

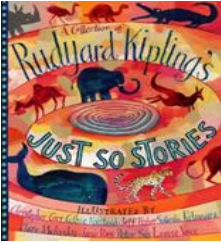
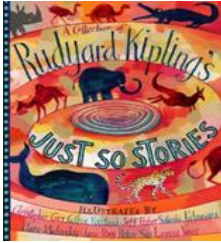



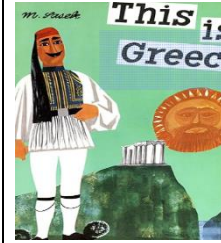
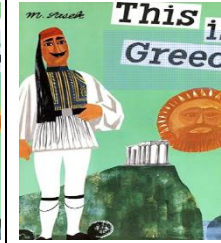



Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2024

Phase Lower Key Stage 2 Year Group 4



	Week 1 Wk Beg 28.10	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 2.12	Week 7 Wk Beg 09.12	Week 8 Wk Beg 16.12
Big Question	How is Europe Connected?							
Connected Concepts:	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation	Influence Structure Appreciation
Book Studies	Just so stories Rudyard Kipling 	Just so stories Rudyard Kipling 	This is Greece M Sasek 	This is Greece M Sasek 	This is Greece M Sasek 	This is Greece M Sasek 	This is Greece M Sasek 	This is Greece M Sasek 
Children steering learning...	<p>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 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?</p>							
English Reading -Word reading -Comprehension	Whole Class Text - Just so Stories by Rudyard Kipling Prediction skills Retrieval skill development and practice Text focus Narrative - Fables	Whole Class Text - Just so Stories by Rudyard Kipling Develop fluency when reading aloud Word Meaning Text focus Narrative - Fables	Whole Class Text - Just so Stories by Rudyard Kipling Comprehension strategies Inference skill using PE and PEE Text focus Narrative - Fables	Whole Class Text - This is Greece Retrieval skill development and practice. Text focus Setting descriptions	Whole Class Text - This is Greece Develop fluency when reading aloud Word Meaning. Text focus Setting descriptions	Whole Class Text - This is Greece Word Meaning Comprehension strategies. Text focus Persuasive Writing- Travel Brochure	Whole Class Text - This is Greece Comprehension strategies Inference skill using PE and PEE. Text focus Persuasive Writing- Travel Brochure	Whole Class Text - This is Greece Inference skill using PE and PEE Summarising. Text focus Persuasive Writing- Travel Brochure
Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Phase 1 - Hook/ Understanding as a reader</u> True/False comprehension questions.	<u>Phase 2 - Understanding as a writer</u> Accurately punctuating dialogue.	<u>Phase 3 - Composition and Editing</u> Write animal fable narrative.	<u>Phase 1 - Hook/ Understanding as a reader</u> Description using the five senses. Text detectives.	<u>Phase 2 - Understanding as a writer</u> Introduce and practice sentence types e.g. fronted adverbials, figurative language, 2A sentences.	<u>Phase 1 - Hook/ Understanding as a reader</u> Try Greek food, listen to Greek music. Watch adverts for holidays.	<u>Phase 2 - Understanding as a writer</u> Explore and generate different sentence types linked to features	<u>Phase 3 - Composition and Editing</u> Complete writing persuasive travel brochure.

	<p>Phase 2- Understanding as a writer Explore features and Tier II vocabulary used in the text.</p> <p>Introduce and practice sentence types.</p>	<p>Using story mountain to plan narrative fable.</p> <p>Phase 3 - Composition Write animal fable narrative.</p>	<p>Revise and edit narrative using TAG.</p>	<p>Phase 2- Understanding as a writer Explore features and Tier II vocabulary used in the text.</p>	<p>Phase 3 - Composition and Editing Write Greek setting description</p> <p>Revise and edit using TAG .</p>	<p>in Greece/holiday brochure examples.</p> <p>Complete text detectives Explore WAGOLL for key features</p> <p>Phase 2- Understanding as a writer Explore features and Tier II vocabulary used in the text.</p>	<p>(rhetorical questions, exaggeration)</p> <p>Phase 3 - Composition Write a travel advert for Athens/Greece to persuade someone to travel to Greece.</p>	<p>Revise and edit using TAG.</p>
Tier Two Vocabulary:	<p>Froth Irritable Miniature Solitary Glacial Ingeniously Nauseous Courageous</p>		<p>Rugged Translucent Fragrant Vast Exquisite Glassy Vbrant Bustling</p>			<p>Sacred Luxurious Lulled Sanctuary Cuisine Amble Abundance Renowned Marvel</p>		
Mathematics Number -Addition and Subtraction -Multiplication and Division -Measurement	<p>Recall multiplication and division facts for multiplication tables up to 12×12 (facts for 6,7,9,11,12 are new)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Using visual toolkits and deeper thinking activities to work systematically</p>	<p>Multiplication and division - using derived and related number facts</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12 (facts for 6,7,9,11,12 are new)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Using visuals, toolkits and reasoning problems</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. Explore objectives using images, visuals and fluency toolkits (working backwards).</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, 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>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. Explore objectives using images. Use toolkits to explore columnar methods.</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. Fluency through toolkits. Children to identify when to use mental or written methods.</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. 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 Using toolkits and deeper thinking activities to work systematically and</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. 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. Using toolkits and deeper thinking activities to work systematically and</p>

		to explore deeper thinking.		Problems involving multiplication and division - representation and working backwards (inverse)			backwards and justify thinking within problem solving.	justify thinking within problem solving.
Mathematics - Retrieval work through maths rehearsal sequence	Number bonds to 10 including subtraction and how they link to bonds to 100.	Number bonds to 10 including subtraction and how they link to bonds to 100.	Number bonds to 20 including subtraction and how they link to bonds to 200.	Number bonds to 20 including subtraction and how they link to bonds to 200.	Patterns in times tables up to 12x.	Patterns in times tables up to 12x.	Patterns in times tables up to 12x.	Patterns in times tables up to 12x.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Electricity. Identify common appliances that run on electricity. EQ - What is electricity? 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.	Electricity. Identify and name basic parts of a simple circuit, including cells, wires, bulbs, switches and buzzers EQ - How do we get electricity? Give-bulbs, wires, batteries, buzzers and other electrical elements on tables. What are they? Can children name these and say how they work? Draw a simple circuit into their books using the scientific images. Teacher to set up a simple circuit. Discuss as a group what we think is happening within the circuit.	Electricity. Recognise some common conductors and insulators, and associate metals with being good conductors. Set up simple practical enquiries, comparative and fair tests. EQ - How does electricity travel? Experiment with circuits and objects from around the classroom. Are these conductors or insulators?	Electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Ask relevant questions and use different types of scientific enquiries to answer them. EQ - Is it a circuit? Use circuit diagram prompts to work as a group to decide if it is a working circuit or not.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Show they can recognise appliances needing electricity, that they can name components in a circuit, recognise when circuits will work our not and know which materials conduct electricity.	Electricity. 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 Ask relevant questions and use different types of scientific enquiries to answer them. EQ - Will the bulb light up? Small enquiry asking whether different circuits will work. <u>Assessment Indicator</u> Planning and carrying out a fair test	Electricity. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit EQ - How does a light switch work? Link to our work in DT to analyse how switches work and identify the different types of switches on common household products. <u>Assessment Indicator</u> Evaluating a fair test	Electricity. Report on findings from enquiries, including oral & written explanations, displays or presentations of results and conclusions. EQ - What do we know about electrical circuits? Analyse their results and draw conclusions. Report these to the class.
Personal, Social, Health and Economic Education	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.	PSHEE Jigsaw SOW Celebrating difference.

<p>-Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Do I accept people for who they are?</p> <p>Recognise that sometimes we make assumptions based on what people look like but that we should accept people for who they are, recognising where these assumptions come from.</p> <p>Look at images of people and answer questions about them to see what assumptions we make. (BV -Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/ Maternity and Pregnancy)</p> <p>Assessment Indicator <i>Explain how first impressions can be misleading.</i></p>	<p>Why do I think what I do about other people?</p> <p>Recognise that sometimes we make assumptions based on what people look like but that we should accept people for who they are, recognising where these assumptions come from.</p> <p>Using images, record adjectives to describe them. Explore different responses and how they come from our own experiences.</p> <p>Assessment Indicator <i>Explain how I form opinions about myself and other people and what might influence me about that.</i> (BV -Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/Sexual orientation)</p>	<p>How would it feel to be a target of or witness of bullying?</p> <p>Recognise that bullying is sometimes hard to spot and that sometimes people are drawn into bullying.</p> <p>Explore a story about bullying and discuss the feelings of different people involved.</p> <p>Assessment Indicator <i>Explain why bullying might be difficult to spot and what to do about it if I'm not sure.</i> (BV -Individual liberty/Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/Sexual orientation)</p>	<p>How can I solve a bullying situation?</p> <p>Recognise that bullying is sometimes hard to spot and that sometimes people are drawn into bullying.</p> <p>Problem-solve a bullying situation with others. Consider ways to avoid online bullying.</p> <p>Assessment Indicator <i>Appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</i> (BV - Individual liberty/Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/Sexual orientation)</p>	<p>How can I be kind to myself in terms of my unique physical features?</p> <p>Explain what is special about them and to value the ways in which they are unique.</p> <p>Identify features of themselves that they like. Using photos children notice features of others that can be celebrated.</p> <p>Assessment Indicator <i>Explain why it is good to accept myself and others for who we are.</i> (BV - Individual liberty/Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/Sexual orientation)</p>	<p>Why is it good to accept people for who they are?</p> <p>Explain how an opinion of someone changed as they got to know them.</p> <p>Look at images of others and discuss our first impressions. Explore why these might not be accurate.</p> <p>Assessment Indicator <i>Explain a time when my first impression of someone changed as I got to know them.</i> (BV -Tndividual liberty/Tolerance/ Mutual respect) (PC-Age/Sex Disabilities/Religion and Belief/ Maternity and Pregnancy)</p>	<p>How is Christmas celebrated in different ways around the World?</p> <p>Explain what is special about them and to value the ways in which they are unique.</p> <p>Understand that religious festivals can be celebrated in different ways.</p> <p>Learn about different Christmas traditions from other countries in Europe.</p> <p>Identify celebrations they would like to take part it. (PC-Religion and belief)</p>	<p>What am I hopeful for next year?</p> <p>Explain what is special about them and to value the ways in which they are unique.</p> <p>Understand why people make resolutions and how these help us to better ourselves.</p> <p>With the new year coming up, children to make predictions and resolutions for their personal and school lives. (BV - Individual liberty)</p>
<p>Physical Education</p> <p>-Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>Use communication skills to coach my partner.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>Communicate well with others in my group and develop an understanding of tactics.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>Communicate with my teammate to tell them when and where to throw the ball.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To develop catching skills using one and two hands.</p> <p>Work with my partner to agree on a suitable challenge.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To develop dribbling a ball with hands.</p> <p>Work safely around others. Use decision-making skills to outwit an opponent.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To use tracking, sending and dribbling skills with feet.</p> <p>Communicate clearly with my partner to complete the task.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To use tracking, sending and dribbling skills with hands.</p> <p>Use my knowledge of ball handling skills when completing skills with my hands.</p>	<p>GETSET4PE SOW Indoor PE:-Ball skills.</p> <p>To use teamwork to complete ball skills activities as part of a group.</p> <p>Play fairly and to the rules and show perseverance as a task gets harder.</p>

	<p>Show perseverance as the task gets harder and provide feedback using appropriate teaching points.</p> <p>Outdoor PE: Hockey To develop sending and receiving the ball with accuracy and control. To pass and receive the ball along the ground.</p>	<p>Outdoor PE: Hockey To develop the attacking skill of dribbling. To control their ball while walking/running with it.</p>	<p>Remain calm when under pressure and make quick decisions.</p> <p>Assessment Indicator <i>Be able to pass a ball using a variety of techniques.</i></p> <p>Outdoor PE: Hockey To develop the attacking skill of dribbling. To control their ball around obstacles.</p>	<p>Reflect on previous success and adjust the task accordingly.</p> <p>Outdoor PE: Hockey To develop dribbling to beat a defender. To look at blocking and tackling to disrupt play.</p>	<p>Outdoor PE: Hockey Use defending skills to delay an opponent and gain possession. To look at blocking and tackling to disrupt play.</p>	<p>Use my knowledge of ball handling skills when completing skills with my feet.</p> <p>Assessment Indicator <i>Be able to move a ball using my feet in different ways.</i></p> <p>Outdoor PE: Hockey Use defending skills to delay an opponent and gain possession. To look at blocking and tackling to disrupt play.</p>	<p>Outdoor PE: Hockey To apply attacking skills to move towards goal and find space. To practice dribbling and passing skills to create an attack and move into space ready to receive play.</p>	<p>Outdoor PE: Hockey To apply skills and knowledge to compete in a tournament. Use all their skills to play multiple games.</p> <p>Assessment Indicator <i>Identify when I was successful</i></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Creating media-Audio production. To identify that sound can be recorded. 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 records the sound say who is allowed to use it.</p>	<p>Creating media-Audio production. To explain that audio recordings can be edited. To 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.</p> <p>Assessment Indicator <i>Can record their voice and include sounds.</i></p>	<p>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 content for a podcast.</p> <p>Assessment Indicator <i>Can insert sounds to a speech.</i></p>	<p>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.</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.</p> <p>Assessment Indicator <i>Be able to edit our podcasts.</i></p>	<p>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.</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.</p> <p>Assessment Indicator <i>Be able to edit our podcasts.</i></p>	<p>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.</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.</p> <p>Assessment Indicator <i>Be able to edit our podcasts.</i></p>	<p>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 my podcast.</p>	<p>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> <p>Assessment Indicator <i>Identify when I was successful and share my podcast with others. Save their learning to Seesaw or pupil portfolios.</i></p>

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major How is Europe connected? EQ - How is Europe connected? Baseline assessment Complete pupil agency planner and introduce new vocabulary. Give children glossary and ask them to add the vocabulary word to the sentence.</p>	<p>Major How is Europe connected? EQ - What countries are in Europe? 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. On a map of Europe, identify the countries of Greece and the UK and their capital cities. Identify other countries of Italy, France, Germany, Russia, Spain etc... (BV-Tolerance/ Mutual respect)</p>	<p>Major How is Europe connected? EQ - What are the environmental regions of Europe? 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. Identify the different environmental regions of Europe Give an image and children to identify a country that matches the clues in the image. (BV-Tolerance/ Mutual respect)</p>	<p>Major How is Europe connected? EQ - What are the key geographical features of two regions in Europe? 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. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Using an Atlas, locate Athens and Stockport/Manchester. Ask students to help you 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. (BV-Tolerance/ Mutual respect)</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. <u>Assessment Indicator</u> Name and locate some European countries, such as Greece, Italy and Russia. Identify their environmental regions, key physical or human characteristics, countries and major cities. Identify differences between places. Make comparisons between the North West of England with a contrasting region of Europe</p>	<p>Major How is Europe connected? EQ - Why do people move around Europe? 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. 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. Use role-play to explore different situations in which someone might feel welcome or unwelcome. (BV-Tolerance/ Mutual respect)</p>	<p>Major How is Europe connected? EQ - How is land used in and around Athens and Cheadle? Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 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. Gallery walk of images. Make notes on how the land is being used in each picture. Show 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</p>	<p>Major How is Europe connected? EQ - How are Athens and Cheadle connected? Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country (Italy and Greece). 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 on a double page. Give the headings: population, buildings, landscape, rivers and things to do. (BV: Tolerance/ Mutual respect) <u>Assessment Indicator</u> Make comparisons between the North West of England with a contrasting region of Europe.</p>
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							land use. Take a picture for books. (BV-Tolerance/ Mutual respect)	
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Minor Source Enquiry EQ-How can we use sources to find out about Walter Tull? Identify why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence. Explore a range of sources to answer questions about Walter Tull. What are they telling us about him? How useful are the sources? Rank the sources in terms of usefulness and explain why. <u>Assessment Indicator</u> <i>Can see that some sources are more useful than others and can explain why.</i>	Minor Source Enquiry EQ-Why is Walter Tull's story so significant? Identify why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence. Explain that Year 4 will doing an assembly about Remembrance Day and we want to share the story of Walter Tull. Why is it important to share his story? Look at events from his life. Create a blue plaque plate and write about his significance in 30 words or less. <u>Assessment Indicator</u> <i>Can start cross-referencing information to see if other sources agree.</i>						
Religious Education, Beliefs and Values -Believing	EXPRESSING How do people from religious and non-religious communities	EXPRESSING How do people from religious and non-religious communities	EXPRESSING How do people from religious and non-religious communities	EXPRESSING How do people from religious and non-religious communities	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	EXPRESSING How do people from religious and non-religious communities	EXPRESSING How do people from religious and non-religious communities	EXPRESSING How do people from religious and non-religious communities

<p>-Expressing -Living</p>	<p>celebrate key festivals?</p> <p>Introduce big question and vocabulary To start concept map as baseline assessment. How could we answer this question?</p>	<p>celebrate key festivals?</p> <p>EQ-How do people celebrate significant events? Describe how the way people celebrate festivals may show something about their beliefs.</p> <p>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 about what people do at these times? (BV-Tolerance/ Mutual respect)</p> <p><u>Assessment Indicators</u> <i>Explain what a celebration is and note similarities and differences</i></p>	<p>celebrate key festivals?</p> <p>EQ-How do people celebrate Christmas? Using a religious studies lens</p> <p>Describe how the way people celebrate festivals may show something about their beliefs.</p> <p>Investigate people's attitudes to Christmas in our own area/school by inviting a visitor and asking questions. (BV-Tolerance/ mutual respect)</p> <p><u>Assessment Indicators</u> <i>Investigate and make comparisons of Christmas practices in a church and at home.</i></p>	<p>celebrate key festivals?</p> <p>EQ-How do people celebrate Christmas? Using a sociological lens</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non - religious worldviews.</p> <p>Discuss how sociologists are interested in how society works; how people live and the relationships between groups and individuals. Collect data from our community about how people celebrate Christmas.</p> <p><u>Assessment Indicators</u> <i>Investigate and make comparisons of Christmas practices in a church and at home.</i></p>	<p>Add to concept map with new learning</p> <p><u>Assessment Indicators</u> <i>Explain what a celebration is and note similarities and differences. Investigate and make comparisons of Christmas practices in a church and at home. Investigate and make comparisons of Christmas practices in a church and at home.</i></p>	<p>celebrate key festivals?</p> <p>EQ-What have we learnt about how people celebrate Christmas?</p> <p>Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist.</p> <p>Pull together all the data that has been collected to write an investigator report which answers the questions from both lenses. (BV-Tolerance/ Mutual respect)</p> <p><u>Assessment Indicator</u> <i>Analyse the results of investigating the sociology of Christmas</i></p>	<p>celebrate key festivals?</p> <p>EQ-What can we learn about how people celebrate different festivals?</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.</p> <p>P4C - children to use the data collected to conduct a debate.</p> <p><u>Assessment Indicator</u> <i>Using P4C consider the question Is Christmas for Christians or for everyone? (BV-Tolerance/ Mutual respect)</i></p>	<p>celebrate key festivals?</p> <p>EQ-What is the role of festivals in Britain today?</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.</p> <p>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? Why are they still celebrated? Pupils to create artwork or a written response to show their opinions - is it about community, family, the individual, shared food, the religious meaning? (BV-Tolerance/ Mutual respect)</p> <p><u>Assessment Indicators:</u> <i>Consider the relevance of festivals and celebrations - ask local believers 'Why do you keep celebrating ancient events?'</i></p>
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<p>Modern Foreign Languages- French</p> <ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Intercultural Understanding 	<p>Catherine Cheater SOW</p> <p>Reading Know and apply known sound /spelling patterns in reading. Phonics /on/ Nouns and determiners: the indefinite article in the singular and plural (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>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. (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Listening Know the nouns, (first: singular masculine beginning with consonant, then feminine singular). Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir, gris, blanc, brun New vocabulary - Feminine nouns and feminine nouns with adjectives (colours) (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Speaking Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit) Agreement of feminine nouns and adjectives (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Speaking Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Dans le sac ...il y a... et... feminine and masculine nouns plus adjectives <u>Assessment indicator</u> Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. J'ai un crayon vert et une règle rouge. (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Writing Write one or two short sentences to a model and fill in the words on a simple form. Know how to write words from memory with plausible spelling. Anagram spelling game of 10 words from the past lessons. (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Speaking Have a short conversation, saying 3 to 4 things. Revision of conversations Comment t'appelles-tu? Je m'appelle Albert / Annick. Comment ça s'écrit? (BV-Tolerance/ Mutual respect)</p>	<p>Catherine Cheater SOW</p> <p>Intercultural Understanding Learn about festivals and celebrations in different cultures. Find out about French Christmas traditions. Write short simple Christmas list (BV-Tolerance/ Mutual respect)</p>
<p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology <p>Art and Design</p> <ul style="list-style-type: none"> -Structuring and Creating -Art Elements -Evaluate and Appraise 	<p>-</p>	<p>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</p>	<p>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. Explore</p>	<p>DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) When children are 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.</p>	<p>DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) Create a design brief and initial design ideas. Choose 1 idea as a group and make annotated sketch and list of materials to make an electronic Christmas ornament. Gather information about needs and wants, and develop design criteria to inform the design of</p>	<p>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</p>	<p>DT - Electrical Systems- Simple Circuits and Switches (including Programming and Control) To continue to create their projects and to install the circuitry. Ensure the Crumble kit is programmed to work as per their plans.</p>	<p>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. <u>Assessment Indicator</u></p>

		<p>Explore a range of battery operated light up Christmas decorations by disassembling them.</p> <p>Investigate a famous designer - Johnny Ive.</p>	<p>using them in simple circuits.</p> <p>Make a series of three handmade switches.</p> <p>Using paper clips and card, paper fasteners and foil to use in a simple circuit controlling buzzers, lights or motors.</p> <p>Decide which switch they think works best and identify any faults in the circuits.</p>	<p>Using crumble kits, children program a flashing light which changes colour.</p>	<p>products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Assessment Indicator Plan and create a design brief and a set of instructions to create their light up Christmas decoration.</p>	<p>to create out of appropriate materials the casing for their design.</p>		<p>Evaluate product by answering questions.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Understanding Music Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Listen to the song 'Looking in the Mirror' and practise singing in tune with classmates.</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Listen and Appraise Discuss the structures of songs. Identify -Call and response -A solo vocal or instrumental line and the rest of the ensemble -A change in texture Articulation on certain words. Continue to learn the song 'Looking in the Mirror' recognising structures</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Singing Rehearse and learn songs from memory and/or with notation. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Listen to the song 'Take Time In Life' and practise singing</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Recap previous notes taught and play instrumental parts of chosen song. (BV-Individual liberty/Mutual respect)</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce 2 more notes and play instrumental parts of chosen song.</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Improvisation Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Practise playing more challenging instrumental parts of song and start to explore improvisation using notes taught.</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Improvisation Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Improvise parts using notes practised in previous lesson (BV: Individual liberty/Mutual respect)</p>	<p>Charanga Model Music Curriculum B</p> <p>Exploring Feelings When You Play - How does music connect us with our past?</p> <p>Composition Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Create own composition by building on improvised parts. Perform and record to class.</p>

	(BV-Individual liberty, Mutual respect)	(BV-Individual liberty/Mutual respect)	in tune with classmates. (BV: Individual liberty/Mutual respect)			(BV: Individual liberty/Mutual respect)		Assessment Indicators Perform their simple composition using their own choice of notes. Describe how their melody was created. (BV-Individual liberty/Mutual respect)
Outdoor Learning Opportunities		Minor: (Geography) Identify countries of Europe relay starter.			Minor: (Science) Draw circuits using chalk to demonstrate sticky knowledge Major: (PSHEE) Identifying things that are unique about each other and taking photographs to represent this.			
Enhancements Visits and Visitors			Visit from Reverend Ian Chidlow w/c 11.11.24	Greek Food Tasting 22.11.24	English Heritage Virtual Museum Experience 27.11.24 at 10:50am			
Parental Engagement		Parent Forum 06.11.24 Parent Teacher Meetings 6.11.24 and 7.11.24	Drop Everything And Read - Animal Fables 14.11.24 at 2:30pm				LKS2 Christmas performance 10.12.24 2:15pm 12.12.24 9:30am	
Whole School and National Events	Diwali 31.10.24-1.11.24	Outdoor Learning Day 7.11.24	Anti-Bullying Week w/c 11.11.24 Remembrance Day 11.11.24 Children in Need - wear stripes or spots 15.11.24	Wellbeing and Inclusion Fair 20.11.24 at 2:15pm	National No Pens Day 27.11.24		Christmas Jumper Day - Save the Children 13.12.24	Staff member for the day (class elected) 17.12.24 Friends of Meadowbank - Santa Dash! 18.12.24 Christmas parties 20.12.24

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.