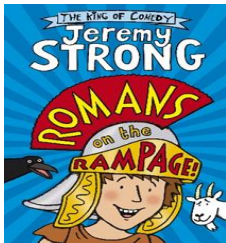
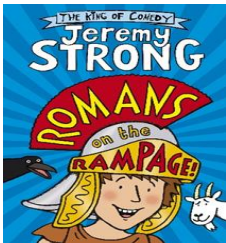
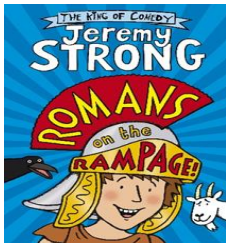
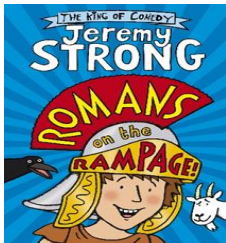
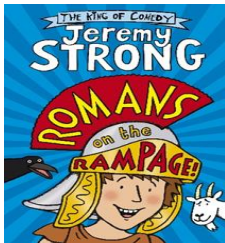




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2024**  
**Phase Lower Key Stage 2 Year Group 4**



	<b>Week 1</b> <b>Wk Beg 08.01</b>	<b>Week 2</b> <b>Wk Beg 15.01</b>	<b>Week 3</b> <b>Wk Beg 22.01</b>	<b>Week 4</b> <b>Wk Beg 29.01</b>	<b>Week 5</b> <b>Wk Beg 05.02</b>
<b>Big Question</b>	<b>What did the Romans ever do for us?</b>				
<b>Connected Concepts</b>	<b>Cause and Effect</b>	<b>Cause and Effect</b>	<b>Cause and Effect</b>	<b>Cause and Effect</b>	<b>Cause and Effect</b>
<b>Book Studies</b>	<b>Romans on the Rampage</b> <b>by Jeremy Strong</b> 	<b>Romans on the Rampage</b> <b>by Jeremy Strong</b> 	<b>Romans on the Rampage</b> <b>by Jeremy Strong</b> 	<b>Romans on the Rampage</b> <b>by Jeremy Strong</b> 	<b>Romans on the Rampage</b> <b>by Jeremy Strong</b> 
<b>Children steering learning...</b>	<b>Did the Roman empire happen before or after the Greeks? When did the Roman Empire happen? How big was the Roman Empire? What made the Roman Empire important? How did the Ancient Romans live? Why did the Ancient Roman's come to Britain?</b>				
<b>English</b> <b>Reading</b> <b>-Word reading</b> <b>-Comprehension</b>  <b>Writing</b> <b>-Transcription</b> <b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b>	<p>Instructions - How to be a Roman soldier.</p> <p><u>Hook:</u> Life of a Roman Soldier research followed by hot seating of a Roman soldier</p> <p><u>Phase 1: Understanding as a reader</u> Identifying how language, structure, and presentation contribute to meaning.</p> <p>Answer VIPER questions, text detectives, Gimme 5 about instructional text</p> <p><u>Phase 2: Understanding as a writer</u> Demonstrate understanding of the main features of different forms of writing including instructions, reports, explanation, and discussion.</p>	<p>Instructions - How to be a Roman soldier.</p> <p><u>Phase 2 - Understanding as a writer</u> Use determiners e.g. this, that (articles), my, their (possessive determiners) and quantifiers (many, few).</p> <p>Experiment with a range of sentence structures, applying taught punctuation, into extended writing pieces.</p> <p><u>Phase 3: Composition</u> Using simple organisational devices in non-narrative material [for example, headings and sub-headings].</p> <p>Write an effective set of instructions for a Roman soldier.</p>	<p>Setting Description - The Chariot Race from Romans on the Rampage</p> <p><u>Hook:</u> Video of Chariot Race.</p> <p><u>Phase 1: Understanding as a reader</u> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Read and answer comprehension questions on the chariot race in Romans on the Rampage.</p> <p>Create a story map on the events of the chariot race.</p> <p><u>Phase 2: Understanding as a writer</u> Making changes to grammar and vocabulary to improve consistency, including the</p>	<p>Setting Description - The Chariot Race from Romans on the Rampage</p> <p><u>Phase 2: Understanding as a writer</u> Writing sentence structures and building in a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><u>Phase 3: Composition</u> Organising paragraphs around a theme, a change in time, place or new speaker.</p> <p>Write an engaging setting description of the chariot race.</p> <p>Creating simple settings, characters and plot in narratives.</p> <p>Proofread for coherence of their own and others' writing - suggesting improvements,</p>	<p>Happy News Newspaper Report linked to Children's Mental Health Week 2024.</p> <p><u>Phase 1: Understanding as a reader</u> Identifying how language, structure, and presentation contribute to meaning.</p> <p><u>Phase 2: Understanding as a writer</u> Demonstrate understanding of the main features of a newspaper report.</p> <p>Annotate features of a newspaper report.</p> <p>Introduce ambitious vocabulary and understand its meaning.</p> <p><u>Phase 3: Composition</u> Using technique and features characteristic of a newspaper</p>

	<p>Annotate features of Instructional Text.</p> <p>Introduce ambitious vocabulary and understand its meaning. (Rule of Law)</p> <p><b>Reading</b> - Romans on the Rampage by Jeremy Strong Chapters 1-3.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Front Cover prediction.</p> <p>Retrieve and record information from non-fiction and fiction texts.</p> <p>Correct or Not Correct/True or False activity.</p>	<p>Proofread for coherence of their own and others' writing, suggesting improvements, spelling and punctuation errors. (Rule of Law)</p> <p><b>Reading</b> - Romans on the Rampage by Jeremy Strong Chapters 4 and 5</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Vocabulary and meaning match</p> <p>Synonym choice activity.</p> <p>Answering VIPERS questions</p>	<p>accurate use of pronouns in sentences.</p> <p>Introduce ambitious vocabulary and understand its meaning.</p> <p><b>Reading</b> - Romans on the Rampage by Jeremy Strong Chapters 6 and 7</p> <p>Asking questions to improve their understanding of a text.</p> <p>Bloom's Taxonomy questions.</p> <p>Be the Teacher task.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>PEE of characters.</p>	<p>correcting spelling and punctuation errors.</p> <p><b>Reading</b> - Romans on the Rampage by Jeremy Strong Chapters 8- 10</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Answer VIPERS questions on author choice.</p> <p><b>Assessment indicator:</b> Use a range of ambitious vocabulary from the past weeks correctly in their independent writing.</p>	<p>report [for example, headings, quotes, captions and pictures].</p> <p><b>Reading</b> - Romans on the Rampage by Jeremy Strong Chapters 11 - 13</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Answer VIPERS questions on author choice.</p> <p><b>Assessment indicator:</b> Use a range of ambitious vocabulary from the past weeks correctly in their independent writing.</p>
<p><b>Mathematics</b></p> <p><b>-Number and Place Value</b></p> <p><b>-Addition and Subtraction</b></p> <p><b>-Multiplication and Division</b></p> <p><b>-Fractions</b></p> <p><b>Measurement</b></p> <p><b>-Geometry</b></p> <p><b>Properties of shapes</b></p> <p><b>-Geometry</b></p> <p><b>-Position and Direction</b></p>	<p><b>Fractions</b>- Common Equivalent Fractions.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Full Cycle.</p> <p><b>Times table weekly practice</b> (soundcheck, hit the button, TTRS, Planet Maths test) Focus on next steps identified from test, create flashcards.</p> <p><b>Maths Rehearsal</b>- Quick recall of times tables.</p>	<p><b>Fractions</b>- Counting up and Down in Tenths and Hundredths.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Visual and pictorial.</p> <p>Toolkit (including measures)</p> <p><b>Times table weekly practice</b> (soundcheck, hit the button, TTRS, Planet Maths test).</p> <p>Relationship between x3 and x6</p> <p>Related multiplication and division facts.</p> <p><b>Maths Rehearsal</b>- Quick recall of times tables.</p>	<p><b>Fractions</b>- Solve problems to calculate quantities.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Toolkit (including measures)</p> <p>Deeper thinking reasoning and problem solving (including measures)</p> <p><b>Times table weekly practice</b> (soundcheck, hit the button, TTRS, Planet Maths test),</p> <p>Missing numbers - using the inverse relationship between multiplication and division.</p> <p><b>Maths Rehearsal</b>- Quick recall of times tables.</p>	<p><b>Fractions</b>- Adding and subtracting fractions.</p> <p>Add and subtract fractions with the same denominator,</p> <p>Visual and pictorial,</p> <p>Toolkit (including measures),</p> <p><b>Times table weekly practice</b> (soundcheck, hit the button, TTRS, Planet Maths test),</p> <p>Missing numbers - using the inverse relationship between multiplication and division.</p> <p><b>Maths Rehearsal</b>- Quick recall of times tables.</p>	<p><b>Fractions</b>- Adding and subtracting fractions.</p> <p>Add and subtract fractions with the same denominator,</p> <p>Toolkit (including measures),</p> <p>Deeper thinking reasoning and problem solving (including measures),</p> <p><b>Times table weekly practice</b> (soundcheck, hit the button, TTRS, Planet Maths test) x11 times tables,</p> <p><b>Maths Rehearsal</b>- Quick recall of times tables.</p>

<p><b>Science</b> -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p><b>Animals including Humans – Teeth and the digestive system</b> <b>Enquiry question:</b> Why do we have different types of teeth? <b>Tooth structures.</b> Identify the different types of human teeth and explain their functions. Learn that humans have 2 sets of teeth, and that teeth can be classified into different groups. Learn about the number, location and function of the incisors, canines and molars. Experiment with putting an egg into different substances (milk, water Coca Cola) to understand the effects of these liquids on the enamel of our teeth. Set up simple practical enquiries, comparative and fair tests. <b>Enquiry Cycle:</b> Ask questions, Carry it out, <b>Assessment indicator:</b> <i>Are children able to make predictions for their experiment?</i> (Individual liberty) (Disabilities, age, sex)</p>	<p><b>Animals including Humans – Teeth and the digestive system</b> <b>Enquiry question:</b> What are teeth made up of? <b>Looking after our teeth.</b> Explain the structure of a tooth. Learn that teeth are made up of different materials (enamel, dentine, pulp) and are embedded in the gums and skull/jawbone. Learn about the stages of tooth decay and how it can be caused. Learn how tooth decay can be prevented and treated. Identify the different types of teeth in humans and their simple functions. Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions. <b>Enquiry Cycle:</b> Observe &amp; Measure, Analyse and Conclude, evaluate and refine. <b>Assessment indicator:</b> <i>Planning and carrying out a fair test.</i> (Individual liberty) (Disabilities, age, sex)</p>	<p><b>Animals including Humans – Teeth and the digestive system</b> <b>Enquiry question:</b> Which organs make up the digestive system? <b>Digestive system organs.</b> Identify and locate the main organs of the human digestive system. Learn about the role of the human digestive system. Learn about the functions of the mouth, oesophagus, stomach, small intestine and large intestine. Ask relevant questions and use different types of scientific enquiries to answer them. <b>Enquiry Cycle:</b> Explore and think Scientifically, (Individual liberty and Mutual respect) (Disabilities, age, sex)</p>	<p><b>Animals including Humans – Teeth and the digestive system</b> <b>Enquiry question:</b> How does food become waste? <b>The human digestive system.</b> Explain how the human digestive system works. Describe the simple functions of the basic parts of the digestive system in humans. Learn about the functions of the mouth, oesophagus, stomach, small intestine and large intestine. Ask relevant questions and use different types of scientific enquiries to answer them. <b>Enquiry Cycle:</b> Explore and think Scientifically, Present Information and Communicate. (Individual liberty and Mutual respect) (Disabilities, age, sex)</p>	<p><b>Animals including Humans – Teeth and the digestive system</b> <b>Sticky Knowledge</b> Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge</p>
<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world  <b>Relationships and Sex Education</b></p>	<p><b>PSHEE Jigsaw SOW: Dreams and Goals Hopes and Dreams.</b> Share our hopes and dreams and articulate how it feels to have hopes and dreams. What dreams or hopes do you have for the future? How realistic are these dreams? How does it feel to have a dream for the future?</p>	<p><b>PSHEE Jigsaw SOW: Dreams and Goals Broken Dreams.</b> Know that sometimes hopes and dreams don't come true and that might hurt. Know what feeling disappointed feels like and can tell you times I felt that way. Can you think of a time when you felt disappointed or let down or when a dream you had was broken?</p>	<p><b>PSHEE Jigsaw SOW: Dreams and Goals Overcoming Disappointment.</b> Know that reflecting on positive and happy experiences can help me to counteract disappointment. Know how to cope with disappointment and help others cope with theirs. What might make us feel like giving up?</p>	<p><b>PSHEE Jigsaw SOW: Dreams and Goals Creating New Dreams.</b> Know how to make a new plan and set new goals even if I have been disappointed. Know what it means. To be resilient and to have a positive attitude. How do you expect people to react to being disappointed?</p>	<p><b>PSHEE Jigsaw SOW: Dreams and Goals Achieving Goals.</b> Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group. Enjoy being part of a group challenge. Are you excited about the challenge?</p>

<b>(RSE) and Health Education</b>	If someone is resilient what does that mean? (Tolerance and Mutual respect) (Age, sex, disabilities, religion and belief)	How did you cope with that situation? (Tolerance and Mutual respect) (Age, sex, disabilities, religion and belief)	How does it feel when things don't go to plan? (Tolerance and Mutual respect) (Age, sex, disabilities, religion and belief)	<b>Assessment indicator:</b> <i>Can children reflect on experiences and explain what they will do at a future point if something does not go according to plan?</i> (Tolerance and Mutual respect) (Age, sex, disabilities, religion and belief)	How might you work best in your team?  What role might you do?  How can you ensure everyone in your team is heard and uses their strengths?  Tolerance and Mutual respect (Age, sex, disabilities, religion and belief, maternity and pregnancy)
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<b>Get Set 4 PE SOW</b> Indoor PE Dance <b>THEME: The Spy</b> To copy and create actions in response to an idea and be able to adapt this using changes of space.  Change the direction or pathway of your actions to make your performance look interesting.  Outdoor PE Fitness <b>To recognise different areas of fitness and explore what your body can do.</b>  <b>Understand the 4 components of fitness:</b> <b>Speed: How fast we are</b> <b>Strength: How strong we are</b> <b>Agility: How quickly and easily we can move.</b> <b>Balance: How well we can maintain a steady position</b>	<b>Get Set 4 PE SOW</b> Indoor PE Dance <b>THEME: The Spy</b> To choose actions which relate to the theme.  Choose actions that represent the character.  One movement impacts another.  Outdoor PE Fitness <b>To develop speed and strength.</b>  Run with elbows bend, moving from your pocket to your mouth to increase our aerodynamics.  Run on the balls of our feet to improve speed and bounce.	<b>Get Set 4 PE SOW</b> Indoor PE Dance <b>THEME: The Spy</b> To develop a dance using matching and mirroring.  Assign actions to counts to help you to create your dance.  Talk through and share your ideas with your partner.  <b>Assessment indicator:</b> <i>Perform their dance as part of a group. Have they communicated effectively and listened to the ideas in their group?</i>  Outdoor PE Fitness <b>To develop co-ordination.</b> Watch the ball and move your hands into the 'W' shape at chest height ready to catch it.  Communicate with my partner to check that they are ready to receive the ball.	<b>Get Set 4 PE SOW</b> Indoor PE Dance <b>THEME: Carnival</b> To learn and create dance moves in the theme of carnival.  Count with your partner to accurately copy the set choreography.  Perform the actions to the fast samba beat showing good timing and rhythm.  Outdoor PE Fitness <b>To develop agility.</b> Bend low and use small steps to change direction.  Turn your hips to face the direction you are running.  Show an awareness of others when moving around the space.	<b>Get set 4 PE SOW.</b> Indoor PE Dance <b>THEME: Carnival</b> To develop a carnival dance using formations, canon and unison.  Consider how the actions are performed.  Count with your partner to accurately copy the set choreography.  Use changes in group formation and timing to make your dance look interesting.  <b>Assessment indicator:</b> <i>Perform their dance as part of a group. Have children created a dance that flows and tells a story?</i>  Outdoor PE Fitness <b>To develop balance.</b> Bend your standing knee to help you to stay balanced.  Focus on something still.  Understand how balance is important in everyday tasks.
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	<b>Repetition in shapes: Programming a screen turtle.</b> To identify that accuracy in programming is important  Program a computer by typing commands.  Explain the effect of changing a value of a command.	<b>Repetition in shapes: Programming letters.</b> To create a program in a text-based language,  Use a template to create a design for my program.  Write an algorithm to produce a given outcome.	<b>Repetition in shapes: Patterns and repeats.</b> Explain what 'repeat' means.  Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves.	<b>Repetition in shapes: Using loops to create shapes.</b> To modify a count-controlled loop to produce a given outcome  Identify the effect of changing the number of times a task is repeated.	<b>Repetition in shapes: Breaking things Down.</b> To decompose a task into small steps.  Can identify 'chunks' of actions in the real world.  Use a procedure in a program.

	<p>Create a code snippet for a given purpose. (Individual Liberty and Mutual respect)</p>	<p>Test my algorithm in a text-based language.</p> <p><b>Assessment indicator:</b> <i>Predict what will happen if I add or take away aspects of the program. Consider what will make it work most effectively.</i> (Individual Liberty and Mutual respect)</p>	<p>Can identify patterns in a sequence.</p> <p>Use a count-controlled loop to produce a given outcome. (Individual liberty and Mutual respect)</p>	<p>Predict the outcome of a program containing a count-controlled loop.</p> <p>Choose which values to change in a loop. (Individual liberty and Mutual respect)</p>	<p>Explain that a computer can repeatedly call a procedure.</p> <p>To create a program that uses count-controlled loops to produce a given outcome.</p> <p>Design a program that includes count-controlled loops. Make use of my design to write a program.</p> <p>Develop my program by debugging it.</p> <p><b>Assessment indicator:</b> Explain the function of each step and debug mistakes. (Individual liberty and Mutual respect)</p>
<p><b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p><b>Minor:-</b> Identify the equator, tropic of Cancer and tropic of Capricorn on a globe or map.</p> <p>Identify the Northern and Southern Hemisphere on a globe or map.</p> <p><b>Where are the tropics?</b> Using a globe, locate the northern and southern hemisphere and the equator.</p> <p>Quiz 'Am I above or below the equator (in the northern/southern hemisphere) e.g. I am in the continent of Europe. I'm on the coast of the Southern sea. Children to become the teacher and ask the questions.</p> <p>Identify the tropic of cancer and the tropic of Capricorn and explain that between the two imaginary lines are the tropics.</p> <p>Label them on a map. (Race)</p>	<p><b>Minor:-</b> Identify the equator, tropic of Cancer and tropic of Capricorn on a globe or map.</p> <p>Identify the Northern and Southern Hemisphere on a globe or map.</p> <p><b>Where are the tropics?</b> Match shapes of a country and to a country within the tropics.</p> <p>Research their weather and climate using the facts provided.</p> <p>Create a weather report and present to the class in groups of 3.</p> <p>Identify common features of living in the tropics. (Race)</p>			

<b>History</b> <b>-Chronology</b> <b>-Concepts</b> <b>-Interpretation</b> <b>-Enquiry</b> <b>-Communication</b>	<b>Major:-</b> When did the Romans invade and why? Place the Ancient Romans and Roman Britain into the wider context of historical chronology Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations. Examine where, when and how the Romans invaded. Look at maps of the Roman empire and explore why they wanted to control these islands. Hot-seat Claudius and after discussion make a decision as to whether he should invade or not. (Rule of law, Democracy and Individual liberty)	<b>Major:-</b> How were the Romans able to keep control over such a vast empire? Build a coherent knowledge of British history from the <i>Iron Age</i> to <i>Roman Britain</i> by comparison on <b>-power</b> <b>-invasion</b> <b>-achievements</b> <b>-beliefs</b> <b>-society</b> <b>-legacy</b> (and housing, food, entertainment) Why the Roman army was so strong? Find and rank reasons they think the most important. Critique a short film excerpt using a grid. How well does it explain why the Roman army was so successful? What did they include/leave out? (Rule of law and Democracy)	<b>Major:-</b> Who was Boudicca and why did she stand up to the Romans? Use Boudicca primary sources to understand that there is more than one viewpoint and it cannot be verified. Identify why Boudicca is such a significant individual for both British and Roman British history. Question the validity of sources and contradictions - Boudicca, Tacitus and Cassius Dio Sequence story of Boudicca's rebellion and create a living graph. Draw their own picture of Boudicca based on the Roman description and then compare with textbook examples. Discuss reasons why we have different views of the same person. (Rule of law and Democracy)	<b>Major:-</b> How did Roman life contrast with the Celtic lifestyle? Identify the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <b>-power</b> <b>-invasion</b> <b>-achievements</b> <b>-beliefs</b> <b>-society</b> <b>-legacy</b> (and housing, food, entertainment) Activity. Picture it. Use the clues as to the description of a typical Roman town in the form of slips of paper placed around the classroom. Work collaboratively to draw their own town plan including all the buildings, which they then label. Annotate a picture of a Roman town. (Rule of law, Individual liberty, and Tolerance)	<b>Major:-</b> How much of our lives today is influenced by the Romans who lived here 2000 years ago? Sticky Knowledge. Build a coherent knowledge of British history from the <i>Iron Age</i> to <i>Roman Britain</i> by comparison on: <b>-power</b> <b>-invasion</b> <b>-achievements</b> <b>-beliefs</b> <b>-society</b> <b>-legacy</b> (including homes, food, entertainment) Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today. What have the Romans ever done for us? Give children 15 picture clues including 2-4 red herrings. Use textbooks to decide on which are most impressive lasting legacies and create a diamond 9/powerpoint. (Rule of law, Individual liberty, and Tolerance)
<b>Religious Education, Beliefs and Values</b> <b>-Believing</b> <b>-Expressing</b> <b>-Living</b>	EXPRESSING Why do some people think life is like a journey? Part 1 Christian Enquiry question: What does a journey mean to us? Suggest why some people see life as a journey and identify some of the key milestones on this journey.	EXPRESSING Why do some people think life is like a journey? Part 1 Christian Enquiry question: What is the significance of Baptism to Christians? Describe what happens in Christian ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important	EXPRESSING Why do some people think life is like a journey? Part 1 Christian Enquiry question: Why do people choose to get married? Describe what happens in Christian ceremonies of commitment and say what these rituals mean.	LIVING Why do some people think life is like a journey? Part 1 Christian Enquiry question: Are all journeys similar? Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Suggest why some people see life as a journey and identify some of	LIVING Why do some people think life is like a journey? Part 1 Christian Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge

	<p>Suggest reasons why marking the milestones of life are important to Christians. (Religion or belief, age)</p>	<p>to Christians, Hindus and Jewish people.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> <p><b>Assessment indicator:</b> <i>Think of reasons why some people might not choose to have an initiation ceremony</i> (Religion or belief, age, pregnancy and maternity)</p>	<p>Suggest reasons why marking the milestones of life are important to Christians.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Consider questions such as why people make promises and vows when they marry. Describe a wedding ceremony Think of reasons why some people choose to have a religious or a non-religious wedding ceremony (Religion or belief, age, marriage and civil partnership)</p>	<p>the key milestones on this journey.</p> <p><b>Assessment indicator:</b> <i>What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</i></p> <p>(Religion or belief, age, marriage and civil partnership)</p>	
<p><b>Modern Foreign Languages-French</b></p> <p><b>-Listening</b></p> <p><b>-Speaking</b></p> <p><b>-Reading</b></p> <p><b>-Writing</b></p> <p><b>-Intercultural Understanding</b></p>	<p><b>Catherine Cheater SOW</b> <b>New Year celebrations at home and in other places.</b></p> <p>Language content: No new content.</p> <p>Remember how to say a double letter when spelling words in French, e.g. deux t, deux n.</p> <p>They learn to say a simple phrase of celebration - Bonne Année.</p> <p>Apply their knowledge of the spelling of French words to help solve anagrams.</p> <p>Play a game to solve anagrams and help to develop their spelling skills.</p>	<p><b>Catherine Cheater SOW</b> <b>Traditional recipe and learn about the ingredients in English and French.</b></p> <p>Language content: Petit and grand (masculine form), janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, le mois dernier, le mois prochain</p> <p>Revise Sauter (jump), courez (run), marchez (walk), marchez sur la pointe des pieds (tiptoe).</p> <p>Practise sequencing words, starting from different points.</p> <p>Understand that adjectives in French mainly follow the noun, but that some (e.g. petit, grand) precede the noun.</p> <p>They identify the spoken and written forms of the phoneme as in grand, trente.</p>	<p><b>Catherine Cheater SOW</b> <b>Sequence words correctly in a sentence.</b></p> <p>Language content: No new content.</p> <p>Recognise that some words occur both in French and in other languages, although they may sound different.</p> <p>They focus on pronunciation changes which occur at sentence level.</p> <p>Look at scenes from the Dordogne in France.</p> <p>Listen to music by a classical French composer - Ravel.</p> <p>Read and memorise words.</p> <p>They listen and look for words which are similar and different in other languages.</p>	<p><b>Catherine Cheater SOW</b> <b>Listen and respond to simple conversations, rhymes, stories and songs.</b></p> <p>Language content: No new content.</p> <p>Revise some of the masculine and feminine nouns which begin with a vowel, e.g. un éléphant, un âne, un avion, un ours, une abeille, une araignée, une étoile.</p> <p>Revise the verbs and actions: sautez (jump), courez (run), marchez (walk), marchez sur la pointe des pieds (tiptoe) as well as some of the known classroom phrases.</p> <p>Revise two adverbs, vite and lentement.</p> <p>Notice a liaison between a word ending with a consonant and another beginning with a vowel.</p> <p>Identify the spoken and written forms of the phonemes in âne, in éléphant.</p>	<p><b>Catherine Cheater SOW</b> Language content: Chez moi, dans ma chambre, dans mon placard, danser, sauter, voler, nager</p> <p>Listen to a song by a native speaker whilst playing a game.</p> <p>They become aware of language used by French-speaking children at bedtime, e.g. bonne nuit and dodo.</p> <p>Use their knowledge about language to help reconstruct a jumbled sentence.</p> <p>Use a simple writing frame to construct different sentences.</p> <p>They identify verbs in a sentence.</p> <p>They become aware of the infinitive and the conjugated forms.</p>

<b>Design and Technology</b> -Design -Make -Evaluate -Food Technology  <b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise	DT: Mechanical Systems Levers and Linkages.  Understanding how a range of mechanisms create movement. Consider the different ways we can make things move when attached to a fix surface.  Examine a mixture of hinges, swings, fulcrum points, levers and linkages.  Consider how the mechanical systems are similar and describe the different ranges of motion each provide, in order to serve its intended purpose.	DT: Mechanical Systems Levers and Linkages  Develop an understanding of different mechanisms and how to make them. Explore a range of different levers and hinges and consider how they work, what their intended purpose is and what makes the product successful for its role.  Label examples using subject specific vocabulary.	DT: Mechanical Systems Levers and Linkages  Plan a creation of your final idea. Design a puppet of a Greek mythical animal, e.g. mermaid, harpy, Pegasus or cyclops.  Consider what materials they will need, who their target market is and how they will ensure their puppet moves.  <u><b>Assessment indicator:</b></u> Use subject specific vocabulary accurately when designing and labelling their mechanical system.	DT: Mechanical Systems Levers and Linkages  Use a range of techniques including making hinges, levers, pivots and rotators to begin our final product. Use a range of techniques to create a 2D moving puppet based on their plan and design brief.  Use a range of techniques including making hinges, levers, pivots and rotators to complete our final product and test this against the design criteria.	DT: Mechanical Systems Levers and Linkages  Evaluate my final product and consider the views of others. Assess their finished product against their design criteria and original plan.  Answer questions about whether it has met the brief, what they would improve and whether their levers and linkages are working correctly.  Give feedback to others in a helpful way.  <u><b>Assessment indicator:</b></u> Assess if their product meets their design brief.
<b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B.  How Does Music Improve Our World?  Recognise individual key instruments in a piece of music.  To begin to recognise musical notation.  Recognise rhythms in a piece of music.  Begin to recognise how notes are recorded as crotchets and minims.	Charanga Model Music Curriculum B.  How Does Music Improve Our World?  Recognise individual key instruments in a piece of music.  To begin to recognise musical notation.  Recognise rhythms in a piece of music.  Begin to recognise how notes are recorded as crotchets and minims.	Charanga Model Music Curriculum B.  How Does Music Improve Our World?  Sing a tune with expression following the directions of a conductor. (Home is where the heart is)  Understand the importance of pronouncing the words in a song clearly.  Musical notation-C D E combined with length of beat using crotchet, minim, quaver and rests.	Charanga Model Music Curriculum B.  How Does Music Improve Our World?  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Practise as an ensemble. CDEGA and create a pattern for playing.  <u><b>Assessment indicator:</b></u> Improvise using these notes on instruments.	Charanga Model Music Curriculum B.  How Does Music Improve Our World?  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.  Practise to play as part of an ensemble  <u><b>Assessment indicator:</b></u> Look back at the recording of my class performing and point out areas for praise and improvement.
<b>Enhancements Visits and Visitors</b>	Bible Encounters Assembly 12.01.24	Friends of Meadowbank Movie night LKS2 18.01.24 5.00 - 6.30 pm			Visit to Worlds Museum Liverpool 06.02.24
<b>Parental Engagement</b>		KS2 Maths workshop Tell Me/Show me event 17.01.24 9:00-10:15			
<b>Whole School and National Events</b>				NSPCC's number day (Year 3's chosen charity) 02.02.24	Safer Internet day 06.02.2024 Mental Health Week 'Place2Be' Chinese New Year 10.02.24



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.