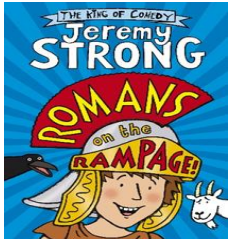
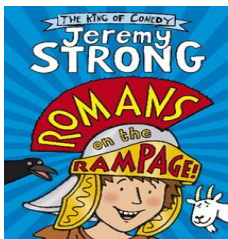
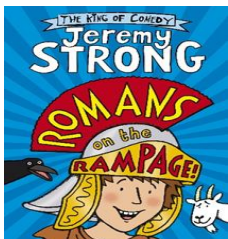
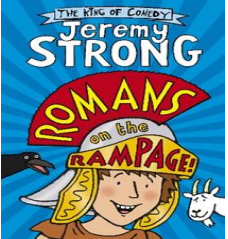
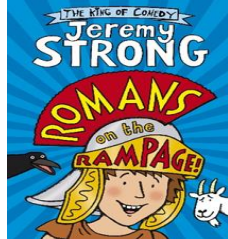
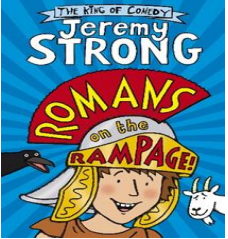




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2026**  
**Phase Lower Key Stage 2 Year Group 4**



	<b>Week 1</b> <b>WB 05.01.26</b>	<b>Week 2</b> <b>WB 12.01.26</b>	<b>Week 3</b> <b>WB 19.01.26</b>	<b>Week 4</b> <b>WB 26.01.26</b>	<b>Week 5</b> <b>WB 02.02.26</b>	<b>Week 6</b> <b>WB 09.02.26</b>
<b>Big Question</b>	<b>What did the Romans ever do for us?</b>					
<b>Connected concepts</b>	<b>Power</b> <b>Cause and Effect</b>	<b>Power</b> <b>Cause and Effect</b>	<b>Power</b> <b>Cause and Effect</b>	<b>Power</b> <b>Cause and Effect</b>	<b>Power</b> <b>Cause and Effect</b>	<b>Power</b> <b>Cause and Effect</b>
<b>Book Studies</b>	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 
<b>Children steering learning....</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>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Use prediction skills. Develop fluency when reading aloud Retrieve and record information from non-fiction and fiction texts  <b>Text focus</b> Non-fiction - Instructions on How to be a Roman soldier  <b>Phase 1 – Understanding as a Reader and Hook.</b> Life of a Roman Soldier research followed by hot seating of a Roman soldier.	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Explain the meaning of new vocabulary in context. Generate and answer VIPERS questions in pairs.  <b>Text focus</b> Non-fiction - Instructions on How to be a Roman soldier  <b>Phase 2 – Understanding as a Writer</b> Explore the purpose of subordinate clauses.  Use relative clauses to add detail.	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Explain the meaning of new vocabulary in context. Generate and answer VIPERS questions in pairs.  <b>Text focus</b> Non-fiction - Instructions on How to be a Roman soldier  <b>Phase 2 – Understanding as a Writer</b> Write, edit and revise instructions.	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Answer VIPERS questions using PEE model to use evidence to support points.  <b>Text focus</b> Non-fiction - Newspaper Report Explanation texts  <b>Phase 1 – Understanding as a Reader.</b> Explore WAGOLL and features of an explanation text.  Understand tier II vocabulary.	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Answer VIPERS questions using PEE model to use evidence to support points.  <b>Text focus</b> Non-fiction - Newspaper Report Explanation texts  <b>Phase 2 – Understanding as a Writer</b> Use cause and effect threading for cohesion.  Explore paragraph pathways to build on ideas.	<b>Whole Class Text – Romans on the Rampage by Jeremy Strong</b>  <b>Reading</b> - Summarise events from the text. Explain techniques used by the author to engage the reader and have an impact on the audience.  <b>Text focus</b> Non-fiction - Newspaper Report  <b>Phase 3 – Composition</b> Write an explanation text Edit, and revise text.  Publish text.

	<b>Phase 2 - Understanding as a Writer</b> identify features of Instructional Text  Introduce Tier II vocabulary and understand its meaning.	Use cause and effect threading for cohesion.  Plan instructions.		Explore structure and organisation of text.  <b>Phase 2 - Understanding as a Writer</b> Use relative clauses to add details.	<b>Phase 3 - Composition</b> Revise a section of writing using a given criteria.  Plan an explanation text.	
<b>Tier II vocabulary:</b>	Lacerate Prestigious Proficient Harships Competent Conquer			Orchestrated Rigorous Discipline Admiration Authority Refine		
<b>Mathematics Number</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Measurement</b>	<b>Fractions - Recognise and show, using diagrams, families of common equivalent fractions.</b> 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 whether fractions are equal.  Use toolkits to develop understanding.  Solve reasoning problems.	<b>Fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</b> 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.	<b>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.</b> 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.	<b>Fractions - Fractions - Add and subtract fractions with the same denominator.</b> Use visuals to explore rules involved in adding and subtracting fractions.  Use toolkits (including measures) to develop fluency.	<b>Fractions - Add and subtract fractions with the same denominator.</b> Solve deeper thinking reasoning and problem solving (including measures) challenges.	<b>Decimals - Recognising tenths and hundredths and decimal equivalences.</b> 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.
<b>Mathematics - Retrieval work through maths rehearsal sequence</b>	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.
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<b>Animals including Humans - Teeth and the digestive system</b>  Identify the different types of teeth in humans and their simple functions.  Set up simple practical enquiries, comparative and fair tests.	<b>Animals including Humans - Teeth and the digestive system</b>  Identify the different types of teeth in humans and their simple functions.  Use straightforward scientific evidence to	<b>Animals including Humans - Teeth and the digestive system</b>  Describe the simple functions of the basic parts of the digestive system in humans.  EQ: Which organs make up the digestive system?	<b>Animals including Humans - Teeth and the digestive system</b>  <b>Sticky Knowledge Week</b> <i>Acquire and Apply:</i> <i>Point to the three different types of teeth in their mouth and talk about their shape and what they are used for.</i>	<b>Animals including Humans - Teeth and the digestive system</b>  Describe the simple functions of the basic parts of the digestive system in humans.  EQ: How does food become waste?	<b>Animals including Humans - Comparing human and animal teeth.</b>  Identify how the teeth in animal skulls show they are carnivores, herbivores or omnivores.

	<p><b>EQ: Why do we have different types of teeth?</b> 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.</p> <p>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 teeth.</p> <p><b><u>Assessment Indicators:</u></b> <i>Point to the three different types of teeth in their mouth and talk about their shape and what they are used for.</i> <i>TAPs focussed assessment: Teeth in liquid. Observing over time.</i></p>	<p>answer questions or to support findings.</p> <p><b>Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.</b></p> <p><b>EQ: What are teeth made up of?</b> Learn about the stages of tooth decay and how it can be caused. They learn how tooth decay can be prevented and treated.</p> <p><i>TAPs focussed assessment: Teeth in liquid. Observing over time.</i></p>	<p>Learn about the role of the human digestive system. Explore the functions of the mouth, oesophagus, stomach, small intestine and large intestine.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p><i>TAPs focussed assessment: Teeth in liquid. Observing over time.</i> <i>Sequence the basic parts of the digestive system and describe what happens in each part.</i></p>	<p>Continue to learn about the functions of the mouth, oesophagus, stomach, small intestine and large intestine.</p> <p>Share learning using Chatterpix and Seesaw to create videos about the digestive system.</p> <p><b><u>Assessment Indicator:</u></b> <i>Sequence the basic parts of the digestive system and describe what happens in each part.</i></p>	<p><b>EQ: What can we tell about an animal's diet from their teeth?</b></p> <p>Use inference and recall skills to explore why carnivores, omnivores and herbivores need different shapes teeth.</p> <p><b><u>Assessment Indicator:</u></b> <i>Identify how the teeth in animal skulls show they are carnivores, herbivores or omnivores.</i></p>
<p><b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world</p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p><b>What dreams or hopes do you have for the future?</b></p> <p>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.</p> <p>Explore the hopes and dreams of a character in a story. (BV: Tolerance/Mutual respect) (PC: Age/Sex/Disabilities, Religion/Belief)</p>	<p>PSHEE Jigsaw SOW: Dreams and Goals</p> <p><b>How does it feel when a dream you had was broken?</b></p> <p>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 they could be more resilient.</p> <p><b><u>Assessment Indicators:</u></b> <i>Explain why being resilient /having a positive attitude</i></p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p><b>What happens when things don't go to plan?</b></p> <p>Reflect on happy and positive experiences to counteract disappointment. Use drama to explore ways to cope with disappointment and work together to offer strategies for overcoming challenges by thinking positively.</p> <p><b><u>Assessment Indicators:</u></b> <i>Deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</i></p>	-	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p><b>How do you expect people to react to being disappointed?</b></p> <p><b>Make a new plans and set goals even when disappointed.</b> 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.</p> <p><b><u>Assessment Indicator:</u></b> <i>Plan and set new goals even after a disappointment.</i></p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p><b>How might you work best in your team?</b></p> <p>Know how to work out steps to achieve a goal as part of a group. <b>Identify contributions made by themselves and others which have resulted in the group's achievement.</b> Work together as a team to tackle a challenge. Work out the steps to take to achieve their goal, and do this successfully as part of a group.</p> <p><b><u>Assessment Indicators:</u></b> <i>Explain why being resilient /having a positive attitude</i></p>

		contributes to having greater chance of success. (BV: Tolerance/Mutual respect) (PC: Age/Sex/Disabilities, Religion/Belief)	(BV: Tolerance/Mutual Respect)		(BV: Tolerance/Mutual respect)	contributes to having greater chance of success. (BV: Tolerance/Mutual respect) (PC: 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  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.  <u><b>Assessment Indicator:</b></u> Respond imaginatively to a range of stimuli relating to character and narrative.  <b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Throw with some accuracy at a target. (BV: Individual Liberty/ Mutual respect)	<b>Get Set 4 PE SOW</b> Indoor PE: Dance  Change dynamics confidently within a performance to express changes in character. Choose actions that represent the character. One movement impacts another.  <u><b>Assessment Indicator:</b></u> Use simple movement patterns to structure dance phrases independently, with a partner and in a group.  <b>Get Set 4 PE SOW</b> 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. Develop throwing and dodging skills to avoid being hit.  <u><b>Assessment Indicator:</b></u> Return to the ready position to defend myself. (BV: Individual Liberty/ Mutual respect)	<b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Choose actions and dynamics to convey a character or idea.  <b>Get Set 4 PE SOW</b> 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)	<b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Use changes in timing and spacing to develop a dance.  <b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Catch with increasing consistency. (BV: Individual Liberty/ Mutual respect)	<b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Use counts to keep in time with others and the music.  <b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Communicate with their teammates to apply simple tactics. Provide feedback using key terminology and	<b>Get Set 4 PE SOW</b> Indoor PE: Dance  Perform complex dances that communicate narrative and character well, performing clearly and fluently. Work in their groups to perform their carnival dance and offer feedback to each other.  <u><b>Assessment Indicators:</b></u> 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.  <b>Get Set 4 PE SOW</b> 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.  <u><b>Assessment Indicator:</b></u> Understand the rules of the game and use them often and honestly. Share ideas and work with others to manage our game.

					understand what I need to do to improve. (BV: Individual Liberty/ Mutual respect)	
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	Programming A - Repetition in shapes:  <b>Identify that accuracy in programming is important.</b> Explore programming in Logo, learning the basic commands and the effect of changing a value of a command.  Create code for given purposes.  <u><b>Assessment Indicator:</b></u> Use a template to create a design for my program.	Programming A - Repetition in shapes:  <b>To create a program in a text-based language</b> Write an algorithm to write their initials. They will test their program and debug it to find and fix any errors.  <u><b>Assessment Indicator:</b></u> Use a template to create a design for my program.	Programming A - Repetition in shapes:  <b>To explain what 'repeat' means.</b> Identify where repetition is seen in everyday life.  Identify where numbers, letters and shapes have been repeated and how many times. Create algorithms using repetition to create patterns.  <u><b>Assessment Indicator:</b></u> Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves.	Programming A - Repetition in shapes:  <b>To modify a count-controlled loop to produce a given outcome.</b> Learn what a count controlled loop is and how they can be used. Look at algorithms and predict their outcome before testing them and modifying them.  <u><b>Assessment Indicators:</b></u> Choose which values to modify in a loop. Use a count controlled loop to produce a given outcome.	Programming A - Repetition in shapes:  <b>To decompose a task into small steps.</b> Explore decomposing tasks into smaller chunks to see how this can be useful when completing a larger task.  Create procedures made from code snippets which can be used in their programming.  <u><b>Assessment Indicator:</b></u> Break a problem down into smaller parts so make it manageable.	Programming A - Repetition in shapes.  <b>Creating a program.</b> Use acquired knowledge to create a program that uses count controlled loops to create a wrapping paper design.  Create, test and debug their algorithms.  <u><b>Assessment Indicators:</b></u> Design and create a program using count controlled loops. Debug a program to ensure it meets a specific outcome.
<b>Geography</b> <b>-Locational and Place Knowledge</b> <b>-Field Work</b> <b>-Using Globes, Maps and Plans</b>			<b>Minor:</b> <b>Map skills and fieldwork.</b>  <b>EQ- How can we see mountains on a map?</b>  <b>Understand what the equator, tropic of Cancer, tropic of Capricorn, northern and southern hemisphere is and its significance on the globe.</b>  <b>Understand how maps can show mountains and contours.</b> Retrieval based on tropics.  Explore how maps show relief features.  <u><b>Assessment Indicator:</b></u> Identify the Northern and Southern Hemisphere, equator and tropics on a globe or map.	<b>Minor:</b> <b>Map skills and fieldwork.</b>  <b>EQ- How can we see mountains on a map?</b>  <b>Understand how maps can show mountains and contours.</b> Explore how maps show relief features.  <u><b>Assessment Indicator:</b></u> Describe and interpret relief features.		

<b>History</b> - Chronology - Concepts - Interpretation - Enquiry - Communication	<b>Major:</b> The Roman Empire and its impact on Britain.  EQ - When did the Romans invade and why?  Place the Ancient Romans and Roman Britain into the wider context of historical chronology  Identify the reasons for the invasion of Britain by the Romans. 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. (BV: Rule of Law/ Democracy/Individual Liberty)	<b>Major:</b> The Roman Empire and its impact on Britain.  EQ - How were the Romans able to keep control over such a vast empire?  Build a coherent knowledge of British history from the Iron Age to Roman Britain 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)  Using their experiences during the educational visit to Deva Roman Fortress, pupils have to explore why the Roman army was so strong. Find and rank reasons they think the most important. (BV: Rule of Law/Democracy)	<b>Major:</b> The Roman Empire and its impact on Britain  EQ - Who was Boudicca and why did she stand up to the Romans?  Understand why Boudicca is such a significant individual for both British and Roman British history.  Use Boudicca primary sources to understand that there is more than one viewpoint and it cannot be verified.  Question the validity of sources and contradictions - e.g. Boudicca by Tacitus and Cassius Dio. Understand the story of Boudicca's rebellion and the impact. (BV: Rule of Law/Individual liberty)	<b>Major:</b> The Roman Empire and its impact on Britain.  <u>Sticky Knowledge Week</u> Acquire and Apply:  Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, and Boudicca's revolt. Analyse actions of Caesar and Claudius and their invasions of Britain. Explain why the Romans were able to expand and control such a large Empire.	<b>Major:</b> The Roman Empire and its impact on Britain.  EQ - 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> (including homes, food, entertainment) Identify differences between settlements in different eras. (BV: Rule of Law/Individual liberty/Tolerance)	<b>Major:</b> The Roman Empire and its impact on Britain.  EQ - How much of our lives today is influenced by the Romans who lived here 2000 years ago?  Understand the impact of the Roman invasion on Britain - identifying the effects on following civilisations and today. What have the Romans ever done for us? Children to evaluate impressive lasting legacies.  <u>Assessment Indicators:</u> Describe the main ways the Romans have impacted on our lives today. Describe the consequences of the Roman invasion of Britain.
<b>Religious Education, Beliefs and Values</b> - Believing - Expressing - Living	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  Explore reasons why some people see life as a journey and identify some of the key milestones on this journey. Research case studies and suggest why some people see life as a journey and identify some of the key milestones on this journey.	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  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. Research a range of sources to discover what	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  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. Collect data as to why people make promises and	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  <u>Sticky Knowledge</u> <u>Assessment Indicators:</u> 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	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  Identify similarities and differences between ceremonies of commitment. Research a range of sources to discover what happens in a baptism. (BV: Tolerance/Mutual Respect/Individual Liberty)	<b>EXPRESSING</b> Why do some people think life is like a journey? Part 1 Christian.  Identify similarities and differences between ceremonies of commitment. CIST workshop with a baptism focus.  <u>Assessment Indicators:</u> List at least three significant milestones in their own 'Journey of Life'

	(BV: Tolerance/Mutual Respect/Individual Liberty) (PC: Religion or Belief/Age)	happens in Christian weddings of commitment and say what these rituals mean. (BV: Tolerance/ Mutual Respect/Individual Liberty) (PC: Religion or Belief/Age, Pregnancy and Maternity)	vows when they marry and what these are.  Read case studies of why some people choose to have a religious or a non-religious wedding ceremony.	<i>Christian wedding and Baptism ceremony. Detail at least two promises that are made to each other/family and to their faith.</i>	(PC: Religion or Belief/Age/ Marriage and Civil Partnership)	<i>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.</i>
<b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding	<b>Catherine Cheater SOW</b>  <b>Speaking and Listening</b> 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 noun, but that some (e.g. petit, grand) precede the noun.  Va-t'en, Grand Monstre Vert!	<b>Catherine Cheater SOW</b>  <b>Writing</b> Write short sentences to a model/ writing frame and some words from memory. Revise feminine nouns and practise adding petite and grande. Children to recognise the difference between the written form of petit and grand when joined to a feminine noun.  Va-t'en, Grand Monstre Vert!  <u><b>Assessment Indicator:</b></u> <i>Write some phrases from memory, including sentence starters, with plausible spelling and correct word order</i> <i>e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.</i>	—	<b>Catherine Cheater SOW</b>  <b>Speaking and Listening</b> 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.  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.  Va-t'en, Grand Monstre Vert!	<b>Catherine Cheater SOW</b>  <b>Writing</b> 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 sentences with the starters dans ma chambre, dans le sac etc...  Use a simple writing frame to construct different sentences.  Teach 4 verbs through mimes and listen and respond games.  Va-t'en, Grand Monstre Vert!	<b>Catherine Cheater SOW</b>  <b>Reading</b> Read and understand some familiar written words and phrases. Revise verbs from Lesson 15. Practise reading sentences including verbs to dance, fly, swim and then swapping the verbs around and rereading.  Va-t'en, Grand Monstre Vert!  <u><b>Assessment Indicator:</b></u> <i>Apply known sound/spelling patterns in reading.</i>
<b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Know some features of art from different historical periods. What is a mosaic? Identify mosaics in our local area as well as mosaics from around the world.	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Use different marks and tools to create patterns and repeated mark making in clay. Use tools to make horizontal and vertical patterns.	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Know how to sculpt clay and other mouldable materials.  Use different marks and tools to create patterns and repeated mark making in clay.	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Use different marks and tools to create patterns and repeated mark making in clay. Replicate the design of a mosaic tile using chopped up	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Use different marks and tools to create patterns and repeated mark making in clay. Designing our own mosaics in the style of Antoni Gaudi.	<b>Sculpture - mosaic</b> <b>Artist: Antoni Gaudi</b>  Use tools to make horizontal and vertical patterns. Create and evaluate own mosaic design.

<b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b>	<p>Compare ancient and modern mosaics and consider how mosaics were used in Ancient Rome compared to those by Gaudi in Barcelona.</p> <p><b><u>Assessment Indicator:</u></b> Name at least two features of art from different historical periods.</p>	<p>Explore Roman pots and sculpture, considering tools and strategies to create them.</p> <p>Practise making marks and patterns and design clay sculpture.</p>	<p>Creating our own sculptures.</p> <p>Use the designs they have made last lesson to create their own sculptures.</p> <p><b><u>Assessment Indicator:</u></b> Create horizontal and vertical patterns within clay, using appropriate tools</p>	<p>paper. Discuss advantages and challenges.</p>	<p>Use their knowledge from their prior lesson to create designs for mosaics in the style of Antoni Gaudi and showing an Ancient Greek image.</p> <p>Consider what their mosaics will be made from, what colours they will be and what their mosaic's purpose will be.</p>	<p><b><u>Assessment Indicator:</u></b> Create horizontal and vertical patterns within clay, using appropriate tools</p>
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Playing Instruments</b> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce song 'Bringing Us Together' and practise playing instrumental parts (GAC)</p>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Playing Instruments</b> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce song 'Mambo' from West Side Story and practise playing instrumental parts</p> <p><b><u>Assessment Indicator:</u></b> 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.</p>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Singing</b> Rehearse and learn songs from memory and/or with notation.  Sing in different time signatures: 2/4, 3/4 and 4/4. Introduce song Old Joe Clarke. Practise learning to sing together and off by heart.</p>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Singing</b> Sing expressively, with attention to breathing and phrasing.  Sing expressively, with attention to staccato and legato.  <b>Talk about the different styles of singing used for different styles of song.</b> Practise singing the song Old Joe Clarke. Continue to work on singing chorally and expressively. Practise the other 2 songs previously sung.  Discuss the different styles of song encountered over the past few lessons.</p>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Creating: Improvisation</b> 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  Improvise using notes GAC on the recorder with the song Old Joe Clarke.</p>	<p><b>Charanga Model Music Curriculum B</b> Compose with your friends How Does Music Improve Our World?</p> <p><b>Creating: Improvisation</b> 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  Continue to improvise using notes GAC on the recorder and perform with their group.</p> <p><b><u>Assessment Indicator:</u></b> Becoming more skilled in improvising; perhaps trying more notes and rhythms.</p>
<b>Outdoor Learning Opportunities</b>	<b>Major: (Literacy)</b> Roman army drills.	<b>Major: (History)</b> Visit Chester Roman walls and participate in activities.				<b>Minor: (French)</b> Listen to and perform verbs.
<b>Enhancements Visits and Visitors</b>		Roman Chester Educational visit 14.01.26	Bible Encounters assembly 23.01.26			
<b>Parental Engagement</b>					DEAR 05.02.26 2:30pm	



<b>Whole School and National Events</b>	INSET DAY 05.01.26				NSPCC Number Day 06.02.26	Children's Mental Health Week W/C 09.02.26 Safer Internet Day 10.02.26
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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.