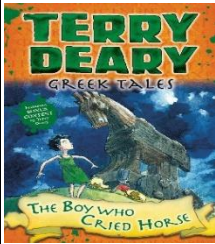
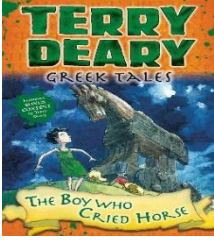
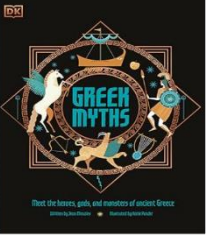
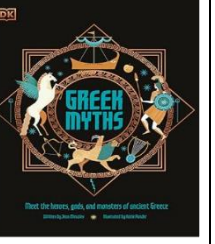
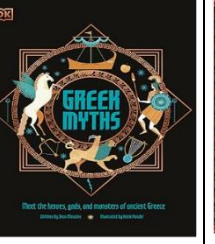
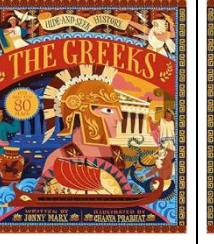
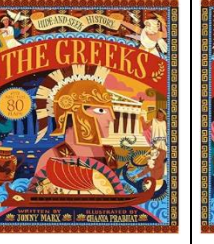
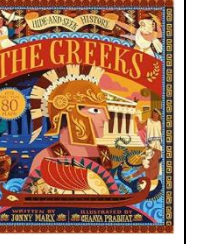




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2026
Phase Lower Key Stage 2 Year Group 4



	Week 1 Wk Beg 31.09	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Big Question	Ancient Greece was 2,500 years ago, so why do we still talk about it today?							
Connected 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 	Greek Myths by Jean Menzies 	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 <u>Phase 1- Hook</u>	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 Text Focus - Non-chronological report.	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud. Word Meaning Text Focus - Greek Myth <u>Phase 1- Hook</u> 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 <u>Phase 2 - Understanding as a writer</u> Using descriptive devices to paint a	Whole Class Text - Greek Myths Develop fluency when reading aloud Inference skill using PE and PEE Text Focus - Greek Myth <u>Phase 3 - Composition</u> 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. <u>Phase 1- Hook</u> 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. <u>Phase 2 - Understanding as a writer</u>	Whole Class Text - The Greeks Identify organisational features and retrieve information. Text Focus - Non-chronological report. <u>Phase 3 - Composition</u>

	Drama activity about Trojan Horse Phase 1 - Understanding as a reader Identify true/false statements using text Phase 2 - Understanding as a writer Introduce diary recount WAGOLL identify features and Tier II vocabulary	Phase 2 - Understanding as a writer Convey emotions in descriptive ways. Phase 3 - Composition Plan diary recount from the perspective of a Greek soldier in the wooden horse. TAG with partner Edit and improve	Phase 1 - Understanding as a reader Identify features in WAGOLL. Phase 2 - Understanding as a writer Explore features and Tier II vocabulary used in the text. Correct or not speech.	picture in the reader's head (expanded noun phrases and similes). Explore the effect of varying sentence length. Phase 3 - Composition Revise a myth using given criteria. Plan own myth.	Edit myth using TAG Publish Myth.	chronological report. Phase 1 - Understanding as a reader Explore key features of WAGOLL. Phase 2 - Understanding as a writer Explore key features of NCR Explore Tier II vocabulary - defining and using within context	Use determiners and quantifiers to specify and generalise. Explore Tier III vocabulary. Revise text using add, remove, replace. Plan non-chronological report.	Compose non-chronological report. Edit and revise texts. Publish report.
Tier Two Vocabulary	Besieged Sly Noble Vanquished Impenetrable Momentous Ingenious Elated	Ghastly Devious Picturesque Protruded Stagger Vicious Intricate Labyrinth				Citizen Temple Worship Legacy Influence Tradition		
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Identify, represent and estimate numbers using different representations. Explore objectives using images and practical apparatus.	Partition 4-digit numbers into thousands, hundreds, tens and ones. Find 1000 more or less than a given number. Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.	Order and compare numbers beyond 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.	Round any number to the nearest 10, 100 or 1000 Explore objectives using images and practical apparatus. Use toolkits to explore rounding.	Count backwards through zero to include negative number. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.	Count in multiples of 6, 7, 9, 25 and 1000 Recall multiplication and division facts for multiplication tables for 6, 7 and 9 times tables Explore objectives using images and practical apparatus. Use toolkits to explore multiplication that link to money and measures.	Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new) Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three number. Using toolkits and deeper thinking activities to work	Multiplication and division - using derived and related number facts Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new) Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying

							systematically and 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 Adding and subtracting within 20 (no bridging)	+ - bonds to 20 including bridging 10. Adding and subtracting within 20 (no bridging)	+ - bonds to 20 including bridging 10. Adding and subtracting within 20 (bridging)	+ - bonds to 20 including bridging 10. Adding and subtracting within 20 (bridging)	+ - 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	Living things and their habitats 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?	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Introduce vocabulary. Identify animals as amphibians, mammals, birds, fish or reptiles. Group animals in different ways. Which key features have been used to classify them?	Living things 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 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.	Living things 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. 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.	Sticky Knowledge <i>Acquire and Apply:</i> <i>Name living things in a range of habitats, giving key features that helped identify them.</i> <i>Use classification keys to identify unknown plants and animals.</i>	Living things 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. 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.	Living things and their habitats 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.	Living things and their habitats 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 and how this has posed a danger to living things. <u>Assessment Indicators:</u> <i>Give examples of how an environment may change both naturally and due to human impact</i>

Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education		PSHEE Jigsaw Scheme: Being Me in my world How can we become a class team? 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 be 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) <u>Assessment Indicators:</u> Explain why being listened to and listening to others is important in my school community.	PSHEE Jigsaw Scheme: Being Me in my world Who is in my school community and what role do they play? 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)	PSHEE Jigsaw Scheme: Being Me in my world What are my rights and responsibilities in the classroom? 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) <u>Assessment Indicators:</u> Explain why being democratic is important and can help me and others feel valued.	PSHEE Jigsaw Scheme: Being Me in my world What are the effects of my actions? 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).	PSHEE Jigsaw Scheme: Being Me in my world How are decisions made? 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) <u>Assessment Indicators:</u> Justify why being in a democracy helps people feel valued and is fair.	PSHEE Jigsaw Scheme: Being Me in my world How can we contribute to a team? 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). <u>Assessment Indicators:</u> Problem-solve and offer different solutions to help my team/ class/ school be more democratic.	PSHEE Jigsaw Scheme: Being Me in my world How can we contribute to a team? 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). <u>Assessment Indicators:</u> Problem-solve and offer different solutions to help my team/ class/ school be more democratic.
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get set 4 PE SOW Indoor PE Fundamentals Demonstrate good balance and control when performing other fundamental skills.	Get set 4 PE SOW Indoor PE Fundamentals Demonstrate good balance and control when performing other fundamental skills.	Get set 4 PE SOW Indoor PE Fundamentals Demonstrate when and how to accelerate and decelerate. Understand that a change of direction	Get set 4 PE SOW Indoor PE - Fundamentals Demonstrate when and how to accelerate and decelerate. Understand that a change of direction	Get set 4 PE SOW Indoor PE Fundamentals Change direction quickly under pressure. Understand that a change of direction and speed can help	Get set 4 PE SOW Indoor PE Fundamentals Demonstrate good balance and control when performing other fundamental skills.	Get set 4 PE SOW Indoor PE Fundamentals Consistently skip in a rope. Develop skipping with a rope. Outdoor PE Netball	Get set 4 PE SOW Indoor PE Fundamentals To apply fundamental skills to a variety of challenges. Set up a variety of challenges and apply

	Understand that I need to squeeze different muscles to help me to stay balanced in different activities. Understand that keeping my chest up helps me to stay balanced. Develop balancing and understand the importance of this skill. Outdoor PE Netball 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.	Understand that I need to squeeze different muscles to help me to stay balanced in different activities. Understand that keeping my chest up helps me to stay balanced. Develop balancing and understand the importance of this skill. Outdoor PE Netball Know that moving into space will help my team keep possession and score goals. Develop passing and moving and play within the footwork rule.	and speed can help to get past or away from an opponent. Develop technique when running at difference speeds Assessment Indicators: Understand and can demonstrate how and when to speed up and slow down when running. Outdoor PE Netball Develop passing techniques appropriate to the game with increasing success. Use a variety of passes to move towards a goal.	and speed can help to get past or away from an opponent. Develop technique when running at difference speeds Assessment Indicators: Understand and can demonstrate how and when to speed up and slow down when running. Outdoor PE Netball Develop passing techniques appropriate to the game with increasing success. Use a variety of passes to move towards a goal.	to get past or away from an opponent. Develop agility using a change of speed and direction. Outdoor PE Netball Change direction to lose an opponent with some success. Develop movement skills to lose a defender.	Know that swinging my no hopping foot helps to create momentum. Develop technique and control when jumping, hopping and landing. Outdoor PE Netball Develop defending one on one and begin to intercept. Defend against an opponent to try to win the ball.	Recognise when to pass and when to shoot. Develop the shooting action.	the fundamental skills. Assessment Indicators Change direction quickly under pressure. Identify when I was successful and what is needed to improve. Link hopping and jumping actions with other fundamental skills. Demonstrate good balance and control when performing other fundamental skills. Outdoor PE Netball Know and understand the rules to be able to manage our own game. Apply the skills and actions to play games using netball rules.
Computing	Creating media-Audio production: To identify that sound can be recorded. Identify the input and output devices used to record and play sound, use a computer to record audio and explain that the person who records the sound say who is allowed to use it.	Creating media-Audio production: To explain that audio recordings can be edited. Re-record teacher voice to improve recording, inspect the soundwave view to know where to trim the recording and can discuss what sounds can be added to a podcast.	Creating media-Audio production: To recognise the different parts of creating a podcast project. Explain how sounds can be combined to make a podcast more engaging, save a project so the different parts remain editable and plan appropriate	Creating media-Audio production: To combine audio to enhance my podcast project. Record content following a plan, review the quality of recordings and improve given voice recordings Open a project to continue working on it, arrange multiple sounds to create	Creating media-Audio production: To combine audio to enhance my podcast project. Record content following a plan, review the quality of recordings and improve given voice recordings Open a project to continue working on it, arrange multiple sounds to create	Creating media-Audio production: To combine audio to enhance my podcast project. Record content following a plan, review the quality of recordings and improve given voice recordings Open a project to continue working on it, arrange multiple sounds to create	Creating media-Audio production: To evaluate the effective use of audio. Listen to an audio recording to identify its strengths, suggest improvements to an audio recording and choose appropriate edits to improve their own podcast.	Creating media-Audio production: To evaluate the effective use of audio. Listen to others audio and give positive praise and constructive feedback to suggest improvements. (

		<u>Assessment Indicator:</u> <i>Can record their voice and include sounds.</i>	content for a podcast. <u>Assessment Indicator:</u> <i>Can insert sounds to a speech.</i>	the desired effect and explain the difference between saving a project and exporting an audio file. <u>Assessment Indicator:</u> <i>Be able to edit our podcasts.</i>	the desired effect and explain the difference between saving a project and exporting an audio file. <u>Assessment Indicator:</u> <i>Be able to edit our podcasts.</i>	the desired effect and explain the difference between saving a project and exporting an audio file. <u>Assessment Indicator:</u> <i>Be able to edit our podcasts.</i>	<u>Assessment Indicator:</u> <i>Identify when I was successful and share my podcast with others.</i> Children to save their learning to Seesaw or pupil portfolios.	<u>Assessment Indicator:</u> <i>Identify when I was successful and share my podcast with others.</i> Children to save their learning to Seesaw or pupil portfolios.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	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.	-	-	-	-	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. <u>Assessment Indicator:</u> <i>Visit and explore the physical and human geography of a relevant place.</i>	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. <u>Assessment Indicators:</u> <i>Begin to relate the graphical representation of data to recording change over time.</i>	-

History -Chronology -Concepts -Interpretation -Enquiry -Communication		Major: A study of Greek life, achievements and their influence on the Western world. When did key events take place? Place the Ancient Greeks into the wider context of historical chronology 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. Introduce the city-states (Athens and Sparta) Plot the main events and people we will investigate on an internal timeline of the Ancient Greeks.	Major: A study of Greek life, achievements and their influence on the Western world. How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history. -power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment) Identify why interpretation of sources is critical to our understanding of the past. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Draw evidence from the images on pots going beyond literal. Areas of society to focus on warfare, mythology and role of women.	Major: A study of Greek life, achievements and their influence on the Western world. Why was Ancient Greece so powerful? Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history. -power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment) Discuss, sort and analyse reasons why tiny Athens beat Persia at the Battle of Marathon. (BV-Democracy)	Sticky Knowledge <i>Acquire and Apply:</i> <i>Can use some key dates as important markers of events</i> <i>Can interpretations because the gaps in the evidence are so large they have to be filled with see that there are often different imaginative reconstruction.</i> <i>Can understand that events usually happen for a combination of reasons</i>	Major: A study of Greek life, achievements and their influence on the Western world. What was so special about life in ancient Athens? Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history. -power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment) Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc... Role play being an Athenian citizen focusing on democracy and the building of the Parthenon. (BV - Democracy)	Major: A study of Greek life, achievements and their influence on the Western world. What can we tell about the Ancient Greeks from what they did for fun? Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history. -power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment) Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. Create questions and draw conclusions from 4 images from the time. What do they tell us about leisure in Ancient Greece? (Theatre) (BV - Democracy)	Major: A study of Greek life, achievements and their influence on the Western world. In what ways have the Ancient Greeks influenced our lives today? Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations. Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc... Consider the relative significance and importance of different achievements. <u>Assessment Indicator:</u> <i>Can understand that some changes are much more significant than others.</i> (BV - Democracy)
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Religious Education, Beliefs and Values -Believing -Expressing -Living	-	LIVING How do family life and festivals show what matters to Jewish people. What is Judaism? Investigate 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? Investigate 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? Investigate 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 <u>Assessment Indicators:</u> <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. Explain what Day of Atonement means and how this relates to the themes of repentance, deliverance and salvation</i>	LIVING How do family life and festivals show what matters to Jewish people. Why is Pesach important for Jews? Explore 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 <u>Assessment Indicator:</u> <i>Detail the meaning of Pesach - freedom, faithfulness, rescued from slavery and the promised land.</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) <u>Assessment Indicators:</u> <i>Retell the story of the Exodus inc the plagues and Moses' significance in the story.</i> <i>Detail the meaning of Pesach - freedom, faithfulness, rescued from slavery and the promised land.</i>
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Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding Niveau Rouge Module 2 Lessns 6-9	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'.	Year 3 French recall: Say and repeat the numbers to 30. 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! <u>Assessment Indicators:</u> Can ask and answer a wider range of questions from memory. <i>Qu'est-ce que c'est? Qui est-ce?</i>	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 the 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 Indicators:</u>	Drawing & Painting Artist- Roy Lichtenstein Refer to artists from history and experiment with their styles. Know how to show facial expressions using sketching. Draw a self-portrait using Pop art techniques. <u>Assessment Indicators:</u> Use shading effectively to	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.	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.	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>	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.

			Select the correct grade of pencil to demonstrate clear shade and tone within facial expressions.	portray negative space.	Assessment Indicator: Create strokes of varying thickness using line techniques in water colour painting.	Assessment Indicator: Demonstrate movement within artwork, created by choice of brush thickness.	Artwork inspired by Roy Lichtenstein, specifically looking at facial features.	Assessment Indicators: Artwork inspired by Roy Lichtenstein, specifically looking at facial features.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Introduction to Music and Notation Develop active listening and vocal skills through exploring rhythm, melody, and timbre. Identify instruments and their unique sounds through careful listening. Practise singing in tune and in time with a steady beat. Support a greater understanding of pitch, rhythm, timbre, structure and musical style.	Charanga Model Composing with Music Explorer Develop compositional and aural skills through active exploration of a 5-note minor scale.	Charanga Model Composing with Music Explorer Practise pitch recognition, rhythmic creativity, and improvisation while linking visual, physical, and listening skills. Reinforcing musical notation. Increase understanding of melody and structure	Charanga Model Building Melodic Phrases Consolidate composing skills by creating and performing simple melodies using a 5-note minor scale. Develop confidence in performing our own music, explore performing creatively, with musical accuracy, and expression.	Charanga Model Developing Composing Skills Refine melodies by experimenting with the notes, rhythm, and phrasing,	Charanga Model Developing Composing Skills Develop composing and ensemble skills by collaborating in groups to perform compositions. Careful listening, teamwork and constructive feedback to support a greater understanding of musical structure and expression.	Charanga Model Final Composition Refinement Consolidate and refine composing and performing skills so far. Practise and complete a composition through final checks of its melody, rhythm and notation.	Charanga Model Final Composition Refinement Collaborate with peers to enhance a dynamic and expressive performance. Ensure confident, polished performances through listening, ensemble skills, and musical creativity.
Outdoor Learning Opportunities	Major: (Maths) Complete a maths relay.	Minor: (French) 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 06.10.26		
Parental Engagement								Time Table Games 22.10.26 at 2.30pm.
Whole School and National Events	INSET day 01.09.26	Rosh Hashanah 11.09.26-13.09.26	Yom Kippur 20.09.26-21.09.26	Individual photographs 23.09.26 European Day of Languages 24.09.26	Black History Month	Black History Month	Black History Month	Harvest festival 21.10.26

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