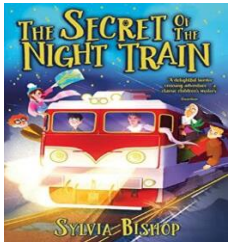
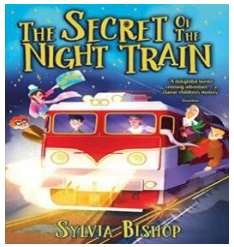
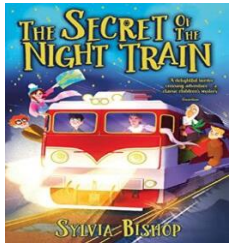
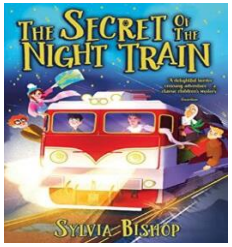
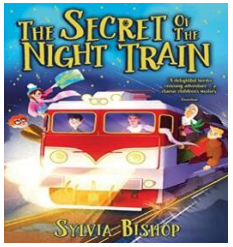
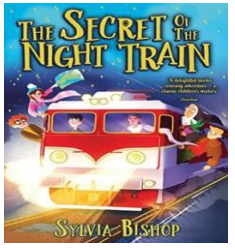
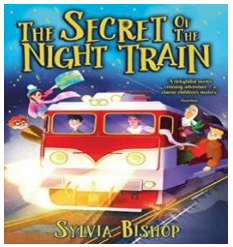
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Biq Question	**What invisible lines divide Europe- and what ties it all together?**						
Connected Concepts	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**	**Influence Structure Appreciation Cause & Effect Power**
Book Studies	**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** 	**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 – The Secret of the Night Train by Sylvia Bishop** Prediction skills Retrieval skill development and practice. **Text focus** **Narrative - Fables** **<u>Phase 1- Hook/ Understanding as a reader.</u>**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Develop fluency when reading aloud. Explore Word Meaning. **Text focus** **Narrative - Fables** **<u>Phase 2- Understanding as a writer.</u>**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Develop fluency when reading aloud. Retrieval skill development and practice. **Text focus – Letter** **<u>Phase 1- Hook/ Understanding as a reader.</u>**	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Develop fluency when reading aloud. Word Meaning **Text focus – Letter** **<u>Phase 3 – Composition and Editing.</u>** Plan a letter. Write a letter.	**Whole Class Text – The Secret of the Night Train by Sylvia Bishop** Develop fluency when reading aloud. 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** **<u>Phase 3 – Composition and Editing.</u>**

-Vocabulary, Grammar and Punctuation	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.	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.	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.** Using visuals, toolkits and reasoning problems to explore deeper thinking.	**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 objects.** Problems involving multiplication and division –	**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. 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** Using toolkits and deeper thinking activities to work	**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 toolkits and deeper thinking activities to work

			representation and working backwards (inverse)			backwards and justify thinking within problem solving.	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. Have bulbs, wires, batteries, buzzers and other electrical elements on tables. What are they? Name these and say how they work? Draw a simple circuit into books using scientific images. Look at 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?** Look at circuit diagrams. As a group, 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:* Recognise appliances needing electricity. Name components in a circuit. Recognise when circuits will work our not *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?** Analyse results and draw conclusions. Report these to the class.
Personal, Social, Health and Economic Education	**-**	**PSHEE Jigsaw SOW Celebrating difference** **Do I accept people for who they are?**	**PSHEE Jigsaw SOW Celebrating difference Why do I think what I do about other people?**	**PSHEE Jigsaw SOW Celebrating difference How would it feel to be a target of or witness of bullying?**	**PSHEE Jigsaw SOW Celebrating difference** **How can I solve a bullying situation?**	**PSHEE Jigsaw SOW Celebrating difference** **How can I be kind to myself in terms of my**	**PSHEE Jigsaw SOW Celebrating difference Why is it good to accept people for who they are?**

-Relationships **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**		**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.*	**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, Sexual Orientation)	**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)	**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)	**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, 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)	**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 for 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 using appropriate teaching points.	**Get set for 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. **Outdoor PE: Hockey** **To develop the attacking skill of dribbling.** Control a ball while walking/running with it.	**Get set for 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. Remain calm when under pressure and make quick decisions. **Outdoor PE: Hockey**	**Get set for 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. **Outdoor PE: Hockey** **To develop dribbling to beat a defender.** Practice going around defenders while	**Get set for 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** **Use defending skills to delay an opponent and gain possession.** Look at blocking and tackling to disrupt play. (BV: Individual Liberty and Mutual Respect)	**Get set for 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** **To apply attacking skills to move towards goal and find space.** Practice dribbling and passing skills to create an attack and move into	**Get set for 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. **Outdoor PE: Hockey** **To apply skills and knowledge to compete in a tournament.** Use all skills practiced to play multiple games.

		(BV: Individual Liberty, Power, Mutual Respect)	**To develop the attacking skill of dribbling.** Control a ball around obstacles. (BV: Individual Liberty and Mutual Respect) ***Assessment Indicator:*** *Be able to pass a ball using a variety of techniques.*	keeping a ball under control. (BV: Individual Liberty and Mutual Respect)		space ready to receive play. (BV: Individual Liberty and Mutual Respect)	(BV: Individual Liberty and Mutual Respect) ***Assessment Indicator:*** Identify when I was successful.
Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Computing Systems and networks – connecting computers** **Demonstrate how information is shared across the internet.** Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps. Explore S.M.A.R.T rules for internet safety and communicate what we should do if we encounter inappropriate content online. (BV- Individual Liberty, Mutual Respect, Rule of Law and Tolerance)	**Computing Systems and networks – connecting computers** **Describe how networks connect to other networks.** Explore how a network can share messages with another network to form the internet. ***Assessment Indicator:*** *Describe networked devices and how they connect.* (Seesaw - Photograph pupil activity.)	**Computing Systems and networks – connecting computers.** **Recognise how networked devices make up the internet.** Describe the parts of a network and how they connect to each other to form the internet.	**Computing Systems and networks – connecting computers.** **Know how websites can be shared via the WWW.** Explore what can be shared on the World Wide Web and where websites are stored. (BV - Individual Liberty and Mutual Respect)	**Computing Systems and networks – connecting computers.** **Know how websites can be shared via the WWW.** To describe how content can be added and accessed on the World Wide Web (WWW). Consider what content can be added to websites and what factors they should consider before adding content to a website. (BV – Individual Liberty and Mutual Respect) ***Assessment indicator:*** *Describe how to access websites on the www and describe where they are stored when uploaded to the www.* *Recognise that I can add content to the www.*	**Computing Systems and networks – connecting computers.** **Recognise how the content on the www is created by people.** Explore a variety of websites and investigate what they can and cannot do with the content on them. (BV-Individual Liberty, Mutual Respect and Tolerance) ***Assessment Indicator:*** *Explain that websites and their content are created by people.* *Suggest who owns content on websites.*	**Computing Systems and networks – connecting computers** **Evaluate the consequences of unreliable content.** Review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results. ***Assessment Indicators:*** *Describe networked devices and how they connect.* *Explain that not everything on the www is true, accurate or legal.* *Explain why caution is needed before sharing on the www.* Children's learning to be saved on Seesaw
Geography -Locational and Place Knowledge -Field Work	**Major:** **How is Europe connected?** **Where is Europe within the world?**	**Major:** **How is Europe connected?** **What physical features does Europe have?**	**Major:** **How is Europe connected?** **Is all of Europe the same?**	**Major:** **How is Europe connected?** **How is Europe connected?**	**Sticky Knowledge** *Acquire and Apply:* *Name and locate some European countries, such as Greece, Italy and Russia.*	**Major: How is Europe connected?** **How does Europe compare to the UK?**	**Major: How is Europe connected?** **How can we navigate Europe?** **Use atlases, maps and**

-Using Globes, Maps and Plans	**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.	**Understand human and physical aspects and differences between regions of Europe.** **Understand how maps can show mountains and contours.** Explore various physical aspects of Europe, with a particular focus on elevation using topographical maps.	**Understand human and physical aspects and differences between regions of Europe.** Identify the different environmental regions of Europe.	**Understand human and physical aspects and differences between regions of Europe.** Explore human characteristics of Europe, including trade.	*Identify their environmental regions, key physical or human characteristics, countries and major cities.*	**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.	**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?**	**EXPRESSING** **How do people from religious and non-religious communities celebrate key festivals?**	-	-	**EXPRESSING** **How do people from religious and non-religious communities celebrate key festivals?**	**EXPRESSING** **How do people from religious and non-religious communities celebrate key festivals?**	**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)	**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)			**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 – Facilitate a debate.	**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.* .	**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 conjunction and an adverbial phrase e.g. J'ai un crayon vert et une règle rouge.*	**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.

Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise**	**-**	**Design and Technology.** **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.	**Design and Technology.** **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. 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 works best and identify any faults in the circuits.	**Design and Technology.** **Electrical Systems- Simple Circuits and Switches (including Programming and Control)** Use crumble kits to program a flashing light which changes colour.	**Design and Technology.** **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.*	**Design and Technology.** **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 a design.	**Design and Technology.** **Electrical Systems- Simple Circuits and Switches (including Programming and Control)** Continue to create projects and to install the circuitry. Ensure the Crumble kit is programmed to work as per plans. Complete decorations and electrical circuits. Evaluate ideas and products against design criteria and identify the strengths and areas for improvement in work. ***Assessment Indicator:*** *Evaluate product by answering questions*
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation**	**Charanga Creative Music Curriculum** Introduction to Call and Response. Introduce call and response with vocal	**Charanga Creative Music Curriculum** Developing Harmony and Song Exploration. Revisit call and response with added	**Charanga Creative Music Curriculum** Call & Response and 2-Part Harmony. Revise call and response and 2-part harmony. Use "Row,	**-**	**-**	**Charanga Creative Music Curriculum** Musical Traditions and Expression. Explore musical traditions, expression, and dynamics using	**Charanga Creative Music Curriculum** Revisiting Traditions and Musical Reflection Recap musical traditions and cultural storytelling.

-Composition	warm-ups, posture, and breathing exercises. Model simple calls with Row, Row, Row Your Boat and echo responses. Introduce 2-part singing with a simple round.	expression and movement. Explore simple 2-part harmony with staggered groups. Introduce songs from "The King of All Polar Bears" and/or "Five Gold Rings", practising choruses. Begin practising basic conducting and choreographed actions.	Row, Row Your Boat" for echoing and staggered singing. Continue vocal warm-ups and humming exercises.			"The King of All Polar Bears" and "Twelve Days of Christmas". In small groups, practise dynamic changes, call-and-response, and expressive gestures. Perform and reflect, collating evidence.	Explore festive songs like "Rudolph the Red-Nosed Reindeer" and "Away In A Manger", discussing the instruments, message, and emotional impact. Practise expression, dynamics, diction, posture, and breathing in pairs. Prepare short performances, give peer feedback, and hold a mini-concert.
Outdoor Learning Opportunities	Major: Outdoor learning day	Minor: (Science) Draw circuits using chalk					
Enhancements Visits and Visitors							
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm	Parent Writing Workshop 17.11.26 9am			Christmas Performances 08.12.26 at 2.00 pm 10.12.26 at 9.15 am	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor learning day 05.11.26	Remembrance Day 11.11.26 Children in need 13.11.26	Anti-Bullying week Odd Socks Day 16.11.26			Christmas Dinner 09.11.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

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