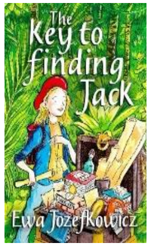
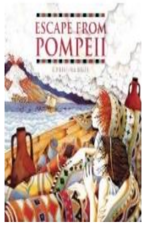
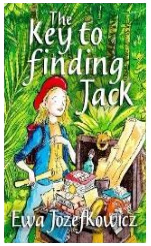
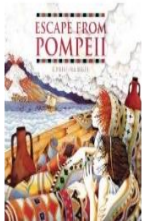
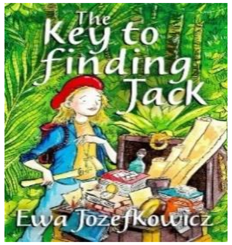
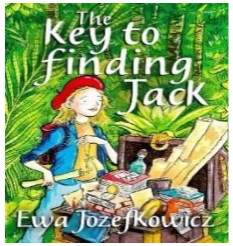
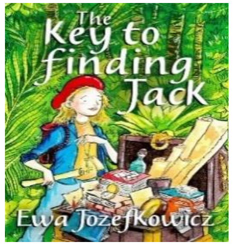
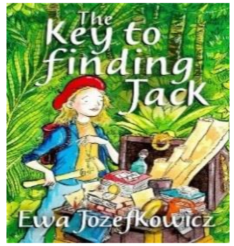
Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Spring 1 2025

Phase Lower Key Stage 2 Year Group 4

	Week 1 WB 06.01	Week 2 WB 13.01	Week 3 WB 20.01	Week 4 WB 27.01	Week 5 WB 03.02	Week 6 WB 10.02
Big Question	What causes natural disasters?					
Connected Concepts	Power Cause and Effect	Power Cause and Effect	Power Cause and Effect	Power Cause and Effect	Power Cause and Effect	Power Cause and Effect
Book Studies	Escape from Pompeii The Key to Finding Jack  	Escape from Pompeii The Key to Finding Jack  	The Key to Finding Jack by Ewa Jozefkowicz 	The Key to Finding Jack by Ewa Jozefkowicz 	The Key to Finding Jack by Ewa Jozefkowicz 	The Key to Finding Jack by Ewa Jozefkowicz 
Children steering learning….	What is a natural disaster? How do natural disasters affect people and animals? What happens after a natural disaster has taken place? Which places are most at risk of natural disasters and why is this? Why do we not have many natural disasters in Britain? Who might cause a natural disaster? When was the biggest natural disaster? How do volcanoes erupt? How do we protect ourselves from natural disasters?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Prediction skills. Develop fluency when reading aloud. **Text focus** **Poetry – Haikus and Tankas** **Phase 1- Hook/ Understanding as a reader.** Explore and understand haikus and tankas Comprehension tasks **Phase 2-Understanding as a writer.**	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Word Meaning . Retrieval skill development and practice. **Text focus** **Poetry – Haikus and Tankas** **Phase 2-Understanding as a writer.** Introduce and review figurative language Practise creating poetic phrases using figurative techniques. **Phase 3 – Composition.** Write haikus and tankas	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Comprehension strategies. Inference skill using PE and PEE. **Text focus** **Poetry – Haikus and Tankas Narrative.** **Phase 3 – Composition** TAG, revise and edit poetry. Publish haikus and tankas in book. Perform poetry to parents.	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Develop fluency when reading aloud Word Meaning. **Text focus – Narrative.** **Phase 1- Hook/ Understanding as a reader.** Sequence events of the narrative . **Phase 2-Understanding as a writer** Explore features and Tier II vocabulary used in the text.	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Comprehension strategies. Inference skill using PE and PEE. **Text focus – Narrative..** **Phase 2-Understanding as a writer.** Introduce a range of sentence types Practise writing a range of sentence types **Phase 3 – Composition** Plan narrative. Write first paragraph.	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Inference skill using PE and PEE. Summarising. **Text focus – Narrative.** **Phase 3 – Composition and Edit.** Write own narrative based on WAGOLL. Edit and TAG narrative. Publish own text.

	Explore features and Tier II vocabulary used in the text.		**<u>Phase 1- Hook/ Understanding as a reader.</u>** Introduce Flood text True/False comprehension questions.	Use vocabulary to demonstrate understanding.		
Tier Two Vocabulary	Engulf Unleash Blaze Spew Wield Ooze Swell Torrential			Reinforce Apprehension Dilapidated Submerge Deluge Loom Ominous Despondency		
Mathematics Number **-Addition and Subtraction** **-Multiplication and Division** **-Measurement**	**Fractions - Recognise and show, using diagrams, families of common equivalent fractions.** Look at a range of images representing fractions and identify which ones are equivalent. Create our own equivalent fractions. Use bar models and fraction walls to explore whther fractions are equal. Use toolkits to develop understanding. Solve reasoning problems.	**Fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.** Use visual and pictorial representations to understand how tenths and hundredths are made and how they relate to each other and a whole. Develop understanding through use of toolkits.	**Fractions - 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.** Use toolkits (including measures) and deeper thinking reasoning and problem solving (including measures) tasks to consolidate understanding of tenths and hundredths. Explore fractions of quantities	**Fractions - Fractions - Add and subtract fractions with the same denominator.** Use visuals to explore rules involved in adding and subtracting fractions. Use toolkits (including measures) to develop fluency.	**Fractions - Add and subtract fractions with the same denominator.** Solve deeper thinking reasoning and problem solving (including measures) challenges.	**Decimals - Recognising tenths and hundredths and decimal equivalences.** Counting up and down in tenths and hundredths. Solve simple measure and money problems involving decimals. Compare numbers with the same number of decimal places up to two decimal places.
Mathematics - Retrieval work through maths rehearsal sequence	Multiply and divide numbers by 10 using PV grids and recognise the movement of the digits.	Multiply and divide numbers by 100 using PV grids and recognise the movement of the digits.	Identify patterns in the x3 and x6 number facts.	Identify patterns in the x4 and x8 number facts.	Identify patterns in the x3 and x9 number facts.	Identify patterns in the x7 number facts.
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	Animals including Humans – **Teeth and the digestive system.** **Identify the different types of teeth in humans and their simple functions.**	Animals including Humans – **Teeth and the digestive system.** **Identify the different types of teeth in humans and their simple functions.** **Use straightforward scientific evidence to**	Animals including Humans – **Teeth and the digestive system.** **Describe the simple functions of the basic parts of the digestive system in humans.**	Animals including Humans – **Teeth and the digestive system.** **<u>Sticky Knowledge</u>** *Acquire and Apply* *Point to the three different types of teeth in their mouth and talk about*	Animals including Humans – **Teeth and the digestive system.** **Describe the simple functions of the basic parts of the digestive system in humans.**	Animals including Humans – **Comparing human and animal teeth.** **Identify how the teeth in animal skulls show they are carnivores, herbivores or omnivores.**

	Set up simple practical enquiries, comparative and fair tests. **EQ:Why do we have different types of teeth?** Learn that humans have 2 sets of teeth, and that teeth can be classified into different groups. They 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, orange juice) to understand the effects of these liquids on the enamel of our teeth. **<u>Assessment Indicators</u>** *Point to the three different types of teeth in their mouth and talk about their shape and what they are used for.* ***TAPs focussed assessment*** *Teeth in liquid. Observing over time.*	**answer questions or to support findings.** **Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.** **Enquiry question: What are teeth made up of?** Learn about the stages of tooth decay and how it can be caused. They learn how tooth decay can be prevented and treated. **TAPs focussed assessment** *Teeth in liquid. Observing over time.*	**EQ: Which organs make up the digestive system?** Learn about the role of the human digestive system. They 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.	*their shape and what they are used for.* **TAPs focussed assessment** *Teeth in liquid. Observing over time.* *Sequence the basic parts of the digestive system and describe what happens in each part.*	**EQ: How does food become waste?** Learn about the functions of the mouth, oesophagus, stomach, small intestine and large intestine. Share their learning using Seesaw and Chatterpix. **<u>Assessement Indicator</u>** *Sequence the basic parts of the digestive system and describe what happens in each part.*	**EQ: What can we tell about an animal's diet from their teeth?** Use inference and recall skills to explore why carnivores, omnivores and herbivores need different shapes teeth. ***<u>Assessement Indicator</u>*** *Identify how the teeth in animal skulls show they are carnivores, herbivores or omnivores.*
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** Dreams and Goals What dreams or hopes do you have for the future? **Think about hopes and dreams and how it feels to have them.** Share our hopes and dreams and articulate how it feels to have hopes and dreams. Exlpore the hopes and dreams of a character in a story. (BV-Tolerance/Mutual respect)	**PSHEE Jigsaw SOW** Dreams and Goals How does it feel when a dream you had was broken? **Understand that hopes and dreams don't always come true and that this can hurt.** Explore various scenarios where hopes/dreams have not been realised. Discuss how people would feel in these situations, how they can try to overcome these feelings and how thye could be more resilient.	**PSHEE Jigsaw SOW** Dreams and Goals What happens when things don't go to plan? **Reflect on happy and positive experiences to counteract disappointment.** Use drama to explore ways to cope with disappointment. Work together to offer strategies for overcoming challenges by thinking positively.	**PSHEE Jigsaw SOW** Dreams and Goals Kids Fit enrichment activity supporting mental wellbeing Take part in a range of physical activities to explore how physical activity supports positive mental wellbeing.	**PSHEE Jigsaw SOW** Dreams and Goals How do you expect people to react to being disappointed? **Make a new plans and set goals even when disappointed.** Explore how to make a new plan and set new goals even if they have been disappointed. Discuss what it means to be resilient and to have a positive attitude.	**PSHEE Jigsaw SOW** Dreams and Goals How might you work best in your team? **Know how to work out steps to achieve a goal as part of a group.** **Identify contributions made by themselves and others which have resulted in the group's achievement.** Work together as a team to tackle a challenge. Work out the steps to take to achieve their goal, and

	(PC-Age/Sex/Disabilities Religion/Belief)	***Assessment Indicators*** *Explain why being resilient /having a positive attitude contributes to having greater chance of success.* (BV-Tolerance/Mutual respect) (PC-Age/Sex/Disabilities Religion/Belief)	***Assessment Indicators*** Deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. (BV-Tolerance/Mutual respect)		***Assessment Indicator*** *Plan and set new goals even after a disappointment.* (BV-Tolerance/Mutual respect)	do this successfully as part of a group. **Assessment Indicators** *Explain why being resilient /having a positive attitude contributes to having greater chance of success.* (BV-Tolerance/Mutual respect) (PC-Age/Sex/Disabilities Religion/Belief/Maternity/ Pregnancy)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE: Dance **Respond imaginatively to a range of stimuli related to character and narrative.** Change the direction or pathway of your actions to make your performance look interesting. ***Assessment Indicator*** *Respond imaginatively to a range of stimuli relating to character and narrative.* Outdoor PE: Dodgeball **Know that one handed throws are used for speed and accuracy.** Use overarm and underarm throwing with increased consistency in game situations. **Assessment Indicator** *Throw with some accuracy at a target.* (BV-Individual liberty/ Mutual respect)	**Get Set 4 PE SOW** Indoor PE: Dance **Change dynamics confidently within a performance to express changes in character.** Choose actions that represent the character. One movement impacts another. **Assessment Indicator** *Use simple movement patterns to structure dance phrases independently, with a partner and in a group.* Outdoor PE: Dodgeball **Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.** **Know that using a smooth action will help to increase accuracy.** To develop dodging skills to avoid being hit. **Assessment Indicator** *Return to the ready position to defend myself.*	**Get Set 4 PE SOW** Indoor PE: Dance **Use action and reaction to present an idea.** Assign actions to counts to help you to create your dance. Talk through and share your ideas with your partner. ***Assessment Indicator*** *Choose actions and dynamics to convey a character or idea.* Outdoor PE: Dodgeball **Begin to catch with one and two hands with some consistency in game situations.** Play different small group games involving passing and moving. (BV: Individual Liberty, mutual respect)	**Get Set 4 PE SOW** Indoor PE: Dance **Change dynamics confidently within a performance to express changes in character.** Count with your partner to accurately copy the set choreography. Perform the actions to the fast samba beat showing good timing and rhythm. **Assessment Indicator** *Use changes in timing and spacing to develop a dance.* Outdoor PE: Dodgeball **Know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.** Play dodgeball in small groups and practice catching accurately. **Assessment Indicator** *Catch with increasing consistency.* (BV-Individual liberty/Mutual respect)	**Get Set 4 PE SOW** Indoor PE: Dance **Confidently use changes in level, direction and pathway.** 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. **Assessment Indicator** *Use counts to keep in time with others and the music.* Outdoor PE: Dodgeball **Know that applying attacking tactics will help me to score points and get opponents out.** **Know that applying defending tactics will help me to stay in the game.** Practice using a range of tactics in small groups. **Assessment Indicator** *Communicate with their teammates to apply simple tactics.*	**Get Set 4 PE SOW** Indoor PE: Dance **Perform complex dances that communicate narrative and character well, performing clearly and fluently.** Children work in their groups to perform their carnival dance and offer feedback to each other. ***Assessment Indicator*** *Copy and remember set choreography.* *Provide feedback using appropriate language relating to the lesson.* *Show respect for others when working as a group and watching others perform.* Outdoor PE: Dodgeball **Know and understand the rules to be able to manage our own game.** Play a full game of dodgeball and make decisions in teams. **Assessment Indicator** *Understand the rules of the game and use them often and honestly.*

		(BV: Individual Liberty, mutual respect)			*Provide feedback using key terminology and understand what I need to do to improve.* (BV: Individual liberty/Mutual respect)	*Share ideas and work with others to manage our game.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	Programming A Repetition in shapes **Identify that accuracy in programming is important.** Explore programming in Logo, learning the basic commands and the effect of changing a value of a command. Create code for given purposes. **Assessment Indicator** *Use a template to create a design for my program.*	Programming A Repetition in shapes **To create a program in a text-based language.** Write an algorithm to write their initials. They will test their program and debug it to find and fix any errors. **Assessment Indicator** *Use a template to create a design for my program.*	Programming A Repetition in shapes **To explain what 'repeat' means.** Identify where repetition is seen in everyday life. They will identify where numbers, letters and shapes have been repeated and how many times. They will create algorithms using repetition to create patterns. **Assessment Indicator** *Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves.*	Programming A Repetition in shapes **To modify a count-controlled loop to produce a given outcome.** Learn what a count controlled loop is and how they can be used. They will look at algorithms and predict their outcome before testing them and modifying them. **Assessment Indicators** *Choose which values to modify in a loop.* *Use a count controlled loop to produce a given outcome.*	Programming A Repetition in shapes **To decompose a task into small steps.** Explore decomposing tasks into smaller chunks to see how this can be useful when completing a larger task. They will create procedures made from code snippets which can be used in their programming. **Assessment Indicators** *Break a problem down into smaller parts so make it manageable.*	Programming A Repetition in shapes **Creating a program.** Use acquired knowledge to create a program that uses count controlled loops to create a wrapping paper design. They will create, test and debug their algorithms. **Assessment Indicators** *Design and create a program using count controlled loops.* *Debug a program to ensure it meets a specific outcome.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major** **What causes natural disasters?** **Describe and understand key aspects of physical geography** **EQ – What is under the Earth's Surface?** Baseline assessment and introduce vocabulary on glossary. Hook – Children create their own volcanic eruption. Take children on a journey under the Earth's surface. Introduce plate tectonics - demonstrate using orange and jam. Complete a cross	**Major** **What causes natural disasters?** **Understand key aspects of physical geography: volcanoes and earthquakes.** **EQ – How does a volcano erupt?** To better understand the idea of plate tectonics, playdoh and card how plate boundaries cause volcanic eruptions - https://www.youtube.com/watch?v=GX7nai2aEtw Create their own explanation of how a volcano erupts a volcanic eruption.	**Major** **What causes natural disasters?** **Understand key aspects of physical geography: volcanoes and earthquakes.** **EQ – Why do earthquakes happen?** Explore how earthquakes are caused using understanding of plate tectonics. What are the effects on people and environment?	**Major** **What causes natural disasters?** **Sticky Knowledge** *Acquire and Apply* *Describe and explain the formation of volcanoes/ earthquakes in simple terms.*	**Major** **What causes natural disasters?** **Understand why some areas have high amounts of tectonic activity.** **Use GIS such as digimaps and google maps** **EQ – Why do people live near tectonic hazards?** Use world map/digimaps in small groups and solve clues as to the location of famous volcanoes around the world. Mark the location of the volcano on their map through the clues and research. Can they see a pattern emerging?	**Major** **What causes natural disasters?** **Explore how Meadowbank is equipped to prevent flooding.** **FIELDWORK** **EQ – How well prepared is our school for a flood?** Explore flood defences. Children to conduct investigation into the flood defences around school. Take digital pictures and annotate them with labels and captions on see-saw. **Assessment Indicator** *Identify flood prevention*

	section of the different layers of the earth.				Feedback and then shade in the ring of fire. Explain that 60% of volcanoes in the world are located in the ring of fire but they are found most often on the boundaries of plates. Debate - Would you live on the Ring of Fire? ***Assessment Indicators*** *Describe the ring of fire and explain why this area has tectonic activity.* *Use Digimap and Google Maps to add photographs to specific locations.*	*strategies and suggest ways to further improve.*
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**				**Minor** **Are some sources of evidence more reliable than others?** **Identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence** **EQ-How do sources help me find out about the past?** Explore a variety of sources. What do these tell us about the past?	**Minor** **Are some sources of evidence more reliable than others?** **Question the validity of sources and contradictions** EQ-How can we tell which sources of evidence are most reliable? Determine the reliability of different sources. Understand that even if a source is unreliable it can be useful. ***Assessment Indicators*** *Cross-referencing information to see if other sources agree, rather than taking everything on face value.* *Can see that some sources are more useful than others and can explain why.*	
Religious Education, Beliefs and Values **-Believing** **-Expressing**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**	EXPRESSING **Why do some people think life is like a journey? Part 1 Christian.**

-Living	**Explore reasons why some people see life as a journey and identify some of the key milestones on this journey.** Introduce glossary and answer baseline questions. Suggest why some people see life as a journey and identify some of the key milestones on this journey. Suggest reasons why marking the milestones of life are important to Christians. (BV-Tolerance/Mutual respect/Individual liberty) (PC-Religion/Belief/Age)	**Explore reasons why some people see life as a journey and identify some of the key milestones on this journey.** **Understand why marking the milestones of life are particularly important 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 to Christians, Hindus and Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. (BV-Tolerance, Mutual Respect, Individual Liberty) (PC-Religion/Belief/Age Pregnancy/Maternity)	**Explore reasons why some people see life as a journey and identify some of the key milestones on this journey.** **Understand why marking the milestones of life are particularly important to Christians.** 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 (BV-Tolerance, Mutual respect/Individual liberty) (PC-Religion/Belief/Age, Marriage/Civil partnership)	**Sticky Knowledge.** Acuire and Apply *List at least three significant milestones in their own 'Journey of Life'* *List commitments made by Christians and compare them to their own.* *Explain the symbols, meaning and value of a Christian wedding and Baptism ceremony.* *Detail at least two promises that are made to each other/family and to their faith.*	**Identify similarities and differences between ceremonies of commitment.** Suggest why some people see life as a journey and identify some of the key milestones on this journey. Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people. **Assessment Indicators** *List at least three Christian beliefs of Life after Death* *Create a map of life for a Christian, detailing what their faith offers them on their journey of life.* (BV-Tolerance, Mutual respect/Individual liberty) (PC-Religion/Belief/Age, Marriage/Civil partnership)	**Explore their own ideas about the value and challenge of religious commitment in Britain today.**Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Return and answer baseline questions
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW** Lesson 11 **Intercultural Understanding** **Learn about festivals and celebrations in different cultures.** Find out about French Christmas and New Year traditions. Revision of simple questions *Assessent Indicator:* *Ask and answer questions from memory.* *Où est la baleine? Qu'est-ce qu'il fait? Qu'est-ce que c'est?*	**Catherine Cheater SOW** Lesson 12. **Speaking and Listening** **Know how to say short sentences using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)** Revise verbs such as Sautez (jump), courez (run), marchez (walk), marchez sur la pointe des pieds (tiptoe). Introduce petit and grand Understand that adjectives in French mainly follow the	**Catherine Cheater SOW** Lesson 13 **Writing** **Write short sentences to a model/ writing frame and some words from memory.** Revise feminine nouns and practise adding petite and grande. Recognise the difference between the written form of petit and grand when joined to a feminine noun. **Assessment Indicators** Write some phrases from memory, including sentence	**Catherine Cheater SOW** Lesson 14 **Speaking and Listening** **Know how to say short sentences using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)** 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.	**Catherine Cheater SOW** Lesson 15 **Writing** **Write short sentences to a model/ writing frame and some words from memory, e.g. J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac La baleine est grande et verte;** Create setences with the starters dans ma chamber, dans le sac etc… Use a simple writing frame to construct different sentences.	**Catherine Cheater SOW** Lesson 16 **Reading** **Read and understand some familiar written words and phrases.** Revise verbs from Lesson 15. Practise reading sentences including verbs to dance, fly, swim and and then swapping the verbs around and rereading. ***Assessment Indicator*** *Apply known sound/spelling patterns in reading.*

		noun, but that some (e.g. petit, grand) precede the noun.	starters, with plausible spelling and correct word order e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.	Children notice a liaison between a word ending with a consonant and another beginning with a vowel. They identify the spoken and written forms of the phonemes in âne, in éléphant.	Teach 4 verbs through mimes and listen and respond games.	
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person – Archimedes **IEAs** **Evaluating** **Investigate and analyse books/videos and, where available, other products with lever, linkage and pneumatic mechanisms.** Investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage mechanisms. Use questions to develop children's understanding e.g. *Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?* ***Assessment Indicators*** *Evaluate a range of products that include lever, linkage and pneumatic mechanisms.*	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person – Archimedes **FTs** **Making** **Select from and use appropriate tools with some accuracy to cut, shape and join materials and components such as paper, card, tubing, syringes and balloons.** Demonstrate a range of lever and linkage mechanisms to the children using prepared teaching aids. Use questions to develop children's understanding e.g. Which card strip is the lever? Which card strip is acting as the linkage? Which part of the system is the input and which part the output? What does the type of movement remind you of? Which are the fixed pivots and which are the loose pivots? Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person - Archimedes **DMEAs** **Designing** **Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.** Develop a design brief with the children within a context which is authentic and meaningful. Discuss with children the purpose of the products they will be designing and making and who the products will be for. Generate a range of ideas, encouraging creative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's products.	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person – Archimedes **DMEAs** **Designing** **Use annotated sketches and prototypes to develop, model and communicate ideas.** Using annotated sketches and prototypes, ask the children to develop, model and communicate their ideas. ***Assessment Indicators*** *Create an annotated sketch and prototype based on own design criteria and needs of the user.*	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person – Archimedes **DMEAs** **Making** **Order the main stages of making.** **Select from and use appropriate tools with some accuracy to cut, shape and join materials and components such as paper, card, tubing, syringes and balloons.** **Select from and use finishing techniques suitable for the product they are creating.** Consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. ***Assessment Indicators*** *Use a variety of tools and finishing techniques to create a lever, linkage and pneumatic mechanism. Refer back to own design criteria and user needs throughout making process, adapting where necessary.*	**DT-Mechanical Systems Levers, Linkages, Pneumatics** Significant Person - Archimedes **DMEAs** **Evaluating** **Evaluate their own products and ideas against criteria and user needs, as they design and make.** Evaluate the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

		Develop knowledge and skills by replicating one or more of the teaching aids. ***Assessment Indicators*** *Understand and use lever, linkage and pneumatic mechanisms.* *Distinguish between fixed and loose pivots.* *Know and use technical vocabulary relevant to the project.*				
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? 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.**	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? 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.** **Assessment Indicators** *Rehearse and performing their parts within the context of the unit song.* *Play together with everybody while keeping the beat.* *Listen to and following musical instructions from a leader.*	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? Singing **Rehearse and learn songs from memory and/or with notation.** **Sing in different time signatures: 2/4, 3/4 and 4/4.**	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? Singing **Sing expressively, with attention to breathing and phrasing.** **Sing expressively, with attention to staccato and legato.** **Talk about the different styles of singing used for different styles of song.**	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? **Creating: 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♯,** **D, E, F♯, A, B**	**Charanga Model Music Curriculum B** Compose with your friends How Does Music Improve Our World? **Creating: 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♯,** **D, E, F♯, A, B** **Assessment Indicator** *Becoming more skilled in improvising; perhaps trying more notes and rhythms.*
Outdoor Learning Opportunities		**Major: (MFL)** Practise verbs for jump, run, walk in French.	**Major: (Literacy)** Perform and share poetry with each other		**Minor: (RVB)** Create a map of life for a Christian in the playground	**Major: (Geography Fieldwork)** Survey the school grounds for flood defences
Enhancements **Visits and Visitors**			Five Ways to Wellbeing Workshop 24.01.25 1:15pm	KidzFit PSHEE mental well being session 29.01.25		
Parental Engagement			DEAR – Poetry 23.01.25 2:30pm			

Whole School and National Events					Children's Mental Health Week WB 03.02.25	Safer Internet Day 11.02.25 St.Vaentine's Day 14.02.25

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.