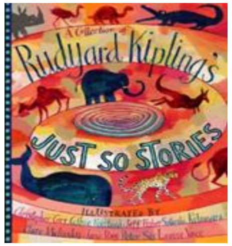
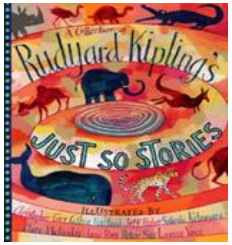
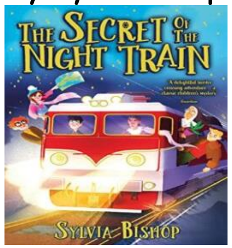
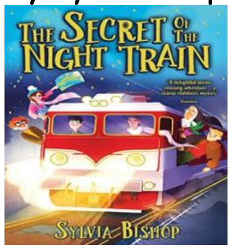
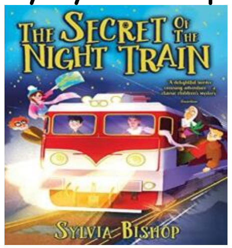
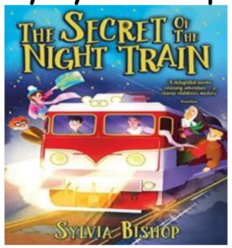
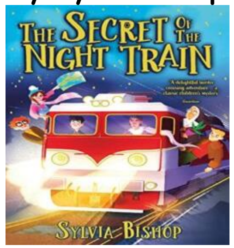
Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2025

Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 03.11	Week 2 Wk Beg 10.11	Week 3 Wk Beg 17.11	Week 4 Wk Beg 24.11	Week 5 Wk Beg 01.12	Week 6 Wk Beg 08.12	Week 7 Wk Beg 15.12
Big Question	What invisible lines divide Europe- and what ties it all together?						
Connected Concepts	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance	Power Influence Cause & Effect Appreciation Structure Significance
Book Studies	Just so stories Rudyard Kipling 	Just so stories Rudyard Kipling 	The Secret of the Night Train by Sylvia Bishop 	The Secret of the Night Train by Sylvia Bishop 	The Secret of the Night Train by Sylvia Bishop 	The Secret of the Night Train by Sylvia Bishop 	The Secret of the Night Train by Sylvia Bishop 
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 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 in 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	**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** **Phase 2- Understanding as a writer**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Retrieval skill development and practice **Text focus – Letter** **Phase 1- Hook/ Understanding as a reader**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Develop fluency when reading aloud Word Meaning **Text focus – Letter** **Phase 3 – Composition and Editing** Plan a letter.	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Word Meaning Comprehension strategies **Text focus** **Persuasive Writing- Travel Brochure**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Comprehension strategies Inference skill using PE and PEE **Text focus** **Persuasive Writing- Travel Brochure**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Inference skill using PE and PEE Summarising **Text focus** **Persuasive Writing- Travel Brochure**

-Vocabulary, Grammar and Punctuation	**Phase 1- Hook/ Understanding as a reader** Explore purpose of a fable. **Phase 2- Understanding as a writer** Explore features and Tier II vocabulary used in the text. Practise using relative clauses. Use SCAPS for speech.	Use figurative language. Plan paragraphs. **Phase 3 – Composition** Write animal fable narrative Revise and edit.	Analyse features of text. **Phase 2- Understanding as a writer** Explore features and Tier II vocabulary used in the text. Use relative clauses to give information about a noun. Revise a passage of text using given criteria.	Write a letter. Revise and edit using TAG	**Phase 1- Hook/ Understanding as a reader** Explore WAGOLL for key features **Phase 2- Understanding as a writer** Explore Tier II vocabulary used in the text.	**Phase 2- Understanding as a writer** Explore and generate different sentence types linked to features (rhetorical questions, exaggeration) **Phase 3 – Composition** Write a travel advert for Athens/Greece to persuade someone to travel to Greece.	**Phase 3 – Composition and Editing** Complete writing persuasive travel brochure Revise and edit Publish travel brochure.
Tier II vocabulary:	Insatiable Calculated Smouldered Intrepid Dexterous		Elusive Decipher Surveillance Envisioned Oppressive Apprehensive, Intrigued, Perplexed		Immersive Heritage Rugged Sun-Drenched Aromatic, Indulge Invigorating Marvel		
Mathematics Number -Addition and Subtraction -Multiplication and Division -Measurement	**Multiplication and division – using derived and related number facts** **Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)** **Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers**	**Multiplication and division- Written methods for TO X O and TO ÷ O** **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).	**Multiplication and division- Reasoning and Problem Solving** **Multiply and divide two-digit numbers by a one-digit number using formal written layout** **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.**	**Addition and subtraction- Add and subtract with up to 4 digits** **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.	**Addition and subtraction- columnar methods** **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.	**Addition and subtraction- Estimate and use inverse** **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** **Estimate, compare and calculate different measures, including money in pounds and pence**	**Addition and subtraction- 2 step problems** **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** **Estimate, compare and calculate different measures, including money in pounds and pence.**

	Using visuals, toolkits and reasoning problems to explore deeper thinking.		Problems involving multiplication and division – representation and working backwards (inverse)			Using toolkits and deeper thinking activities to work backwards and justify thinking within problem solving.	Using toolkits and deeper thinking activities to work systematically and 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 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 and name basic parts of a simple circuit, including cells, wires, bulbs, switches and buzzers** **How do we get electricity?** Consider items that use electricity and where that power comes from. Provide 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. ***Assessment Indicator*** *Communicate structures of circuits using drawings.*	Electricity **Recognise some common conductors and insulators, and associate metals with being good conductors.** **Set up simple practical enquiries, comparative and fair tests.** **How does electricity travel?** Experiment with circuits and objects from around the classroom. Are these conductors or insulators? ***Assessment Indicator*** *Name some metals that are conductors and some materials that are 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.** **Is it a circuit?** Give students circuit diagram prompts. Work as a group to decide if it is a working circuit or not. ***Assessment Indicator*** *Name the components in a circuit.* *Make an electric circuit.* *Control a circuit including a light bulb using a switch.*	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.** **Will the bulb light up?** Small enquiry asking whether different circuits will work. ***Assessment Indicator*** *Planning and carrying out a fair test.*	**Sticky Knowledge** *Acquire and Apply* *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 **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit** **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. ***Assessment Indicator*** *Evaluating a fair test.*	Electricity **Report on findings from enquiries, including oral & written explanations, displays or presentations of results and conclusions.** **What do we know about electrical circuits?** To analyse their results and draw conclusions. Report these to the class.

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 diversity **Do I accept people for who they are?** **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.** Look at images of people and answer questions about them to see what assumptions we make. (BV -Tolerance and Mutual respect) (PC- Age, Sex, Disabilities, Religion and Belief, Maternity and Pregnancy) ***Assessment Indicator*** *Explain how first impressions can be misleading.*	PSHEE Jigsaw SOW Celebrating diversity **Why do I think what I do about other people?** **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.** Using images, record adjectives to describe them. Explore different responses and how they come from our own experiences. ***Assessment Indicator*** *Explain how I form opinions about myself and other people and what might influence me about that.* (BV-Tolerance and Mutual respect) (PC- Age, Sex, Disabilities, Religion and Belief, Maternity and Pregnancy)	PSHEE Jigsaw SOW Celebrating diversity **How would it feel to be a target of or witness of bullying?** **Recognise that bulling is sometimes hard to spot and that sometimes people are drawn into bulling.** Explore a story about bullying and discuss the feelings of different people involved. ***Assessment Indicator*** *Explain why bullying might be difficult to spot and what to do about it if I'm not sure.* (BV-Individual liberty, Tolerance and Mutual respect) (PC-Age, Sex, Disabilities, Religion and Belief, Sexual Orientation)	PSHEE Jigsaw SOW Celebrating diversity **How can I solve a bullying situation?** **Recognise that bulling is sometimes hard to spot and that sometimes people are drawn into bulling.** Problem-solve a bullying situation with others. Consider ways to avoid online bullying. ***Assessment Indicator*** *Appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.* (BV - Individual liberty, Tolerance and Mutual respect) (PC- Age, Sex, Disabilities, Sexual Orientation, Religion and Belief)	PSHEE Jigsaw SOW Celebrating diversity **How can I be kind to myself in terms of my unique physical features?** **Explain what is special about them and to value the ways in which they are unique.** Identify features of themselves that they like. Using photos children notice features of others that can be celebrated. ***Assessment Indicator*** *Explain why it is good to accept myself and others for who we are.* (BV-Individual liberty, Tolerance and Mutual respect) (PC-Age, Sex, Disabilities, Sexual Orientation, Religion and Belief)	PSHEE Jigsaw SOW Celebrating diversity **Why is it good to accept people for who they are?** **Explain how an opinion of someone changed as they got to know them.** Look at images of others and discuss our first impressions. Explore why these might not be accurate. ***Assessment Indicator*** *Explain a time when my first impression of someone changed as I got to know them.* (BV- Individual liberty, Tolerance and Mutual respect) (PC- Age, Sex, Disabilities, Sexual Orientation, Pregnancy and Maternity, Religion and Belief)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To develop confidence and accuracy when tracking a ball.** Use communication skills to coach my partner. Show perseverance as the task gets harder and provide feedback	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To develop confidence and accuracy when tracking a ball.** Communicate well with others in my group and develop an understanding of tactics.	**Get SET 4 PE SOW** Indoor PE - 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.	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To develop catching skills using one and two hands.** Work with my partner to agree on a suitable challenge. Reflect on previous success and adjust the task accordingly.	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To develop dribbling a ball with hands.** Work safely around others. Use decision-making skills to outwit an opponent. Outdoor PE-Hockey	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To use tracking, sending and dribbling skills with hands.** Use my knowledge of ball handling skills when completing skills with my hands. Outdoor PE-Hockey	**Get SET 4 PE SOW** Indoor PE - Ball skills. **To use teamwork to complete ball skills activities as part of a group.** Play fairly and to the rules and show perseverance as a task gets harder.

	using appropriate teaching points. Outdoor PE: Hockey **To develop sending and receiving the ball with accuracy and control.** Pass and receive the ball along the ground. (BV: Individual Liberty and Mutual respect)	Outdoor PE: Hockey **To develop the attacking skill of dribbling.** To control their ball while walking/running with it. (BV: Individual Liberty, and Mutual respect)	Remain calm when under pressure and make quick decisions. Outdoor PE: Hockey **To develop the attacking skill of dribbling.** To control their ball around obstacles. (BV-Individual Liberty and Mutual respect) ***Assessment Indicator*** *Be able to pass a ball using a variety of techniques.*	Outdoor PE: Hockey **To develop dribbling to beat a defender.** To practice going around defenders while keeping their ball under control. (BV: Individual Liberty and Mutual respect)	**Use defending skills to delay an opponent and gain possession.** Look at blocking and tackling to disrupt play. (BV-Individual Liberty, and Mutual respect)	**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. (BV: Individual Liberty and Mutual respect)	Outdoor PE-Hockey **To apply skills and knowledge to compete in a tournament.** Use all their skills to play multiple games. (BV-Individual Liberty and Mutual respect) ***Assessment Indicator*** *Identify when I was successful*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	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.	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. ***Assessment Indicator*** *Can record their voice and include sounds.*	Creating media- Audio production **To recognise the different parts of creating a podcast project.** To 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. ***Assessment Indicator*** *Can insert sounds to a speech.*	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 Too 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 ***Assessment Indicator*** *Be able to edit our podcasts.*	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 To 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 ***Assessment Indicator*** *Be able to edit our podcasts.*	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 To 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 ***Assessment Indicator*** *Be able to edit our podcasts.*	Creating media- Audio production **To evaluate the effective use of audio.** To listen to an audio recording to identify its strengths, suggest improvements to an audio recording and choose appropriate edits to improve my podcast. To listen to others audios and give positive praise and constructive feedback to suggest improvements. ***Assessment Indicator*** *Identify when I was successful and share my podcast with others.* Save learning to Seesaw or pupil portfolios.

Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	**Major** How is Europe connected? Where is Europe within the world? **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.** Explore the continent of Europe on a map; where it sits within the globe, what countries are within it, playing games to locate some significant countries.	**Major** How is Europe connected? What physical features does Europe have? **Understand human and physical aspects and differences between regions of Europe.** **Understand how maps can show mountains and contours.** Explore various human and physical aspects of Europe, with a particular focus on elevation using topographical maps.	**Major** How is Europe connected? Is all of Europe the same? **Understand human and physical aspects and differences between regions of Europe.** Identify the different environmental regions of Europe.	**Major** How is Europe connected? How is Europe connected? **Understand human and physical aspects and differences between regions of Europe.** Explore human characteristics of Europe, including trade.	**Major** **Sticky Knowledge** Acquire and Apply: *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.*	**Major** How is Europe connected? How does Europe compare to the UK? **Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country.** Compare a region in the UK to a region in Europe based on geographical characteristics.	**Major** How is Europe connected? How can we navigate Europe? **Use atlases, maps and globes to name and locate some of 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.** Play Race across Europe! Teams solve clues and use maps to navigate Europe. ***Assessment Indicator*** *Identify key countries and regions of Europe on a map or globe.*
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**			**Minor** Source Enquiry 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** Look at events from his life and why he is significant. ***Assessment Indicator*** *Can start cross-referencing information to see if other sources agree.*				

Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **How do people celebrate significant events?** **Describe how the way people celebrate festivals may show something about their beliefs.** Investigate how pupils remember significant events in their lives. (BV-Tolerance and Mutual respect)	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **How do people celebrate Christmas?** **Using a religious studies lens.** **Describe how the way people celebrate festivals may show something about their beliefs.** Investigate people's attitudes to Christmas. (BV-Tolerance and Mutual respect)	-	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **How do people celebrate Christmas?** **Using a sociological lens.** **Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non - religious worldviews.** 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.	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **STICKY KNOWLEDGE** *Acquire and Apply* *Explain what a celebration is and note similarities and differences* *Investigate and make comparisons of Christmas practices in a church and at home.*	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **What can we learn about how people celebrate different festivals?** **Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.** P4C – Children to conduct a debate.	**EXPRESSING** How do people from religious and non-religious communities celebrate key festivals? **What is the role of festivals in Britain today?** **Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.** Discussion based on the question 'Are most festivals in Britain today still purely religious? Or secular?' ***Assessment Indicators*** *Consider the relevance of festivals and celebrations – ask local believers 'Why do you keep celebrating ancient events?*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW** **Speaking** **Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)** Oui, non. Dans le sac …il y a… et… un lion, un chat.	**Catherine Cheater SOW** **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)	**Catherine Cheater SOW** **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 and Mutual respect)	**Catherine Cheater SOW** **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 ***Assessment Indicator*** *Make longer sentences including a verb, one or more adjectives, a*	**Catherine Cheater SOW** **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	**Catherine Cheater SOW** **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?	**Catherine Cheater SOW** Lesson 11 **Intercultural Understanding** **Learn about festivals and celebrations in different cultures.** Find out about French Christmas traditions. Write short simple Christmas list. (BV-Tolerance and Mutual respect)

				conjunction and an adverbial phrase e.g. ***J'ai un crayon vert et une règle rouge.***			
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**		**Major 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. Investigate a famous designer – Johnny Ive.	**Major 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 to use in a simple circuit controlling buzzers, lights or motors. Decide which switch they think works best and identify any faults in the circuits.	**Major DT** **Electrical Systems- Simple Circuits and Switches (including Programming and Control)** When familiar with using electrical circuits introduce 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 crumble kits, children program a flashing light which changes colour.	**Major 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 products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. ***Assessment Indicator*** *Plan and create a design brief and a set of instructions to create their light up Christmas decoration.*	**Major 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 the casing for their design.	**Major DT** **Electrical Systems- Simple Circuits and Switches (including Programming and Control)** Continue to create their projects and to install the circuitry. Ensure the Crumble kit is programmed to work as per their plans. 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. ***Assessment Indicator*** *Evaluate product by answering questions*

Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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. (BV: Individual liberty and Mutual respect)	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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. (BV-Individual liberty and Mutual respect)	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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 in tune with classmates. (BV: Individual liberty and Mutual respect)	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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 and Mutual respect)	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? Playing Instruments **Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major** Introduce 2 more notes and play instrumental parts of chosen song.	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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. (BV-Individual liberty and Mutual respect)	**Charanga Model Music Curriculum B** Exploring Feelings When You Play - How does music connect us with our past? 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 and Mutual respect) Create own composition by building on improvised parts. Perform and record to class. ***Assessment Indicators*** *Perform their simple composition using their own choice of notes. Describe how their melody was created.*
Outdoor Learning Opportunities	Minor: (Literacy) Reading	Minor: (Science) Draw circuits using chalk to demonstrate sticky knowledge					
Enhancements **Visits and Visitors**						Switched on NW electricity workshop 08.12.25	
Parental Engagement		Parent Forum Parent Consultation Meetings 11.11.25 and 13.11.25 3.40pm-5.50pm				LKS2 Christmas Performance 09.12.25 2.15pm or 11.12.25 9.15am	

Whole School and National Events	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	Santa Dance-a-thon 17.12.25 Children's Christmas Party 18.12.25

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