Children to	Atticus the Storytellers 100 Greek Myths Myths and Legends Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces Phase 3 - Composition Using story mountain, plan and write myth in	Atticus the Storytellers 100 Greek Myths Diary Recount Effectively organises ideas into paragraphs using a range of cohesive devices such as time conjunctions, chronological order, themes and making appropriate use of	Atticus the Storytellers 100 Greek Myths Diary Recount Edits their own work to make improvements to spelling, grammar, punctuation and content against success criteria, using peer to peer support for suggestions Phase 3 - composition	Atticus the Storytellers 100 Greek Myths Non-chronological reports Explore subject-specific vocabulary and identify meanings. Clarify key information through research. Gather information to use in non-chronological report.	Atticus the Storytellers 100 Greek Myths Non-chronological reports Arrange key information into paragraphs. Use information gathered and planned sentences to plan a non-chronological report.

<p>-Vocabulary, Grammar and Punctuation</p>	<p>Phase 1 - <u>Understanding as a Reader</u> Role play and drama</p> <p>Story map of 'The Truth About my Unbelievable Summer' by Davide Cali</p> <p>Phase 2- <u>Understanding as a Writer</u> Explore Sentence types (verb, noun and adverbial phrases)</p> <p>Reading Inference - using pictures Vocabulary - Find My Neighbour synonym search of key concepts Prediction - Front cover of 'Atticus the Storyteller's 100 Greek myths'</p>	<p>choose one and give a presentation on who they were.</p> <p>Phase 1 - <u>Understanding as a Reader</u> Read through WAGOLL. Complete text detectives and story map</p> <p>Phase 2- <u>Understanding as a Writer</u> Explore ambitious vocabulary used in the text.</p> <p>Introduce and practice sentence types (emotion, comma, BOYS, Verb, person)</p> <p>Reading Reading 'The legend of Medusa' from 'Atticus the storyteller's Greek myths.' PEE - Inference about Medusa, finding evidence in the text and give explanation.</p> <p><u>Assessment indicator</u> <i>Children TAG each other's work and edit their writing based on the feedback.</i></p>	<p>the style of Theseus and the Minotaur.</p> <p>Edit myth using TAG.</p> <p>Reading Reading 'The legend of Medusa' from 'Atticus the storyteller's Greek myths.'</p> <p>True or false and Be the Teacher activities to widen our understanding of the story.</p>	<p>pronouns to avoid unnecessary repetition</p> <p>Hook - Drama activity linked to The Trojan Horse.</p> <p>Phase 1 - <u>Understanding as a Reader</u> Identify true or false statements using the text.</p> <p>Phase 2 - <u>Understanding as a Writer</u> Introduce WAGOLL and identify ambitious vocabulary.</p> <p>Practise writing sentences, which include subordinate and relative clauses.</p> <p>Reading Reading 'Odysseus and the Cyclops' PEE - Inference linked to Odysseus and Cyclops finding evidence in the text and giving explanation.</p>	<p>Plan and diary recount from the perspective of a Greek soldier in the wooden horse.</p> <p>TAG with partner Edit and improve.</p> <p>Reading Reading 'Odysseus and the Cyclops' VIPERS questions Emotion Map of Odysseus/Cyclops feelings throughout the text.</p> <p><u>Assessment indicator</u> <i>Use a range of ambitious vocabulary from the past weeks correctly in their independent writing.</i></p>	<p>Write using a range of sentence structures- subordinate and relative clauses.</p> <p>Reading Read 'The Legend of Icarus' Generate questions based on a passage using Blooms Question Stems.</p> <p>Skim and scan to retrieve key information.</p>	<p>Use detailed plans to write a non-chronological report.</p> <p>Reading Read 'The Legend of Icarus' VIPERS questions Find My Neighbour vocabulary</p> <p><u>Assessment indicator</u> <i>Use organisational devices and identify these in their writing when editing their work.</i></p>
<p>Mathematics Number -Addition and Subtraction -Multiplication and Division -Measurement</p>	<p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>Identify, represent and estimate numbers using different representations</p>	<p>Partition 4-digit numbers into thousands, hundreds, tens and ones.</p> <p>Find 1000 more or less than a given number Explore objectives using images and</p>	<p>Order and compare numbers beyond 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Round any number to the nearest 10, 100 or 1000</p> <p>Explore objectives using images and practical apparatus. Use toolkits to explore rounding.</p> <p>Maths Rehearsal.</p>	<p>Count backwards through zero to include negative numbers</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Recall multiplication and division facts for multiplication tables for 6, 7 and 9 times tables</p> <p>Explore objectives using images and</p>	<p>Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including:</p>

	Explore objectives using images and practical apparatus. Maths Rehearsal. Number bonds to 10	practical apparatus. Use toolkits to explore place value that link to money and measures. Maths Rehearsal. Number bonds to 20 including bridging 10.	Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. Maths Rehearsal. Number bonds to 20 including bridging 10.	Number bonds to 20 including bridging 10.	Maths Rehearsal. Number bonds to 20 including bridging 10. Applying bonds to 10 and 20 to larger 2 digit numbers.	practical apparatus. Use toolkits to explore multiplication that link to money and measures. Maths Rehearsal. Number bonds to 20 including bridging 10. Applying bonds to 10 and 20 to multiples of 10 less than 100.	multiplying by 0 and 1; dividing by 1; multiplying together three numbers Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. Maths Rehearsal. Number bonds to 20 including bridging 10. Applying bonds to 10 and 20 to multiples of 10 greater than 100.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Animals and their habitats: Explore the different habitats that exist on earth and identify the animals that live in each. Identify where certain habitats are located around the earth and explain how animals have adapted to live in certain environments.	Animals and their habitats: recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Making flow diagrams to understand animal classifications. Identify animals as amphibians, mammals, birds, fish or reptiles using flow charts.	Animals and their habitats: Identify which mammals are vertebrates and invertebrates. Identify mammals based on the four key characteristics and categorise them into vertebrates and invertebrates, including animals with shells and exoskeletons.	Animals and their habitats: Identify what animals need to survive using the acronym MRS NERG. Link their understanding of habitats to the things that animals need to survive. Children will identify how habitats are ideal for certain animals. <u>Assessment indicator</u> Use the key vocabulary including nutrition, excretion, and respiration.	Animals and their habitats: Compare and contrast the appropriateness of different habitats for a variety of animals. Explore how habitats are different from each other and this difference is reflected in the animals that choose to live there.	Animals and their habitats: Recognise that environments can change and that this can sometimes pose dangers to living things. 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.	Animals and their habitats: Consider the ways that habitats can be protected. Gather ideas on the current projects, charities and campaigns that are trying to save these habitats. To consider if any of these strategies can also be used to save other endangered animal species. <u>Assessment indicator</u> Make predictions or new values, suggest improvements and raise further questions.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being	PSHE Jigsaw SOW Being Me in my world Know that attitudes and actions make a difference to the class team. Rights and responsibilities:	PSHE Jigsaw SOW Being Me in my world Know that attitudes and actions make a difference to the class team. Rights and responsibilities:	PSHE Jigsaw SOW Being Me in my world Understand who is in my school community, the roles they play and how I fit in. Rights and responsibilities:	PSHE Jigsaw SOW Being Me in my world Understand how democracy works through the school council. Belonging together:	PSHE Jigsaw SOW Being Me in my world Understand that my actions affect myself and others Belonging together: Know how good it feels to be included in a	PSHE Jigsaw SOW Being Me in my world Understand how groups come together to make decisions Making choices: Understand how rewards and	PSHE Jigsaw SOW Being Me in my world Understand how democracy and having a voice benefits the school community. Making choices: Understand how

<p>-Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Rights and responsibilities as a member of the class and school and how these are linked to rules.</p> <p>Becoming a class team. (Individual Liberty and Mutual Respect).</p>	<p>Rights and responsibilities as a member of the class and school and how these are linked to rules.</p> <p>Becoming a class team. (Individual Liberty and Mutual Respect).</p>	<p>Rights and responsibilities as a member of the class and school and how these are linked to rules.</p> <p>Being a school citizen. (Mutual Respect and Tolerance)</p>	<p>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. (Mutual Respect and Tolerance)</p> <p><u>Assessment Indicator</u> Take some feedback about their understanding of how inclusion can feel and how we can support others who we think are feeling excluded.</p>	<p>group and understand how it feels to be excluded.</p> <p>Rewards and consequences.</p> <p>Care about other people's feelings and try to empathise with them. (Individual Liberty and Mutual Respect).</p>	<p>consequences motivate people's behaviours and how attitudes and actions impact the class team.</p> <p>Our learning charter.</p>	<p>rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team.</p> <p>Owning our learning charter. (Individual Liberty and Mutual Respect).</p>
<p>Physical Education</p> <p>-Gymnastics</p> <p>-Dance</p> <p>-Games</p> <p>-Athletics</p> <p>-Swimming</p>	<p>GETSET4PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>Recap the importance of a warm up and a stretch before exercise.</p> <p>Work in groups to achieve a goal, using effective communication and listening skills.</p>	<p>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To develop balancing and understand the importance of this skill.</p> <p>Undergo a series of 8 balance challenges focussing on balancing on different parts by creating tension in our muscles.</p>	<p>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>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>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>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>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>Use your arms to provide momentum.</p> <p>Bend your knees on take-off and landing to help you to balance.</p>	<p>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To develop skipping in a rope.</p> <p>To engage our listening and counting skills to ensure that the rope taps the floor each time.</p> <p>To use rhythm and counting to help us jump to a beat.</p>	<p>Get set for PE SOW.</p> <p>Coaches- Basketball</p> <p>Class Teacher - Fundamentals</p> <p>To apply fundamental skills to a variety of challenges.</p> <p>Recap the skills we have learned this half term to help us perform a range of challenges.</p> <p>Vary our speed by running on the balls of our feet and moving our arms to propel us forward.</p>

Computing -Code -Connect -Communicate -Collect	Internet and computer safety Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps. Explore S.M.A.R.T rules for internet safety and communicate what we should do if we encounter inappropriate content online. (Individual liberty and tolerance)	The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. Connecting networks: To describe how networks physically connect to other networks. Explore how a network can share messages with another network to form the internet. (Individual liberty and tolerance)	What is the internet made of? 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. (Individual liberty and tolerance)	Sharing information 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. (Individual liberty and tolerance) <u>Assessment indicator</u> <i>Give a basic description of the purpose of the internet and the difference between the internet and the world wide web.</i>	What is a website? 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. (Individual liberty and tolerance)	Who owns the web? 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. (Individual liberty and tolerance)	Can I believe what I read? 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. <u>Assessment indicator</u> <i>Identify what makes a source reliable and can give actions to do if they come across unreliable information.</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Use maps, atlases, globes and digital/computer mapping to locate Greece and describe features studied. EQ - Where is Greece? Play fastest finger first, pointing out physical features on a relief map of Greece. Link landscape to the myth of Theseus and the Minotaur. Identify main features of the Greek landscape and infer how that would have had an impact on the life of the ancient Greeks.					Identifying human features, settlement and land use of Stockport town centre. EQ - How has Stockport changed over time? Matching photos from the past to the land use of Stockport town centre. Identifying what has changed and what has stayed the same. (Use these photos for next half term's unit of work)	
History -Chronology -Concepts -Interpretation -Enquiry		Place the Ancient Greeks into the wider context of historical chronology	Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.	Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.	Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.	Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.	Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.

-Communication		<p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations. EQ - Where do the Ancient Greeks fit into history and the World?</p> <p>Introduce the Meadowbank timeline. Identify the Ancient Greeks on the timeline.</p> <p>Plot the main events and people we will investigate on a zoomed in timeline of the Ancient Greeks.</p> <p><u>Assessment indicator</u> Can use some key dates as important markers of events, (Democracy)</p>	<p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Identify why interpretation of sources is critical to our understanding of the past. EQ - How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>Draw evidence from the images on pots going beyond literal. Areas of society to focus on warfare, mythology and role of women. (Democracy)</p>	<p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>EQ - Why was Ancient Greece so strong?</p> <p>Discuss, sort and analyse reasons why tiny Athens beat Persia at the Battle of Marathon. (Democracy)</p>	<p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc... EQ - What was so special about life in Athens?</p> <p>Role play being an Athenian citizen focusing on democracy and the building of the Parthenon. (Democracy)</p>	<p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. EQ - What can we tell about the ancient Greeks from what they did for fun?</p> <p>Create questions and draw conclusions from 4 images from the time. What do they tell us about life in Ancient Greece? (Democracy)</p>	<p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc... In what ways have the ancient Greeks influenced our lives today?</p> <p>What did the Greeks do for us video https://vimeo.com/164710802?scrlybrkr=c9852c12 - evaluate and then complete 'Under the Cloth' activity</p> <p><u>Assessment indicator</u> Design a set of stamps showing the range of Greek achievements and legacy to us today. They work out which images to place on each stamp and assign a value £1, £2 etc... showing they have considered the relative significance and importance of each achievement. (Democracy)</p>
<p>Religious Education, Beliefs and Values</p> <p>-Believing -Expressing -Living</p>	<p>(Living) How does family life and festivals show what matters to Jewish people. What is Judaism? What do Jewish people believe and how are their beliefs celebrated throughout the world? (Mutual Respect and Individual Liberty)</p>	<p>What is worth celebrating? What do Jewish families celebrate every week? Describe how Jewish people show their beliefs through worship in Shabbat, both at home and in wider communities. (Mutual Respect and Individual Liberty)</p>	<p>Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? Explore and suggest ideas about what is worth remembering and being sorry for, for Jewish people, and in pupils' own lives. (Mutual Respect and Tolerance)</p>	<p>Why is Pesach important for Jews? Describe how Jewish people show their beliefs through worship in Pesach, both at home and in wider communities. (Mutual Respect and Tolerance)</p>	<p>Why are commandments and blessings important to Jewish people? Understand how people show their beliefs through following the Ten Commandments, both at home and in wider communities. (Mutual Respect and Tolerance)</p>	<p>Why is Rosh Hashanah such an important festival for Jewish people? 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? Explain how Jews show their beliefs about the importance of family, rest, forgiveness, freedom and justice through the marking of Yom Kippur (Mutual Respect and Tolerance)</p>

						(Mutual Respect and Tolerance)	Assessment indicator <i>Suggest three similarities and differences between Rosh Hashanah and Yom Kippur.</i>
Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Year 3 French recall: Say and repeat the numbers to 20. Play a range of outdoor and classroom games to help them recap the numbers to 30 in French.	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 2 - Classroom phrases.	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 3 - Classroom phrases	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 4- Colours rouge, bleu; some new classroom phrases; Comment t'appelles-tu? Je m'appelle Albert.	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 5 - Comment ça s'écrit? Colours vert, jaune; Numbers 1 - 2 - 3.	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 6 - Comment ça s'écrit? Colours vert, jaune; Numbers 1 - 2 - 3	Catherine Cheater SOW Listen and respond to simple conversations, rhymes, stories and songs. Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions. Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. Lesson 7 - Comment ça s'écrit? Colours vert, jaune; Numbers 1 - 2 - 3
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate	Self Portrait annual progress assessment Know how to use sketches to produce a final piece of art.	Artist: Painting- different effects Artist: Roy Lichtenstein Know some features of art from different historical periods. Introduce Pop Art Movement. Identify key features about the style discussing what they like/dislike and any questions they have.	Artist: Painting- different effects Artist: Roy Lichtenstein Refer to artists from history and experiment with their styles. Introduce students to Roy Lichtenstein. Identify some features of his work and create a version of his sunrise painting using dots and lines.	Artist: Painting- different effects Artist: Roy Lichtenstein Refer to artists from history and experiment with their styles. Know how to show facial expressions using sketching. Using iPad/mirror or picture, draw a simple outline of their face and create an image in	Artist: Painting- different effects Artist: Roy Lichtenstein Refer to artists from history and experiment with their styles. Use line, tone, shape and colour to represent figures in movement. Choose a comic strip from a favourite magazine or cartoon e.g. Disney, Marvel, and Teenage mutant ninja	Artist: Painting- different effects Artist: Roy Lichtenstein Refer to artists from history and experiment with their styles. Use line, tone, shape and colour to represent figures in movement. Using their favourite elements from their collage. Draw/copy the comic strip using simple lines and shapes.	Artist: Painting- different effects Artist: Roy Lichtenstein Refer to artists from history and experiment with their styles. Use line, tone, shape and colour to represent figures in movement. Complete their art piece comic strip by using bold colours, lines and dots with thick black outlines.

-Food Technology		Create a mood board of pop artists, showing their knowledge learned from the lesson.	What colours are used? How does he use shape and line in his paintings? (Individual liberty and tolerance)	the style of Roy Lichtenstein. Focusing on the colours and patterns used by making our own colour wheel with a selection of his patterns from his paintings.	turtles etc... to create a collage of different ideas. How can they be turned into a Pop Art piece in the style of Roy Lichtenstein? Extend and copy some characters using Roy Lichtenstein style.	<u>Assessment indicator</u> <i>Use complimentary colours shading to create light and dark contrast in their images.</i>	
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Music SOW 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.	Charanga Music SOW 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.	Charanga Music SOW 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.	Charanga Music SOW 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.	Charanga Music SOW 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. Mutual respect Individual liberty)	Charanga Music SOW 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. (Individual liberty)	Charanga Music SOW 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 (Mutual respect and tolerance)
Enhancements Visits and Visitors							Cheadle Field Trip - 17.10.23
Parental Engagement					Times Tables games - 05.10.23		
Whole School and National Events				European Day of Languages 26.09.23 Individual and sibling photographs 27.09.23	Black History Month.	Black History Month. World Mental Health Day 10.10.23	Black History Month. Harvest Celebration 18.10.23

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.