



Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2025
Phase Lower Key Stage 2 Year Group 4



	Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 06.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
Big Question	Ancient Greece was 2,500 years ago, so why do we still talk about it today?							
Key Concepts	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures	Power Influence Cause & Effect Significance Appreciation Structures
Book Studies	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	Greek Myths by Jean Menzies 	Greek Myths by Jean Menzies 	The Greeks by Jonny Marx 	The Greeks by Jonny Marx 	The Greeks by Jonny Marx 
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? How do we know what life was like in Ancient Greece? Who were the most powerful people? 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? 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 -Vocabulary, Grammar and Punctuation	Whole Class Text – The Boy Who Cried Horse Develop fluency when reading aloud Prediction skill using front cover Word Meaning Text Focus – Diary Recount of a soldier in the Trojan Horse Phase 1- Hook Drama activity about Trojan Horse	Whole Class Text – The Boy Who Cried Horse Develop fluency when reading aloud Retrieval skill development and practice Text Focus – Diary Recount of a soldier in the Trojan Horse	Whole Class Text – The Boy Who Cried Horse Develop fluency when reading aloud. Word Meaning Text Focus – Greek Myth Phase 1- Hook Hook – story whoosh based on Greek myth.	Whole Class Text – The Boy Who Cried Horse Develop fluency when reading aloud. Word Meaning Text Focus – Greek Myth Phase 2 – Understanding as a writer Using descriptive devices to paint a picture in the	Whole Class Text – Greek Myths Develop fluency when reading aloud Inference skill using PE and PEE Text Focus – Greek Myth Phase 3 – Composition Using story mountain to plan and write myth.	Whole Class Text – Greek Myths Develop fluency when reading aloud Inference skill using PE and PEE Text Focus – Non-chronological reports. Phase 1- Hook Compare texts to understand the purpose of a non-	Whole Class Text – Greek Myths Develop fluency when reading aloud Summarise events, define vocabulary, identify themes. Text Focus – Non-chronological report. Phase 2 – Understanding as a writer	Whole Class Text – The Greeks Identify organisational features and retrieve information. Text Focus – Non-chronological report. Phase 3 – Composition

	<p>Phase 1 – Understanding as a reader Identify true/false statements using text</p> <p>Phase 2 – Understanding as a writer Introduce diary recount WAGOLL identify features and Tier II vocabulary</p>	<p>Phase 2 – Understanding as a writer Convey emotions in descriptive ways.</p> <p>Phase 3 – Composition Plan diary recount from the perspective of a Greek soldier in the wooden horse.</p> <p>TAG with partner Edit and improve</p>	<p>Phase 1 – Understanding as a reader Identify features in WAGOLL.</p> <p>Phase 2 – Understanding as a writer Explore features and Tier II vocabulary used in the text.</p> <p>Correct or not speech.</p>	<p>reader's head (expanded noun phrases and similes).</p> <p>Explore the effect of varying sentence length.</p> <p>Phase 3 – Composition Revise a myth using given criteria.</p> <p>Plan own myth.</p>	<p>Edit myth using TAG</p> <p>Publish Myth.</p>	<p>chronological report.</p> <p>Phase 1 – Understanding as a reader Explore key features of WAGOLL.</p> <p>Phase 2 – Understanding as a writer Explore key features of NCR Explore Tier II vocabulary – defining and using within context</p>	<p>Use determiners and quantifiers to specify and generalise.</p> <p>Explore Tier III vocabulary.</p> <p>Revise text using add, remove, replace.</p> <p>Plan non-chronological report.</p>	<p>Compose non-chronological report.</p> <p>Edit and revise texts.</p> <p>Publish report.</p>
Tier Two Vocabulary	<p>Besieged Sly Noble Vanquished Impenetrable Momentous Ingenious Elated</p>		<p>Ghostly Devious Picturesque Protruded Stagger Vicious Intricate Labyrinth</p>			<p>Citizen Temple Worship Legacy Influence Tradition</p>		
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry</p> <p>Properties of shapes</p> <p>-Geometry Position and Direction</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>Explore objectives using images and practical apparatus.</p>	<p>Partition 4-digit numbers into thousands, hundreds, tens and ones.</p> <p>Find 1000 more or less than a given number.</p> <p>Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.</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>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</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>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 practical apparatus. Use toolkits to explore multiplication that link to money and measures.</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: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Using toolkits and deeper thinking activities to work systematically and</p>	<p>Multiplication and division – using derived and related number facts</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: multiplying by 0 and 1; dividing by 1; multiplying</p>

							justify thinking within problem solving.	together three numbers. Using visuals, toolkits and reasoning problems to explore deeper thinking.
Mathematics - Retrieval work through maths rehearsal sequence	+ - bonds to 10	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10. Applying + - bonds to 10 and 20 to larger 2 digit numbers.	+ - bonds to 20 including bridging 10. Applying + - bonds to 10 and 20 to multiples of 10.	Patterns in times tables up to 12x.	Patterns in times tables up to 12x.
Science - Working Scientifically to observe, connect, respond - Biology - Chemistry - Physics	<p>Living things and their habitats</p> <p>Name living things in a range of habitats, giving key features that helped identify them. Pre-assessment opportunity: Identify different habitats and animals who live there. How have they adapted to their habitat?</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways. Introduce vocabulary. Identify animals as amphibians, mammals, birds, fish or reptiles.</p> <p>Group animals in different ways. Which key features have been used to classify them?</p>	<p>Living things and their habitats</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>Working scientifically to observe - Use straightforward scientific evidence to answer questions or to support findings. Introduce classification key. Follow classification keys to explore living things in their local and wider environment.</p>	<p>Living things and their habitats</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>Working scientifically to respond - Gather record, classify and present data in a variety of ways to help answer questions, record findings using simple scientific language and keys. Create a classification key to explore living things in their local and wider environment.</p>	<p>Sticky Knowledge Acquire and Apply: Name living things in a range of habitats, giving key features that helped identify them. Assessment indicators: Use classification keys to identify unknown plants and animals.</p>	<p>Living things and their habitats</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>Working scientifically to respond - Gather record, classify and present data in a variety of ways to help answer questions, record findings using simple scientific language and keys. Create a classification key to explore living things in different habitats.</p>	<p>Living things and their habitats</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. Explore how habitats are different from each other and how this difference is reflected in the animals that choose to live there.</p>	<p>Living things and their habitats</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. Consider the ways our local/school habitats have changed naturally and by humans (pond in the playground) and how this has posed a danger to living things.</p> <p>Assessment Indicators Give examples of how an environment may change both naturally and due to human impact</p>
Personal, Social, Health and Economic Education	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world	PSHEE Jigsaw Scheme: Being Me in my world

<p>-Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>How can we become a class team?</p> <p>Rights and responsibilities as a member of the class and school and how these are linked to rules. Create a learning charter together. How will we ensure this learning charter is kept?</p> <p>(BV - Individual Liberty and Mutual Respect)</p>	<p>How can we become a class team?</p> <p>Know how good it feels to be included in a group and understand how it feels to be excluded. Explore and discuss pictures on how it feels to included or excluded. How can we make sure we make others feel valued and welcomed? Choose 9 words that describe teamwork. Create a diamond 9 and feedback decisions. (BV - Individual Liberty/Mutual Respect)</p> <p><u>Assessment Indicators</u> <i>Explain why being listened to and listening to others is important in my school community.</i></p>	<p>Who is in my school community and what role do they play?</p> <p>Rights and responsibilities as a member of the class and school and how these are linked to rules. Role play the different roles in our school community. Rank the jobs from most important. What would happen if this job was not performed? (BV - Mutual Respect/Tolerance)</p>	<p>What are my rights and responsibilities in the classroom?</p> <p>Rights and responsibilities as a member of the class and school and how these are linked to rules. Spot the difference in the pictures. Answer questions. Introduce the rights of children and vote democratically on the top 3 responsibilities. (BV - Democracy/ Mutual Respect/ Rule of Law)</p> <p><u>Assessment Indicators</u> <i>Explain why being democratic is important and can help me and others feel valued.</i></p>	<p>What are the effects of my actions?</p> <p>Understand how attitudes and actions impact the class team. Freeze frame scenarios and discuss the different choices and consequences of the actions. (BV - Individual Liberty/Mutual Respect).</p>	<p>How are decisions made?</p> <p>Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team. Look at the images - what are the roles of these people? How are the decisions made? Discuss a team scenario and what went wrong. In groups discuss how the task could have been improved. (BV - Democracy/Mutual Respect/ Rule of Law)</p> <p><u>Assessment Indicators</u> <i>Justify why being in a democracy helps people feel valued and is fair.</i></p>	<p>How can we contribute to a team?</p> <p>Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team. Create a poster on how to work best as a team. (BV - Individual Liberty/Mutual Respect).</p> <p><u>Assessment Indicators:</u> <i>Problem-solve and offer different solutions to help my team/ class/ school be more democratic.</i></p>	<p>How can we contribute to a team?</p> <p>Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team. Finish posters on how to work best as a team. Share them with the class and create a set of class top tips. (BV - Individual Liberty/Mutual Respect).</p> <p><u>Assessment Indicators</u> <i>Problem-solve and offer different solutions to help my team/ class/ school be more democratic.</i></p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Demonstrate when and how to accelerate and decelerate.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p>	<p>Get set 4 PE SOW Indoor PE - Fundamentals</p> <p>Demonstrate when and how to accelerate and decelerate.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Change direction quickly under pressure.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent. Develop agility using a change of</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Know that swinging my no hopping foot helps to create momentum. Develop technique and control when</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>Consistently skip in a rope. Develop skipping with a rope.</p> <p>Outdoor PE Netball</p> <p>Recognise when to pass and when to shoot. Develop the shooting action.</p>	<p>Get set 4 PE SOW Indoor PE Fundamentals</p> <p>To apply fundamental skills to a variety of challenges. Set up a variety of challenges and apply the fundamental skills.</p> <p><u>Assessment Indicators</u></p>

	<p>Understand that keeping my chest up helps me to stay balanced. Develop balancing and understand the importance of this skill.</p> <p>Outdoor PE Netball</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Develop passing and moving and play within the footwork rule.</p>	<p>Understand that keeping my chest up helps me to stay balanced. Develop balancing and understand the importance of this skill.</p> <p>Outdoor PE Netball</p> <p>Know that moving into space will help my team keep possession and score goals. Develop passing and moving and play within the footwork rule.</p>	<p>Develop technique when running at difference speeds</p> <p><u>Assessment Indicators</u> <i>Understand and can demonstrate how and when to speed up and slow down when running.</i></p> <p>Outdoor PE Netball</p> <p>Develop passing techniques appropriate to the game with increasing success. Use a variety of passes to move towards a goal.</p>	<p>Develop technique when running at difference speeds</p> <p><u>Assessment Indicators</u> <i>Understand and can demonstrate how and when to speed up and slow down when running.</i></p> <p>Outdoor PE Netball</p> <p>Develop passing techniques appropriate to the game with increasing success. Use a variety of passes to move towards a goal.</p>	<p>speed and direction.</p> <p>Outdoor PE Netball</p> <p>Change direction to lose an opponent with some success. Develop movement skills to lose a defender.</p>	<p>jumping, hopping and landing.</p> <p>Outdoor PE Netball</p> <p>Develop defending one on one and begin to intercept. Defend against an opponent to try to win the ball.</p>		<p><i>Change direction quickly under pressure.</i> <i>Identify when I was successful and what is needed to improve.</i> <i>Link hopping and jumping actions with other fundamental skills.</i> <i>Demonstrate good balance and control when performing other fundamental skills.</i></p> <p>Outdoor PE Netball</p> <p>Know and understand the rules to be able to manage our own game. Apply the skills and actions to play games using netball rules.</p>
Computing	<p>Computing Systems and networks – connecting computers</p> <p>Demonstrate how information is shared across the internet. 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</p>	<p>Computing Systems and networks – connecting computers</p> <p>Describe how networks connect to other networks. Explore how a network can share messages with another network to form the internet.</p> <p><u>Assessment Indicator</u> <i>Describe networked devices and how they connect.</i></p>	<p>Computing Systems and networks – connecting computers</p> <p>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>Computing Systems and networks – connecting computers</p> <p>Know how websites can be shared via the WWW. Explore what can be shared on the World Wide Web and where websites are stored. (BV - Individual liberty/Mutual respect)</p>	<p>Computing Systems and networks – connecting computers</p> <p>Know how websites can be shared via the WWW. To describe how content can be added and accessed on the World Wide Web (WWW).</p> <p>Consider what content can be added to websites and what factors they should consider before</p>	<p>Computing Systems and networks – connecting computers</p> <p>Recognise how the content on the www is created by people. Explore a variety of websites and investigate what they can and cannot do with the content on them. (Individual liberty/Mutual respect/Tolerance)</p>	<p>Computing Systems and networks – connecting computers</p> <p>Evaluate the consequences of unreliable content. Review images and decide whether they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results.</p> <p><u>Assessment Indicator</u></p>	<p>Computing Systems and networks – connecting computers</p> <p>Recognise how quickly misinformation can spread online. Practical activity to demonstrate how quickly fake information can be spread across the internet.</p>

	<p>safety and communicate what we should do if we encounter inappropriate content online. (BV- Individual liberty/Mutual respect/Rule of law and Tolerance)</p>	(Seesaw - Photograph pupil activity.)			<p>adding content to a website. (BV - Individual liberty/Mutual respect)</p> <p><u>Assessment Indicator</u> Describe how to access websites on the www and describe where they are stored when uploaded to the www. Recognise that I can add content to the www.</p>	<p><u>Assessment Indicator</u> <u>Explain that websites and their content are created by people.</u> Suggest who owns content on websites.</p>	<p>Describe networked devices and how they connect. Explain that not everything on the www is true, accurate or legal Explain why caution is needed before sharing on the www.</p> <p>Pupils learning to be saved on Seesaw</p>	
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor Map Skills Where is Greece? Use maps, atlases, globes and digital/computer mapping to locate Greece and describe features studied 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.</p>					<p>Minor Fieldwork How has Cheadle village changed over time? Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs. Cheadle fieldwork - On a walk around Cheadle, match photos from the past to the land use of Cheadle village. Annotate photographs to identify what has changed and what has stayed the same.</p> <p><u>Assessment Indicator</u></p>	<p>Minor Fieldwork Why has Cheadle village changed over time? Investigate the local area, looking at types of shops, services and houses. Fieldwork follow up - Look at the photographs that we took on our fieldwork. Share findings in small groups. Look at data on the differences in settlement, land use and economic activity and draw conclusions about the reasons for change over time.</p> <p><u>Assessment Indicator</u> <u>Begin to relate the graphical representation of</u></p>	

						Visit and explore the physical and human geography of a relevant place.	data to recording change over time.	
History -Chronology -Concepts -Interpretation -Enquiry -Communication		<p>Major A study of Greek life, achievements and their influence on the Western world.</p> <p>Where do the Ancient Greeks fit into history and the World?</p> <p>Place the Ancient Greeks into the wider context of historical chronology</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations. Introduce the Meadowbank timeline. Identify the Ancient Greeks on the timeline.</p> <p>Introduce the city-states (Athens and Sparta) Plot the main events and people we will investigate on an internal timeline of the Ancient Greeks.</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</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.</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>Chn to draw evidence from the</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>Why was Ancient Greece so powerful?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Discuss, sort and analyse reasons why tiny Athens beat Persia at the Battle of Marathon. (BV-Democracy)</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>What was so special about life in ancient Athens?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</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...</p> <p>Role play being an Athenian citizen focusing on democracy and the building of the Parthenon. (BV-Democracy)</p>	<p>Sticky Knowledge Acquire and Apply:</p> <p>Assessment Indicators Use some key_dates as important markers of events Understand interpretations because the gaps in the evidence are so large they have to be filled with see that there are often different imaginative reconstruction. Can understand that events usually happen for a combination of reasons.</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>What can we tell about the Ancient Greeks from what they did for fun?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</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.</p> <p>Create questions and draw conclusions from 4 images from the time.</p> <p>What do they tell us about leisure in</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc...</p> <p>Consider the relative significance and importance of different achievements.</p> <p>Assessment Indicator Understand that some changes are much more significant than others. (BV - Democracy)</p>

			images on pots going beyond literal. Areas of society to focus on warfare, mythology and role of women.				Ancient Greece? (Theatre) (BV-Democracy)	
Religious Education, Beliefs and Values -Believing -Expressing -Living		LIVING How do family life and festivals show what matters to Jewish people. What is Judaism? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Activate prior-knowledge about Judaism and explore key vocabulary. (BV - Mutual Respect/Tolerance)	LIVING How do family life and festivals show what matters to Jewish people. What is worth celebrating? What do Jewish families celebrate every week? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Explore and understand the Shabbat. (BV - Mutual Respect/Tolerance)	LIVING How do family life and festivals show what matters to Jewish people. Why do Jewish people celebrate Rosh Hashanah? Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives Explore the festival of Rosh Hashanah. Understand the significance of the food in the ceremony. (BV - Mutual Respect/Tolerance)	(Living) How do family life and festivals show what matters to Jewish people. Why do Jewish people celebrate Yom Kippur? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Read the story of Jonah and the fish. Reenact the Jewish ceremony of Tashlich casting away sins. (BV - Mutual Respect/Tolerance)	Sticky Knowledge Week Assessment Indicators <i>Explain what Jews do at Rosh Hashanah. Detail how the Shofar is used and the tradition of Tashlich.. Explain what happens during Yom Kippur including fasting and praying for forgiveness. Detail what Day of Atonement means and how this relates to the themes of repentance, deliverance and salvation Explore own ideas of forgiveness, reflection, saying sorry and being forgiven</i>	(Living) How do family life and festivals show what matters to Jewish people. Why is Pesach important for Jews? Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Retell the story of the Exodus and how it is remembered at Pesach. P4C - Slavery Assessment Indicator <i>Respond to slavery in the world today and the right to freedom.</i> (BV - Democracy,/Mutual Respect/ Rule of Law /Tolerance)	(Living) How do family life and festivals show what matters to Jewish people. Why are commandments and blessings important to Jewish people? Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives Explore the ten commandments and how these affect actions. Make connections between the festivals and how they allow Jewish people to reflect on their life and actions. (BV - Mutual Respect/Tolerance) Assessment Indicators <i>Retell the story of the Exodus. Explain how the story is remembered during Pesach and how it is celebrated including preparation and the Seder meal.</i>

								Detail the meaning of Pesach - freedom, faithfulness, rescued from slavery and the promised land. Respond to slavery in the world today and the right to freedom.
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Retrieval Practise Year 3 French recall: Say and repeat the numbers to 20. Play 'don't say douze' to recall numbers to 12, progressing to 'don't say vingt'.	Retrieval Practise 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 Lesson 1 Listening Understand a range of familiar spoken phrases. Recognise familiar words in sentences. Speaking Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Ask and answer simple questions and give basic information by speaking in sentences. Greetings at the start of a lesson: Qui-est ce? C'est + name	Catherine Cheater SOW Lesson 2 Speaking Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit) Oui, non. Dans le sac ...il y a... et... un lion, un chat.	Catherine Cheater SOW Lesson 3 Speaking Ask and answer simple questions and give basic information by speaking in sentences. Intercultural Understanding Listen to a variety of French music. Colours blanc, noir, orange, rose. Ce n'est pas + name. Coin! Coin! Encore! European Day of Languages - Visit French market. Listen and watch songs /cartoons in French <u>Assessment Indicators</u> Can ask and answer a wider range of questions from memory. Qu'est-ce que c'est? Qui est-ce?	Catherine Cheater SOW Lesson 4 Reading Know and apply known sound /spelling patterns in reading. Writing Know that days and months do not need a capital letter unless at start of sentence / on calendar. Masculine nouns starting with a consonant.	Catherine Cheater SOW Lesson 5 Reading Know and apply known sound /spelling patterns in reading. Phonics /on/ Nouns and determiners: the indefinite article in the singular and plural <u>Assessment Indicators</u> Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme eg eau, cadeau, chapeau; or different grapheme eg stlyo.	Catherine Cheater SOW Lesson 6 Speaking Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Masculine vowels beginning with a vowel un elephant, un avion, un ane

Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	Drawing & Painting Artist- Roy Lichtenstein Self Portrait annual progress assessment	Drawing & Painting Artist- Roy Lichtenstein Know some features of art from different historical periods. Introduce to Pop Art Movement. Identify key features and explore the work of Roy Lichtenstein.	Drawing & Painting Artist- Roy Lichtenstein Refer to artists from history and experiment with their styles. Know how to use marks and lines to show texture. Explore line, colours and day dots in the style of Roy Lichtenstein, using a variety of mediums. <u>Assessment Indicator</u> <i>Select the correct grade of pencil to demonstrate clear shade and tone within facial expressions.</i>	Drawing & Painting Artist- Roy Lichtenstein Refer to artists from history and experiment with their styles. Know how to show facial expressions using sketching. Draw self-portrait using Pop art techniques. <u>Assessment Indicator</u> <i>Use shading effectively to portray negative space.</i>	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to represent figures and movements. Explore and use onomatopoeia and speech bubbles frequently used in pop art. <u>Assessment Indicator</u> <i>Create strokes of varying thickness using line techniques in watercolour painting.</i>	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to represent figures and movements. Choose an item or face and draw. Draw/copy the comic strip using simple lines and shapes. <u>Assessment Indicator</u> <i>Demonstrate movement within artwork, created by choice of brush thickness.</i>	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to represent figures and movements. Design a pop art comic book using features inspired by pop artists. <u>Assessment Indicator</u> <i>Artwork inspired by Roy Lichtenstein, specifically looking at facial features.</i>	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to represent figures and movements. Create a pop art comic book using features inspired by pop artists using painting and other mediums. <u>Assessment Indicator:</u> <i>Artwork inspired by Roy Lichtenstein, specifically looking at facial features.</i>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Understanding Music Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Listen to the song Hoedown and practise	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Listen and Appraise Recognise the style of music you are listening to. Talk about the words of a song. Think about why the song or piece of music was written. Singing Rehearse and learn songs from memory	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce 2 notes and play instrumental parts of chosen song.	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce 2 more notes and play instrumental parts of chosen song.	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Practise playing more challenging instrumental parts of song.	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Improvisation Explore improvisation within a major scale using the notes: C, D, E, C, D, E, G, A, C, D, E, F, G, D, E, F#, A, B, D, E, F, G, A. Improvise parts using notes practised in previous lesson	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Composition Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Create own composition by building on	Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Composition Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Create own composition based on a theme - living

	singing in tune with classmates.	and/or with notation. Continue to learn the song Hoedown recognising					improvised parts. Perform and record to class.	in the country. Perform and record to class. <u>Assessment Indicators</u> <i>Play a part on a tuned instrument by ear or from notation. Play the right notes with more secure rhythms. Rehearse and perform parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Treat instruments carefully and with respect. Play instruments with good posture.</i>
Outdoor Learning Opportunities	Major: (Maths) Complete a maths relay.	Minor: (French) Go on a number hunt.	Major: (Science) Explore living things in our environment.			Major: (Geography) Explore how Cheadle has changed over time.	Major: (Science) Survey how habitats in our school environment can be changed	
Enhancements Visits and Visitors						Cheadle Field Trip 14.10.25		
Parental Engagement					Time Table Games 01.10.25 at 2.30pm.			
Whole School and National Events				Rosh Hashanah 22.09.25-24.09.25 Individual and sibling photographs 24.09.25 European Day of Languages 25.09.25	Black History Month Yom Kippur 01.10.25-02.10.25	World Mental Health Day 10.10.25		Harvest Celebration 22.10.25

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts