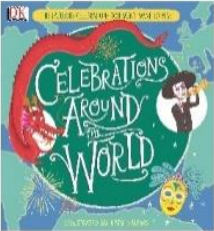
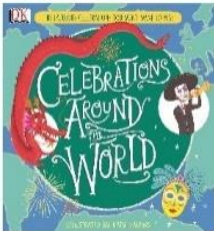
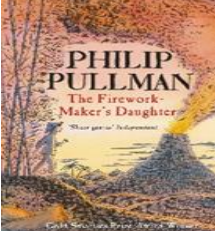
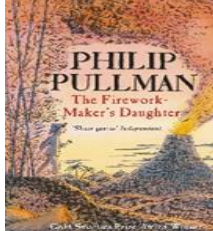
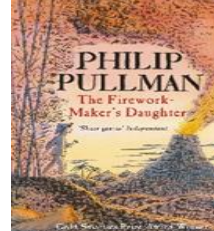
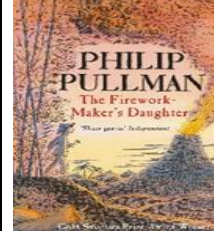
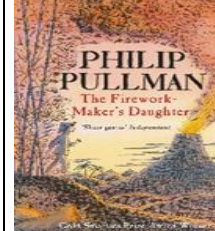




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2022**  
**Phase Lower Key Stage 2 Year Group 4**



	<b>Week 1</b> Wk Beg 31.10	<b>Week 2</b> Wk Beg 07.11	<b>Week 3</b> Wk Beg 14.11	<b>Week 4</b> Wk Beg 21.11	<b>Week 5</b> Wk Beg 28.11	<b>Week 6</b> Wk Beg 05.12	<b>Week 7</b> Wk Beg 12.12	<b>Week 8</b> Wk Beg 19.12
<b>Big Question</b>	How has Europe influenced celebrations in Britain?							
<b>Weekly Questions</b>	What are celebrations? What is celebrated in the UK?	Why are celebrations important?	What is celebrated across Europe?	What is celebrated in France?	What is celebrated in Spain?	How is Christmas celebrated in Europe?	Have celebrations changed from the past?	How do we celebrate now?
<b>Key Concepts</b>	Tradition/Community/Respect/Families/Countries							
<b>Book Studies</b>	<b>Celebrations Around the World</b> 	<b>Celebrations Around the World</b> 	<b>The Firework Maker's Daughter</b> 	<b>The Firework Maker's Daughter</b> 	<b>The Firework Maker's Daughter</b> 	<b>The Firework Maker's Daughter</b> 	<b>The Firework Maker's Daughter</b> 	<b>The Firework Maker's Daughter</b> 
<b>Children steering learning....</b>	Why do people celebrate? Do people celebrate in different ways? How many celebrations are there?	Do people only celebrate events that are religious? Why do we have celebrations?	Why do people celebrate different things? How do people celebrate differently?	Why do some people celebrate Christmas, and some don't?	Why do we eat chocolate at Easter? Why do we eat certain foods for celebrations?	How do people know how to celebrate? How do people know how to dress for certain celebrations?	When do people celebrate? What impacts do celebrations have on communities?	Are there different ways to celebrate?
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription	Haikus - Bonfire Night Reading  To recognise some different forms of poetry [for example, free verse, narrative poetry]	Tanka - Remembrance Day Reading  Understanding as a reader  To prepare poems and play scripts to read aloud and to perform, showing understanding	Stories set in imaginary worlds Reading  To discuss words and phrases that capture the reader's interest and imagination To make predictions about the plot and	Stories set in imaginary worlds Reading  To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Stories set in imaginary worlds Reading  To identify themes and conventions in a wide range of books  Writing Children to identify themes in the text and give evidence to	Character Description - A Christmas Carol Reading  To predict what might happen from details stated and implied.	Descriptive Writing - A Christmas Carol Reading  To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Descriptive Writing - A Christmas Carol Reading  To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

<p><b>-Composition</b> <b>-Vocabulary,</b> <b>Grammar and</b> <b>Punctuation</b></p>	<p>Children will read and respond to a variety of haiku poetry, identifying syllabic pattern.</p> <p><b>Writing</b></p> <p><b>Phase 1 - Hook/Understanding as a reader.</b> Children develop subject specific vocabulary (Bonfire Night)</p> <p>Read through a variety of haikus and decide if the syllabic pattern is correct or not.</p> <p><b>Phase 2 - Understanding as a writer.</b> <b>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</b></p> <p>Children to use vocabulary to compose sentences for their own haikus</p> <p><b>Phase 3 - Composition</b> Using their work on syllables and vocabulary, children to create their own haikus poems about Bonfire Night.</p>	<p><b>through intonation, tone, volume and action</b> Children will read tanka poem on Evacuees and answer inference and vocabulary questions.</p> <p><b>Writing</b></p> <p><b>Phase 2 - Understanding as a writer.</b> Children develop subject specific vocabulary (Remembrance Day)</p> <p><b>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</b> Children to use similes, metaphors and different sentence types to compose sentences for their own tankas.</p> <p><b>Phase 3 - Composition</b> Using their work on sentences and vocabulary, children to create their own tanka poems about WW1 and Remembrance Day</p>	<p>characters using the front cover.</p> <p><b>Writing</b></p> <p><b>Phase 1 - Understanding as a reader.</b> To answer VIPERS questions about the first few chapters.</p> <p>To sequence the events of the first few chapters.</p> <p>To explore unfamiliar vocabulary, using the context of the sentence to make predictions</p> <p><b>Phase 2 - Understanding as a writer</b> <b>To experiment with a range of sentence structure.</b></p>	<p>Children to answer inference questions using the PEE format.</p> <p><b>Writing</b></p> <p><b>Phase 2 - Understanding as a writer.</b></p> <p><b>To editing and improve sentences based on vocabulary,</b></p> <p><b>Phase 3 - Composition</b> <b>To experiment with a range of sentence structures, applying taught punctuation, into extended writing pieces.</b> Children to plan their own story set in an imaginary world using text as a guide.</p>	<p>support their understanding.</p> <p><b>Phase 3 - Composition</b> <b>To proof-read for spelling and punctuation errors</b> Children to write their own story using vocabulary, sentence types and punctuation explored over the past 3 weeks.</p> <p>Children to use TAG to edit and improve their work.</p> <p><b>Assessment Point:</b> <u>To write our own long dorm story set in an imaginary world, using metaphors and similes.</u></p>	<p><b>Writing</b></p> <p><b>Phase 1 - Hook/Understanding as a reader</b> <b>Children to watch A Christmas Carol on ice (trip)</b> To answer VIPERS questions about the first few chapters.</p> <p>To sequence the events of the first few chapters.</p>	<p>To explore unfamiliar and old-fashioned vocabulary, using the context of the sentence to make predictions</p> <p><b>Writing</b></p> <p><b>Phase 2 - Understanding as a writer</b> To develop subject specific vocabulary linked to character description.</p> <p>To experiment with a range of sentence structures</p> <p><b>Phase 3 - Composition</b> To write a character description of Scrooge/Tiny Tim/Bob Cratchit.</p> <p><b>Assessment point:</b> <u>Make our own character descriptions based on the story 'A Christmas Carol.'</u></p>	<p>To read a variety of texts related to the theme of Christmas</p> <p><b>Writing</b></p> <p><b>Phase 3 - Composition</b> To edit character description using TAG.</p>
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		<p>Children to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Perform their poetry to KS1 students.</p> <p><b>Assessment Point:</b> <u>Writing our own tanka and haiku poems on the theme of remembrance.</u></p>						
<p><b>Oracy</b> -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Christmas Assembly Develop a role through tone and body language.</p>	<p>Christmas Assembly Develop a role through tone and body language.</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p> <p>Use non-verbal methods to engage the listener (poetry)</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p> <p>Use non-verbal methods to engage the listener (poetry)</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p> <p>Use non-verbal methods to engage the listener (poetry)</p>	<p>Christmas Assembly Develop a role through tone and body language.</p> <p>Be aware of an audience.</p> <p>Use non-verbal methods to engage the listener (poetry)</p>
<p><b>Mathematics</b> <b>Number</b> -Addition and Subtraction -Multiplication and Division -Measurement</p>	<p>Multiplication and division- Factor pairs.</p> <p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math> (facts for 6,7,9,11,12 are new).</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Multiplication and division- Written methods for <math>TO \times O</math></p> <p>Multiply and divide three-digit numbers by a one-digit number using formal written layout</p> <p>Explore objectives using images and practical apparatus.</p> <p><b>Maths Rehearsal</b> Number bonds to 15 including subtraction.</p>	<p>Multiplication and division- <math>TO \div O</math> remainders.</p> <p>Multiply and divide two-digit numbers by a one-digit number using formal written layout</p> <p>Explore objectives using images and practical apparatus.</p> <p><b>Maths Rehearsal</b> Number bonds to 20 including subtraction.</p>	<p>Addition and subtraction- Add and subtract with up to 4 digits.</p> <p>Add and subtract two-digit numbers by up to a four-digit number using formal written layout.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Addition and subtraction- Columnar method.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Explore objectives using images and practical apparatus. Use toolkits to explore columnar methods.</p>	<p>Addition and subtraction- Estimate and use inverse.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Addition and subtraction- 2 step problems.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Explore objectives using images and practical apparatus. Use toolkits to explore multiplication that link to money and measures.</p>	<p>Addition and subtraction- 2 step problems</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>

	<b>Maths Rehearsal</b> Number bonds to 10 including subtraction.			<b>Maths Rehearsal</b> Number bonds to 50 including subtraction.	<b>Maths Rehearsal</b> Number bonds to 100	<b>Maths Rehearsal</b> Number bonds to 100	<b>Maths Rehearsal</b> Number bonds to 200	<b>Maths Rehearsal</b> Number bonds to 200
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<b>Identify common appliances that run on electricity.</b> Enquiry Cycle - Ask Questions	<b>Identify and name basic parts of a simple circuit, including cells, wires, bulbs, switches and buzzers.</b> Enquiry Cycle - Accurate diagrams	<b>Recognise some common conductors and insulators, and associate metals with being good conductors.</b> Enquiry Cycle - Plan & Ask Questions	<b>Know and explain how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</b>  <b>Ask relevant questions and use different types of scientific enquiries to answer them.</b> Enquiry Cycle - Plan & Ask Questions.	<b>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</b> Enquiry Cycle - Carry it out, observe and measure.	<b>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</b>  <b>Set up simple practical enquiries, comparative and fair tests.</b> Enquiry Cycle - Carry it out, observe and measure.  <b><u>Assessment indicator: planning and carrying out a fair test</u></b>	<b>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</b>  <b>Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.</b> Enquiry Cycle - Carry it out, observe and measure.	<b>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.</b>  <b>Report on findings from enquiries, including oral &amp; written explanations, displays or presentations of results and conclusions.</b>  Children to create a explanation text to show they understand how to construct a circuit including a switch and bulb. Enquiry Cycle - Analyse and conclude  <b><u>Assessment indicator: evaluating a fair test</u></b>

<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world</p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>Judging by appearances. To understand that, sometimes, we make assumptions based on what people look like try to accept people for who they are</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference</p> <p>Understanding influences. Understand what influences me to make assumptions based on how people look question why I think what I do about other people</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>Understanding bullying. Know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure.  Know how it might feel to be a witness to and a target of bullying</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>Problem solving. Tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-solve a bullying situation with others</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>Special me. Identify what is special about me and to value the ways in which I am unique like and respect the unique features of my physical appearance</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>How we look. Tell you a time when my first impression of someone changed when I got to know them. explain why it is good to accept people for who they are. Certificates handed out based on assessment.</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>Celebrating friendships. What does a good friend look like and how can we make sure we continue to be a good friend to others. What can we do if we see someone being a bad friend?</p>	<p><b>PSHE Jigsaw SOW</b> Celebrating difference.</p> <p>New beginnings. With the new year coming up, children to make predictions and resolutions for their personal and school lives.  Understand why people make resolutions and how these help us to better ourselves.</p> <p><b>Assessment indicator:</b> <u>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important and valued.</u></p>
<p><b>Physical Education</b> -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To develop confidence and accuracy when tracking a ball. To use communication skills to coach my partner. To show perseverance as the task gets harder.</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To develop confidence and accuracy when tracking a ball. To communicate well with others in my group. To show perseverance when I</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To explore and develop a variety of throwing techniques. Communicate with my teammate to tell them when and where to throw the ball. To remain calm when under pressure.</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To develop catching skills using one and two hands. To work with my partner to agree on a suitable challenge. To challenge myself in the activities I do. To reflect on previous success and</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To develop dribbling a ball with hands. To work safely around others. To persevere when I find a challenge tricky. To use decision making skills to outwit an opponent.</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To use tracking, sending and dribbling skills with feet. To communicate clearly with my partner to complete the task. To play fairly and to the rules.</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To use tracking, sending and dribbling skills with hands. To communicate clearly with my partner to complete the task.</p>	<p><b>Get Set 4 PE SOW.</b> Sports coaches: Hockey</p> <p>Teacher - Ball skills.</p> <p>To use teamwork to complete ball skills activities as part of a group. To communicate effectively within a team.</p>

	To provide feedback using appropriate teaching points.	find things challenging. To develop an understanding of tactics.	To make quick decisions.  <b>Assessment indicator:</b> <u>Be able to pass a ball using a variety of techniques.</u>	adjust the task accordingly.		To use my knowledge of ball handling skills when completing skills with my feet.  <b>Assessment indicator:</b> <u>Be able to move a ball using my feet in different ways.</u>	To play fairly and to the rules.  To use my knowledge of ball handling skills when completing skills with my hands.	To play fairly and to the rules.  To show perseverance as a task gets harder.  <b>Assessment indicator:</b> <u>Identify when I was successful</u>
<b>Computing</b> -Code -Connect -Communicate -Collect	<b>Internet and computer safety</b> 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.	<b>Creating media- Audio production: To identify that sound can be recorded.</b> Children can identify the input and output devices used to record and play sound, can use a computer to record audio and can explain that the person who records the sound can say who is allowed to use it.	<b>Creating media- Audio production: To explain that audio recordings can be edited.</b> Children can re-record my voice to improve my recording, can inspect the soundwave view to know where to trim my recording and can discuss what sounds can be added to a podcast.  <b>Assessment indicator:</b> <u>Children can record their voice and include sounds.</u>	<b>Creating media- Audio production: To recognise the different parts of creating a podcast project.</b> Children can explain how sounds can be combined to make a podcast more engaging, can save my project so the different parts remain editable and can plan appropriate content for a podcast.  <b>Assessment indicator:</b> <u>Children can insert sounds to a speech.</u>	<b>Creating media- Audio production: To apply audio editing skills independently.</b> Children can record content following my plan, can review the quality of my recordings and can improve my voice recordings	<b>Creating media- Audio production: To combine audio to enhance my podcast project.</b> Children can open a project to continue working on it, can arrange multiple sounds to create the effect I want and can explain the difference between saving a project and exporting an audio file	<b>Creating media- Audio production: To evaluate the effective use of audio</b> Children can listen to an audio recording to identify its strengths, can suggest improvements to an audio recording and can choose appropriate edits to improve my podcast.  <b>Assessment indicator:</b> <u>Be able to edit our podcasts.</u>	<b>Creating media- Audio production: To evaluate the effective use of audio</b> Children can listen to others audios and can give positive praise and constructive feedback top suggest improvements.  <b>Assessment indicator:</b> <u>Identify when I was successful and share my podcast with others.</u>
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Use atlases, maps and globes to name and locate the world's countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.		Use an atlas to find places using the index and contents. Identify countries of Europe and their capital cities.  <b>Assessment indicator:</b> <u>Identify Europe on a world map or globe.</u>	Use atlases, maps and globes to name and locate the world's countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Use atlases, maps and globes to name and locate the world's countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Explore how Christmas is celebrated around Europe.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Explore how Christmas is celebrated around Europe.  <b>Assessment indicator:</b> <u>Identify and discuss how a</u>

	Find UK on a map. Understand the difference between UK, Great Britain and the British Isles. Explore the celebration of Bonfire Night			Find France on a map and locate its key human and physical features. Explore the celebration of Bastille Day	Find Spain on a map and locate its key human and physical features. Explore the celebration of three Kings.  <b>Assessment indicator:</b> <u>Children can label countries on a map of Europe.</u>			<u>place has changed over time.</u>
<b>History</b> -Chronology -Concepts - Interpretation -Enquiry - Communication		<b>To understand the significance of Remembrance Day and why it is important to remember.</b> Investigate some sources to find out what life was like for soldiers during the war. Children to write a letter, as if they were a WWI soldier.  <b>Assessment indicator:</b> <u>explain the dangers and discomforts of life in the trenches during the world wars.</u>					<b>To identify the continuity and changes in society around the celebration of Christmas from the Victorian period to present day.</b> Use a range of sources to investigate the different ways in which Christmas was celebrated in the Victorian period.	<b>To identify the legacy of the Victorians in relation to our celebration of Christmas.</b> To explore the legacy left by Victorians to how it is celebrated in the present day.  <b>Assessment indicator:</b> <u>consider the impacts that the Victorians have had and why traditions are important today.</u>
<b>Religious Education, Beliefs and Values</b> -Believing -Expressing -Living	<b>Why are festivals important to religious communities?</b> Hindus, Christian and Muslim <b>What is worth celebrating?</b> Recognise and identify some differences between religious festivals and other types of celebrations.  Ask questions and give ideas about what matters most to	<b>Why are festivals important to religious communities?</b>  <b>What do Christians celebrate at Easter?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.	<b>Why are festivals important to religious communities?</b>  <b>What does the crucifying of Jesus mean to Christians?</b> Retell some stories behind festivals.  Make connections between stories, symbols and beliefs with what happens in at least two festivals.	<b>Why are festivals important to religious communities?</b>  <b>What do Christians believe happened on Easter Sunday morning?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.	<b>Why are festivals important to religious communities?</b>  <b>Why is Divali significant to Hindus?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.	<b>Why are festivals important to religious communities?</b>  <b>Why do Muslims celebrate at the end of Ramadan?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.	<b>Why are festivals important to religious communities?</b>  <b>Why do Jewish people celebrate Pesach every year?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.	<b>Why are festivals important to religious communities?</b>  <b>What can we learn from celebrations and festivals?</b> Ask questions and give ideas about what matters most to believers in festivals.  Identify similarities and differences in the way festivals are celebrated within

	<p>believers in festivals (e.g. Easter, Eid)</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p> <p><b>Assessment indicators:</b> Explain the meaning behind the crucifix and its meaning in Easter celebrations.</p>	<p><b>Assessment indicators:</b> Suggest how and why religious festivals are valuable to many people</p>	<p>Identify similarities and differences in the way festivals are celebrated within and between religions</p>	<p><b>Assessment indicators:</b> Identify similarities and differences in the way festivals are celebrated within and between religions</p>	<p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p><b>Assessment indicators:</b> Why do people celebrate and why are traditions important to some people.</p>	<p>and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>
<p><b>Modern Foreign Languages- French</b></p> <p><b>-Listening</b></p> <p><b>-Speaking</b></p> <p><b>-Reading</b></p> <p><b>-Writing</b></p> <p><b>-Intercultural Understanding</b></p>	<p>Catherine Cheater SOW Lesson 5 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3.</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>Catherine Cheater SOW Lesson 6 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>Catherine Cheater SOW Lesson 7 - Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p>	<p>Catherine Cheater SOW Lesson 8 - Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>To learn the pronunciation and spelling of feminine nouns.</p> <p>Introduce the Phoneme 'y' as in une.</p>	<p>Catherine Cheater SOW Lesson 9 - Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Recognise the number of syllables in each feminine noun.</p> <p>Introduce the new phoneme 'j' s in chenille.</p>	<p>Catherine Cheater SOW Lesson 10 - Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Children use feminine nouns and adjectives in simple sentences, paying attention to the agreements.</p> <p>Children identify proper nouns in a story.</p>	<p>Catherine Cheater SOW Lesson 11 - Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p> <p>Children apply their knowledge of the spelling of French words to help solve anagrams.</p>	<p>Christmas Letter to Pere Noel</p>
<p><b>Art and Design</b></p> <p><b>-Structuring and Creating</b></p> <p><b>-Art Elements</b></p> <p><b>-Evaluate and Appraise</b></p>	<p>Refer to artists from history and experiment with their styles.</p> <p>Children will be introduced to the paintings and art style of</p>	<p>Refer to artists from history and experiment with their styles</p> <p>Children will be introduced to the paintings and art style of</p>	<p>Day of the Dead masks.</p> <p>Sculpture inspired by the work of Jackson Pollock.</p> <p>Children to plan and design the steps to</p>	<p>Day of the Dead masks.</p> <p>Sculpture inspired by the work of Jackson Pollock.</p> <p>Children use their plan to help them</p>	<p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Showing movement during celebrations.</p> <p>Jackson Pollock.</p>	<p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Showing movement during celebrations.</p> <p>Jackson Pollock.</p>	<p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Showing movement during celebrations.</p> <p>Jackson Pollock.</p>	<p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Children will make a final piece based on Jackson Pollock's</p>



	<p>Jackson Pollock, focussing on his splatter paintings.</p> <p>Children will identify the cool and hot tones on a colour wheel and will identify contrasting colours in Pollock's paintings.</p>	<p>Jackson Pollock, focussing on his splatter paintings.</p> <p>Children will identify the cool and hot tones on a colour wheel and will identify contrasting colours in Pollock's paintings.</p>	<p>make a cardboard sculpture.</p> <p><b>Assessment indicator;</b> <u>Plan and create a design brief and a set of instructions to create their 3D models.</u></p>	<p>create a 3D model and decorate in the style of Jackson Pollock.</p>	<p><b>Assessment indicator;</b> <u>Create a 3D model and decorate in the theme of the artist.</u></p>			<p>splatter paintings comprised of texture, movement, expression and negative space.</p>
<p><b>Design and Technology</b></p> <p>-Design</p> <p>-Make</p> <p>-Evaluate</p> <p>-Food Technology</p>	<p><b>Investigate and analyse a range of existing battery-powered products</b></p> <p>Explore a range of battery operated light up Christmas decorations</p>	<p><b>Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</b></p> <p><b>Create a design brief and initial design ideas.</b></p>	<p><b>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</b></p> <p>Choose 1 idea as a group and make annotated sketch and list of materials.</p>	<p><b>Order the main stages of making.</b></p> <p>Create a step-by-step plan for making their decoration including choosing appropriate materials and tools.</p> <p><b>Assessment indicator;</b> <u>Plan and create a design brief and a set of instructions to create their light up model.</u></p>	<p><b>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</b></p> <p>Create the net template and start to create out of appropriate materials</p>	<p><b>Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</b></p> <p>Complete decorations and electrical circuit</p>	<p><b>Evaluate ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</b></p> <p><b>Assessment indicator;</b> <u>Evaluate product by answering questions</u></p>	<p>Decorate the classroom with our product</p>
<p><b>Music</b></p> <p>-Listen and Appraise</p> <p>-Singing</p> <p>-Instruments</p> <p>-Improvisation</p> <p>-Composition</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Recognise individual key instruments in a piece of music.</p> <p>To begin to recognise musical notation. Recognise rhythms in a piece of music.</p> <p>Begin to recognise how notes are recorded as crotchets and minims.</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Recognise individual key instruments in a piece of music.</p> <p>To begin to recognise musical notation. Recognise rhythms in a piece of music.</p> <p>Begin to recognise how notes are recorded as crotchets and minims.</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Use musical vocabulary to express opinions and describe a piece of music and compositions.</p> <p>Continue to develop knowledge of musical notation - rests.</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Sing a tune with expression following the directions of a conductor. (Home is where the heart is)</p> <p>Understand the importance of pronouncing the words in a song clearly.</p> <p>Musical notation C D E combined with length of beat using crotchet, minim, quaver and rests.</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.</p> <p>Improvise using these notes on instruments.</p> <p>CDEGA Practise as an ensemble.</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.</p> <p>Practise to play as part of an ensemble</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.</p> <p>Practise to play as part of an ensemble</p>	<p><b>Charanga Music SOW</b></p> <p><b>How Does Music Connect Us With Our Past?</b></p> <p>Play as part of an ensemble recognising rhythm and some notation.</p> <p>Practise playing as part of an ensemble</p>

<b>Enhancements Visits and Visitors</b>					Celebratory Chinese feast.	6.12.22 - Christmas Story Trail at St. Cuthbert's Church	A Christmas Carol, Planet Ice, Altrincham Tuesday 13 <sup>th</sup> Dec 2022	
<b>Parental Engagement</b>	Parents Consultation Meetings - 02/11/22						14.12.22 - 2.15 15.12.22 - 9.30 Christmas Performances	
<b>Whole School and National Events</b>	5.11.22 - Bonfire Night	11.11.22 - Remembrance Day	W/C 14.11.22 - It's cool to be kind 18.11.22 - Year 3 Children in Need Fund Raising - Spots and Stripes		30.11.21 - St Andrew's Day	7.12.22 Christmas Fair 8.12.22 - Christmas Jumper Day	18.12.22 - Hanukkah	21.12.22 - Christmas Party 25.12.22 - Christmas

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.