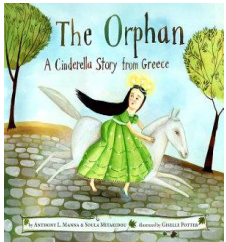
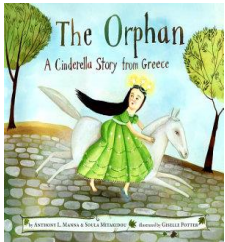
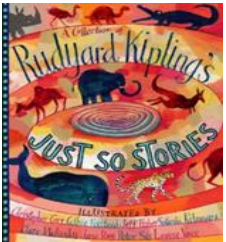
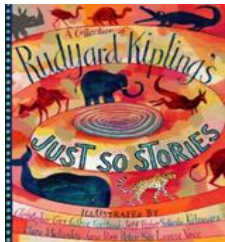
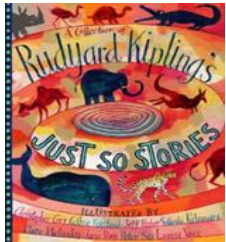
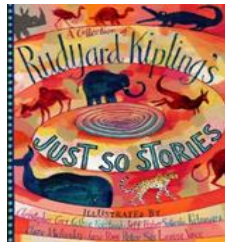
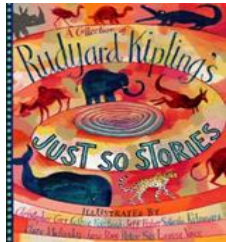
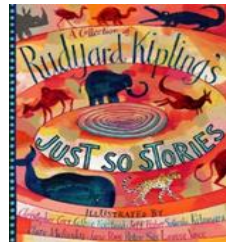




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2023
Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 30.10	Week 2 Wk Beg 06.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7 Wk Beg 11.12	Week 8 Wk Beg 18.12
Big Question	How is Europe Connected?							
Connected Concepts	Structure Influence Appreciation Cause and Effect							
Book Studies	The Orphan 	The Orphan 	Rudyard Kiplings Just So Stories 	Rudyard Kiplings Just So Stories 	Rudyard Kiplings Just So Stories 	Rudyard Kiplings Just So Stories 	Rudyard Kiplings Just So Stories 	Rudyard Kiplings Just So Stories 
Children steering learning....	What is Europe? How big is Europe? What makes up Europe? What countries are in Europe? How many countries are in Europe?	What is the same about Europe? What is different about Europe? How is the landscape the same in Europe? How is it different?	What is the same about Europe? What is different about Europe? What are the human and physical features of Europe?	How is land used around Europe? What do people do for jobs in Europe?	What does Greece have that is different to England?	Why would people visit Athens? What makes Athens a good place to go on holiday?	What in our local area is similar to Athens? What in our local area is different to Athens? What goes on in Athens?	How is Christmas different in countries around Europe? Do all European countries celebrate Christmas?
English Reading – Word reading Comprehension Writing – Transcription – Composition – Vocabulary, Grammar and Punctuation	Fairytale Character description <u>Writing Phase 1 –</u> <u>Hook/Understanding as readers:</u> Introduce the text and make inferences about the front cover. Sequence the events of the story and inferred character's feelings.	Fairytale Character description <u>Writing Phase 2 –</u> <u>Understanding as a Writer</u> Uses phrases which are expanded by modifying adjectives, nouns and preposition phrases. Compose sentences using a range of sentence structures	Narrative Animal Fables <u>Writing Phase 1 –</u> <u>Understanding as a Reader</u> Sequence the events of a Just So Story. Compare how the texts are structured? What features are clear? <u>Phase 2 –</u> <u>Understanding as a writer</u>	Narrative Animal Fables <u>Writing Phase 2/3 –</u> <u>Composition</u> Compose sentences using a range of sentence structures in order to engage the reader-2Ad, 3ed, similes, speech. Use a range of fronted adverbials when constructing sentences.	Narrative – Animal Fables <u>Writing –</u> Apply a range of sentence types to a piece of narrative writing-2Ad, 3ed, similes, speech. To edit character description using TAG. (Connected concepts: Appreciation, Structure, influence, cause and effect)	Persuasive Writing Travel Brochure <u>Text focus –</u> To write an advert for the Greek/Athens tourist board. <u>Hook –</u> Try Greek food, listen to Greek music. Watch adverts for holidays in Greece/holiday brochure examples. What would you do in Greece?	Persuasive Writing Travel Brochure <u>Phase 2 –</u> <u>Understanding as Writer</u> Understanding as a writer. Explore and generate different sentence types (rhetorical questions) <u>Phase 3 –</u> <u>Composition</u>	Recount European Christmas Traditions Hook- Receive a letter from a child living in Europe about their Christmas traditions. <u>Phase 1 –</u> <u>Understanding as a Reader</u> Children compare Christmas celebrations from around Europe

	<p>Phase 2 – Understanding as a writer Introduce ambitious vocabulary and understand its meaning.</p> <p>Consider why the author has chosen certain words and the impact these have on the reader.</p> <p>Reading – Pre-read vocabulary Asking questions to improve their understanding of a text Bloom's Taxonomy questions (Connected concepts: Appreciation, Structure, influence)</p>	<p>in order to engage the reader-2Ad, 3ed, similes, speech.</p> <p>Use a range of fronted adverbials when constructing sentences.</p> <p>Reading– Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence PEE of characters (Connected concepts: Appreciation, Structure, influence)</p>	<p>Use of toolkit (correct incorrect) to explore sentence structures and effects as well as tenses.</p> <p>Explore the purpose of technical devices and the effect they have on the reader.</p> <p>Reading Skim and scan a text to recall main events and character with fluency and increasingly accuracy, generating questions for others to respond to. (Connected concepts: Appreciation, Structure, influence)</p>	<p>Plan a narrative with a clear structure, setting and plot.</p> <p>Knows the difference between plural and possessive words and only apply apostrophes to possessive words</p> <p>Uses apostrophes to mark plural possessions consistently</p> <p>Uses commas after fronted adverbials for how, when, and where adverbials (Connected concepts: Appreciation, Structure, influence)</p>		<p>Phase 1 – Understanding as a Reader Complete text detectives, and explore WAGOLL to identify key features. Sort into organisational, structural and language features.</p> <p>Phase 2 – Understanding as Writer Explore subject specific and persuasive vocabulary. Use subject specific language in sentences.</p> <p>Reading PEE – Inference about Just So stories. Finding evidence in the text and give explanation. Generate questions using Bloom's Taxonomy for other students to answer. (Connected concepts: Appreciation, Structure, influence)</p>	<p>Use OREO structure to create persuasive paragraphs.</p> <p>Phase 3- Composition Write a travel advert for Athens/Greece using the subject specific vocabulary. Purple polish our work and peer assess using TAG.</p> <p>Reading Predictions about what will happen next using evidence from what we have learned so far. Character descriptions inside outside of character's feelings and actions. (Connected concepts: Appreciation, Structure, influence)</p>	<p>detailed in their letters.</p> <p>Phase 2 – Understanding as Writer Recap the features of a letter, including first person, past tense, and informal style.</p> <p>Phase 3- Comprehension Write a letter detailing Christmas traditions in UK and family holiday time.</p> <p>Reading Christmas inference on a picture, word cloud, VIPERS questions about a letter to Santa. (Connected concepts: Appreciation, Structure, influence)</p>
<p>Mathematics Number –Addition and Subtraction Multiplication and Division Measurement</p>	<p>Multiplication and division- $\times 0$, \times and $\div 1$,</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>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>Multiplication and division- Written methods for $TO \times O$ and $TO \div O$.</p> <p>Multiply and divide two-digit numbers by a one-digit number using formal written layout</p> <p>Explore objectives using images, visuals</p>	<p>Multiplication and division- Reasoning and Problem Solving</p> <p>Multiply and divide two-digit numbers by a one-digit number using formal written layout</p> <p>Solve problems involving multiplying and adding,</p>	<p>Addition and subtraction- Add and subtract with up to 4 digits</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>Addition and subtraction- columnar methods</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>Addition and subtraction- Estimate and use inverse.</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>Addition and subtraction- 2 step problems.</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>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 visual toolkits and deeper thinking activities to work systematically</p> <p>Maths Rehearsal Number bonds to 10 including subtraction.</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 visuals, toolkits and reasoning, deeper thinking.</p>	<p>and fluency toolkits (working backwards).</p> <p>Maths Rehearsal Number bonds to 15 including subtraction.</p>	<p>including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Problems involving multiplication and division – representation and working backwards (inverse)</p> <p>Maths Rehearsal Number bonds to 20 including subtraction.</p>	<p>Explore objectives using images. Use toolkits to explore columnar methods.</p> <p>Maths Rehearsal Number bonds to 50 including subtraction.</p>	<p>Fluency through toolkits. Children to identify when to use mental or written methods.</p> <p>Maths Rehearsal Number bonds to 100.</p>	<p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Using toolkits and deeper thinking activities to work backwards and justify thinking within problem solving.</p> <p>Maths Rehearsal Number bonds to 100.</p>	<p>Estimate and use inverse operations to check answers to a calculation.</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> <p>Maths Rehearsal Number bonds to 200.</p>
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Electricity.</p> <p>Identify common appliances that run on electricity.</p> <p>EQ – What is electricity?</p> <p>Generate a mind map of all the things they can think of that use electricity (this could be at home or in school) e.g. ceiling lights, TV screen, visualiser, laptop charger.</p> <p>Enquiry Cycle – Ask Questions.</p> <p>(British values: Individual Liberty)</p> <p>(Connected concepts: Structure, Cause and Effect)</p>	<p>Electricity.</p> <p>Identify and name basic parts of a simple circuit, including cells, wires, bulbs, switches and buzzers</p> <p>EQ – How do we get electricity?</p> <p>Explore bulbs, wires, batteries, buzzers and other electrical elements on tables. What are they? Can they say how they work?</p> <p>Draw a simple circuit into their books using the scientific images.</p> <p>Teacher to set up a simple circuit.</p>	<p>Electricity.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>EQ – How does electricity travel?</p> <p>Experiment with circuits and objects from around the classroom. Are these conductors or insulators?</p> <p>Enquiry Cycle – Plan & Ask Questions</p>	<p>Electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>EQ – Is it a circuit?</p> <p>Use circuit diagram prompts. Work as a group to decide if it is a working circuit or not.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Electricity.</p> <p>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</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>EQ – Will the bulb light up?</p> <p>Small enquiry asking whether different circuits will.</p> <p><u>Assessment indicator:</u></p>	<p>Electricity.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>EQ – How does a light switch work?</p> <p>Enquiry Cycle – Analyse and conclude.</p> <p>Link to our work in DT to analyse how switches work and identify the different types of switches on common household products.</p> <p><u>Assessment indicator:</u></p>	<p>Electricity.</p> <p>Report on findings from enquiries, including oral & written explanations, displays or presentations of results and conclusions.</p> <p>EQ – What do we know about electrical circuits?</p> <p>Enquiry Cycle – Analyse and conclude</p> <p>(Connected concepts: Structure, Cause and Effect)</p>

		Discuss as a group what we think is happening within the circuit. Take the components apart and choose volunteers to try to put it back together. Enquiry Cycle - Accurate diagrams (Connected concepts: Structure, Cause and Effect)	(British values: Individual Liberty) (Connected concepts: Structure, Cause and Effect)	(Connected concepts: Structure, Cause and Effect)		Planning and carrying out a fair test. (Connected concepts: Structure, Cause and Effect)	Evaluating a fair test. (Connected concepts: Structure, Cause and Effect)	
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 SOW Celebrating difference. Judging by appearances. To understand that, sometimes, we make assumptions based on what people look like. Try to accept people for who they are (British values: tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, religion and belief, maternity and Pregnancy)	PSHEE Jigsaw SOW Celebrating difference. Understanding influences. Understand what influences me to make assumptions based on how people look question why I think what I do about other people. (British values: tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, religion and belief, sexual orientation)	PSHEE Jigsaw SOW Celebrating difference. 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. (British values: Individual liberty, tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, religion and belief, sexual orientation)	PSHEE Jigsaw SOW Celebrating difference. Problem solving. Tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-solve a bullying situation with others. (British values: Individual liberty, tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, sexual orientation, religion and belief)	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	PSHEE Jigsaw SOW Celebrating difference. 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. (British values: Individual liberty, tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, sexual orientation, religion and belief)	PSHEE Jigsaw SOW Celebrating difference. 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. (British values: Individual liberty, tolerance and mutual respect) (Connected concepts: Cause and Effect, influence, Appreciation) (Protected Characteristics: age, sex, disabilities, sexual orientation, pregnancy and maternity, religion and belief)	PSHEE Jigsaw SOW Celebrating difference. 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. (British values: Individual liberty) (Connected concepts: Cause and Effect, influence) <u>Assessment indicator:</u> Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class. Explain why it is important and valued.

Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. 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. To provide feedback using appropriate teaching points. (British values: Individual Liberty, power, mutual respect) (Connected concepts: Cause and Effect, Appreciation)	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. To develop confidence and accuracy when tracking a ball. To communicate well with others in my group. To show perseverance when I find things challenging. To develop an understanding of tactics. (British values: Individual Liberty, power, mutual respect) (Connected concepts: Cause and Effect, Appreciation)	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. 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. To make quick decisions. (British values: Individual Liberty, mutual respect) (Connected concepts: Cause and Effect, power, Appreciation) <u>Assessment Indicator:</u> <i>Be able to pass a ball using a variety of techniques.</i>	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. 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 adjust the task accordingly. (British values: Individual Liberty, mutual respect) (Connected concepts: Cause and Effect, power, Appreciation)	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. 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. (British values: Individual Liberty, mutual respect) (Connected concepts: Cause and Effect, power, Appreciation)	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. 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. To use my knowledge of ball handling skills when completing skills with my feet. (British values: Individual Liberty, power, mutual respect) (Connected concepts: Cause and Effect, Appreciation) <u>Assessment Indicator:</u> <i>Be able to move a ball using my feet in different ways.</i>	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. To use tracking, sending and dribbling skills with hands. To use my knowledge of ball handling skills when completing skills with my hands. (British values: Individual Liberty, mutual respect) (Connected concepts: Cause and Effect, Appreciation)	GETSET4PE SOW Sports coaches: Hockey Teacher - Ball skills. To use teamwork to complete ball skills activities as part of a group. To communicate effectively within a team. To play fairly and to the rules. To show perseverance as a task gets harder. (British values: Individual Liberty, mutual respect) (Connected concepts: Cause and Effect, Appreciation) <u>Assessment Indicator:</u> <i>Identify when I was successful.</i>
Computing -Code -Connect -Communicate -Collect	Internet and computer safety Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps. Explore S.M.A.R.T rules for internet	Creating media-Audio production: To identify that sound can be recorded. Children to identify the input and output devices used to record and play sound, use a computer to record audio and explain that the person who	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	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	Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	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.	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	Creating media-Audio production: To evaluate the effective use of audio. Listen to others audios and give positive praise and constructive feedback to suggest improvements.

	<p>safety and communicate what we should do if we encounter inappropriate content online. (British values: Rule of law, mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p>	<p>records the sound say who is allowed to use it. (British values: Rule of law, mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p>	<p>sounds can be added to a podcast. (British values: mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p> <p><u>Assessment Indicator:</u> <i>To be able to record their voice and include sounds.</i></p>	<p>plan appropriate content for a podcast. (British values: individual liberty, mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p> <p><u>Assessment Indicator:</u> <i>To insert sounds to a speech.</i></p>		<p>Open a project to continue working on it, arrange multiple sounds to create the desired effect and explain the difference between saving a project and exporting an audio file. (British values: mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p> <p><u>Assessment Indicator:</u> <i>Be able to edit our podcasts.</i></p>	<p>edits to improve my podcast. (British values: mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p>	<p>(British values: mutual respect)</p> <p>(Connected Concepts: Cause and effect, appreciation)</p> <p><u>Assessment Indicator:</u> <i>Identify when I was successful and share my podcast with others.</i></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Major:- EQ - What countries are in Europe?</p> <p>Locate some of the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>On a map of Europe, identify the countries of Greece and the UK and their capital cities.</p> <p>Identify other countries of Italy, France, Germany, Russia, Spain etc...</p> <p>(British values: tolerance and mutual respect)</p>	<p>Major:- EQ - What are the similarities and differences in the landscape of Europe?</p> <p>Locate some of the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>Label on their own map, the different environmental regions of Europe (British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Cause and effect)</p>	<p>Major:- EQ - What are the key geographical features of Europe?</p> <p>Locate some of the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Using an Atlas, locate Athens and Stockport/Manchest</p>	<p>Major:- EQ - Why do people move around Europe?</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Explore reasons why people might move between or within countries in Europe and recognise that people may or may not have choice in this movement.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major:- EQ - How is land used in and around Athens and Cheadle?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p>Major:- EQ - Is the economy of Athens the same as ours?</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Find out how the local area makes money by thinking about all the places in the local area that employ people as well as what family members or</p>	<p>Major:- EQ - How are Athens and Cheadle connected?</p> <p>Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country (Italy and Greece).</p> <p>Using what they have found out about Athens, Greece over the past four lessons, compare the physical and human features of Athens and our local area.</p> <p>Give children the headings: population, buildings, landscape, rivers and things to do.</p>

	(Connected Concepts: Structure, Power)	effect, influence, structure)	er. Model the 'Just a Minute' activity using an ordnance survey map of the North West. Play 'Just a Minute' activity with a map showing key physical and human characteristics of the landscape around Athens. (British values: tolerance and mutual respect) (Connected Concepts: Cause and effect, influence, power)	Use role-play to explore different situations in which someone might feel welcome or unwelcome.		food, minerals and water. Gallery walk of images. Children make notes on how the land is being used in each picture. Reveal vocabulary linked to each image e.g. housing, industrial, and agricultural, leisure, retail, business. Share a sketch map of our local area created using google maps, which shows how the land is being used. Using google maps, create an A3 sketch map of Athens, annotate the types of settlement and land use. Take a picture for books. (British values: tolerance and mutual respect) (Connected Concepts: Cause and effect, influence, power)	neighbours do for work. Link back to our field trip into Cheadle. Use sketch maps from last lesson and street view to identify the different ways in which Athens makes money. Compare with Cheadle. (British values: tolerance and mutual respect) (Connected Concepts: Cause and effect, influence, power) trade	(British values: tolerance and mutual respect) <u>Assessment Indicator:</u> <i>Make comparisons between the North West of England with a contrasting region of Europe.</i> (Connected Concepts: Cause and effect, influence, power)
History -Chronology -Concepts - Interpretation -Enquiry - Communication			Minor:- Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. EQ - Why do we celebrate Remembrance Day? Show images from our local walk to Cheadle and the		Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.			

			<p>Remembrance Day Memorial we saw. Investigate the reasons why we commemorate Remembrance Day and why it is important to remember.</p> <p>(Connected Concepts: Cause and effect, influence, power, significance, appreciation)</p> <p><u>Assessment Indicator:</u> <i>Can start combining information from more than one source e.g. website compared with video or oral evidence.</i></p>					
Religious Education, Beliefs and Values -Believing -Expressing -Living	<p>LIVING How do people from religious and non-religious communities celebrate key festivals?</p> <p>How do people celebrate Christmas? Using a religious studies lens. Investigate how pupils remember significant events in their lives. (for example, celebrating a birthday, attending a wedding or celebrating New Year) What do they do, and why do they do it? What is similar and different</p>	<p>EXPRESSING How do people from religious and non-religious communities celebrate key festivals?</p> <p>How do people celebrate Christmas? Using a sociological lens Discuss how sociologists are interested in how society works; how people live and the relationships between groups and individuals.</p> <p>Investigate people's attitudes to Christmas in our own area/school.</p>	<p>LIVING How do people from religious and non-religious communities celebrate key festivals?</p> <p>What have we learnt about how people celebrate Christmas? Bringing the lenses together Write an investigator report which answers the questions from both lenses.</p> <p>Finally, ask pupils to vote - perhaps by making a human bar graph. To answer the question 'How do people celebrate Christmas?'</p>	<p>BELIEVING How do people from religious and non-religious communities celebrate key festivals?</p> <p>What can we learn about how people celebrate different festivals? Investigate what other festivals are celebrated in our local area, or nationally. Discuss how could we investigate them.</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>LIVING How do people from religious and non-religious communities celebrate key festivals?</p> <p>What is the role of festivals in Britain today? Are most festivals in Britain today still purely religious? Or secular? Or a mixture of both? Does it matter if this is the case? Is there a 'real' meaning of a festival? Pupils to create artwork or a written response to show their opinions - is it about</p>	<p>EXPRESSING How do people from religious and non-religious communities celebrate key festivals?</p> <p>What can we learn from celebrations and festivals? Ask questions and give ideas about what matters most to believers in festivals.</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</p>	<p>BELIEVING How do people from religious and non-religious communities celebrate key festivals?</p> <p>How do we celebrate Christmas in our local community? Describe how the way people celebrate festivals might show something about their beliefs. (British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p>

	<p>about what people do at these times?</p> <p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p> <p>(Protected Characteristics: Religion and belief)</p>	<p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p> <p>(Protected Characteristics: religion and belief)</p> <p><u>Assessment Indicators:</u> Design a questionnaire that ask some multiple-choice questions about what people do for Christmas, as well as their worldview and what is important to them.</p>	<p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p> <p>(Protected Characteristics: religion and belief)</p> <p><u>Assessment Indicators:</u> Examine the different answers they got from using the different lenses. Which gave you more information? Was one better than the other? What would have happened if you had only used one lens? Which lens did you personally find more useful? What was difficult in this investigation?</p>	<p>different religious and non-religious worldviews.</p> <p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p> <p>(Protected Characteristics: religion and belief)</p>		<p>community, family, the individual, shared food, the religious meaning?</p> <p>Hold a class debate – Should everyone be allowed a day off for their festivals?</p> <p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p> <p>(Protected Characteristics: religion and belief)</p> <p><u>Assessment Indicators:</u> Identify similarities and differences in the way festivals are celebrated within and between religions</p>	<p>worth celebrating and remembering in religious communities and in their own lives</p> <p>(British values: tolerance and mutual respect)</p> <p>(Connected Concepts: Appreciation, significance)</p>	<p>(Protected Characteristics: religion and belief)</p>
<p>Modern Foreign Languages- French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>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>Catherine Cheater SOW</p> <p>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>Catherine Cheater SOW</p> <p>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>Catherine Cheater SOW</p> <p>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. To learn the pronunciation and spelling of feminine nouns.</p>	<p>Catherine Cheater SOW</p> <p>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. Recognise the number of syllables in each feminine noun.</p>	<p>Catherine Cheater SOW</p> <p>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. Children use feminine nouns and adjectives in simple sentences, paying</p>	<p>Catherine Cheater SOW</p> <p>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. Children apply their knowledge of the spelling of French</p>	<p>Catherine Cheater SOW</p> <p>Lesson 11 - Listen and respond to simple conversations, rhymes, stories and songs</p> <p>Christmas Letter to Pere Noel.</p> <p>Christmas vocabulary lesson.</p> <p>(Connected concepts: Structure, Cause and Effect)</p> <p>(British values: tolerance, mutual respect)</p>

	Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. (British values: tolerance, mutual respect)	Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. (British values: tolerance, mutual respect)	Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat. (British values: tolerance, mutual respect)	Introduce the Phoneme 'y' as in une. (British values: tolerance, mutual respect)	Introduce the new phoneme 'j' s in chenille. (British values: tolerance, mutual respect)	attention to the agreements. Children identify proper nouns in a story. (British values: tolerance, mutual respect)	words to help solve anagrams. (British values: tolerance, mutual respect)	
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Discuss, investigate and, where practical, disassemble different examples of relevant battery-powered products, including those which are commercially available. Investigate and analyse a range of existing battery-powered products Explore a range of battery operated light up Christmas decorations by disassembling them. (Connected concepts: Structure, Cause and Effect)	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Create electrical circuits to provide power to a product prototype. Investigate examples of switches, including those which are commercially available, which work in different ways e.g. push-to-make, push-to-break, toggle switch. Let the children use them in simple circuits. Make a series of three handmade switches. Using paper clips and card, paper fasteners and foil. Decide which switch they think works best for their end project. (Connected concepts: Structure, Cause and Effect)	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) When familiar with using electrical circuits they will be introduced to a simple standalone control box or an interface box. The box will replace their switches and battery, and children can program their product to work automatically. Using BBC microbits, program a flashing heart using the tutorial webpage. (Connected concepts: Structure, Cause and Effect) (British values: Individual liberty)	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Apply their understanding of computing to program and control their products. Use a simple computer control program with an interface box or standalone control box to physically control output devices. Design, write and debug programs that accomplish specific goals, including controlling physical systems. Using BBC microbits, children program a Christmas motif. (Connected concepts: Structure, Cause and Effect)	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Create a design brief and initial design ideas. Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose. Generate, develop, model and communicate ideas through discussion annotated sketches, cross-sectional and exploded diagrams. (Connected concepts: Structure, Cause and Effect) (British values: Individual liberty) <u>Assessment Indicator:</u> <i>Plan and create a design brief and a set of instructions to create their light up decoration.</i>	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Create the net template and start to create out of appropriate materials Create the net template and start to create out of appropriate materials. (Connected concepts: Structure, Cause and Effect)	DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Complete decorations and electrical circuit Evaluate ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. (Connected concepts: Structure, Cause and Effect) (British values: Individual liberty) <u>Assessment Indicator:</u> Evaluate product by answering questions

Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Recognise individual key instruments in a piece of music. To begin to recognise musical notation. Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims. (Connected concepts: Structure, appreciation)	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Recognise individual key instruments in a piece of music. To begin to recognise musical notation. Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims. (Connected concepts: Structure, appreciation)	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Use musical vocabulary to express opinions and describe a piece of music and compositions. Continue to develop knowledge of musical notation – rests. (Connected concepts: Structure, appreciation)	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Sing a tune with expression following the directions of a conductor. (Home is where the heart is) Understand the importance of pronouncing the words in a song clearly. Musical notation C D E combined with length of beat using crotchet, minim, quaver and rests. (Connected concepts: Structure, appreciation)	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Improvise using these notes on instruments. CDEGA Practise as an ensemble. (Connected concepts: Structure, appreciation)	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Practise to play as part of an ensemble (Connected concepts: Structure, appreciation)	Charanga Model Music Curriculum B How Does Music Connect Us With Our Past? Play as part of an ensemble recognising rhythm and some notation. Practise playing as part of an ensemble. (Connected concepts: Structure, appreciation)
Enhancements Visits and Visitors	British Museum Virtual Visit: Touring Greek Temples 02.11.23							
Parental Engagement	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 – 5.50pm	Parent Forum 08.11.23 9.00-10.00am		Key Stage 2 Reading, Fluency and Literature Workshop 23.11.23 9:00am-10:15am			LKS2 Christmas Production 12.12.23 2:15pm 14.12.23 9:30am	
Whole School and National Events	Bonfire Night 05.11.23	Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23	Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23

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