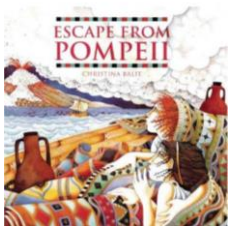
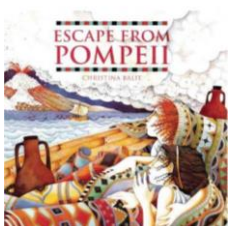
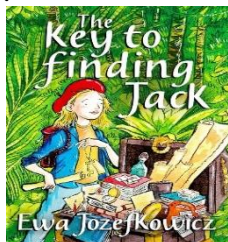
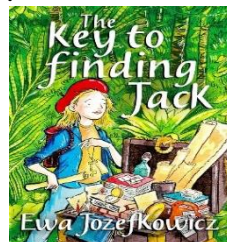
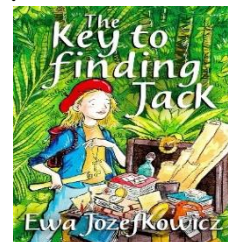





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring Term 2 2024
Phase Lower Key Stage 2 Year Group 4



	Week 1 WB 19.02.24	Week 2 WB 26.02.24	Week 3 WB 04.03.24	Week 4 WB 11.03.24	Week 5 WB 18.03.24	Week 6 WB 25.03.24
Big Question	What causes natural disasters?					
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	Escape from Pompeii by Christina Balit 	Escape from Pompeii by Christina Balit 	The Key to Finding Jack by Ewa Jozefkiewicz 	The Key to Finding Jack by Ewa Jozefkiewicz 	The Key to Finding Jack by Ewa Jozefkiewicz 	The Key to Finding Jack by Ewa Jozefkiewicz 
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?					
English Reading - Word reading - Comprehension Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation	Poetry- Haikus. <u>Phase 1: Hook Understanding as a reader.</u> Develop subject specific vocabulary. Read through a variety of haikus and decide if the syllabic pattern is correct or not. <u>Phase 2: Understanding as a writer.</u> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Poetry- Tankas.. <u>Phase 2: Understanding as a writer.</u> Develop subject specific vocabulary. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Children to use similes, metaphors and different sentence types to compose sentences for their own tankas.	Word Book Week Setting description based on The Comet by Joe Tod Stanton. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials. <u>Phase 1: Hook and Understanding as a reader.</u> Compare the pictures from the text and the setting description and make links with vocabulary and description.	Stories set in an Imaginary World. <u>Phase 1: Understanding as a reader.</u> To answer VIPERS questions about the first few chapters. To sequence the events of the first few chapters. To explore unfamiliar vocabulary, using the context of the sentence to make predictions <u>Phase 2: Understanding as a writer.</u> To experiment with a range of sentence structure.	Stories set in an Imaginary World. <u>Phase 2: Understanding as a writer.</u> To editing and improve sentences based on vocabulary, <u>Phase 3: Composition.</u> To experiment with a range of sentence structures, applying taught punctuation, into extended writing pieces. To plan their own story set in an imaginary world using text as a guide. <u>Reading Text:</u> The Key to Finding Jack by Ewa Jozefkiewicz	Stories set in an Imaginary World. To identify themes in the text and give evidence to support their understanding. <u>Phase 3: Composition.</u> To proof-read for spelling and punctuation errors Children to write their own story using vocabulary, sentence types and punctuation explored over the past 3 weeks. Children to use TAG to edit and improve their work. <u>Assessment Indicator:</u> To write our own long story set in an imaginary

	<p>To use vocabulary to compose sentences for their own haikus.</p> <p>Phase 3: Composition. Using their work on syllables and vocabulary, children to create their own haikus poems about Bonfire Night.</p> <p>Reading Text: Escape from Pompeii by Christina Balit</p> <p>Inference of the front cover.</p> <p>Emotions map of the characters across the span of the text.</p> <p>Answer VIPERS questions.</p>	<p>Phase 3: Composition. Using their work on sentences and vocabulary, children to create their own tanka poems.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Perform their poetry to KS1 students.</p> <p>Assessment Indicator: <i>Writing our own tanka and haiku poems on the theme of remembrance.</i></p> <p>Reading Text: Escape from Pompeii by Christina Balit</p> <p>Blooms taxonomy questions.</p> <p>Writing PEE questions about the character's feelings.</p>	<p>Phase 2: Understanding as a writer Define and use vocabulary within a setting description.</p> <p>Explore the use of figurative language within the setting description.</p> <p>Phase 3: Composition Write our own setting description under the night sky.</p> <p>Reading Text: The Key to Kinding Jack by Ewa Jozefkowicz</p> <p>Inference of the front cover.</p> <p>Inside outside of the characters to identify what they feel and how they show this.</p>	<p>Reading Text: The Key to Kinding Jack by Ewa Jozefkowicz</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To make predictions about the plot and characters using the front cover.</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To answer inference questions using the PEE format.</p>	<p><i>world, using metaphors and similes.</i></p> <p>Reading Text: The Key to Kinding Jack by Ewa Jozefkowicz</p> <p>To identify themes and conventions in a wide range of books.</p>
<p>Mathematics</p> <p>Number</p> <p>- Addition and Subtraction</p> <p>- Multiplication and Division</p> <p>- Measurement</p>	<p>Fractions- Recognising tenths and hundredths and decimal equivalences. Counting up and down in tenths and hundredths.</p> <p>Solve simple measure and money problems involving decimals.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Full cycle: Visual and pictorial Toolkit (including measures) Deeper thinking reasoning and problem solving (including measures)</p>	<p>Fractions- Multiplying and Dividing by 10 and 100. Use a place value grid to show how the numbers can increase, decrease and move into and out of decimals when multiplied and divided by 10 and 100.</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p> <p>Missing numbers - using the inverse relationship between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>	<p>Fractions- Multiplying and Dividing by 10 and 100. Use our knowledge to solve multiplication and division problems including measures.</p> <p>Toolkit (including measures) Deeper thinking reasoning and problem solving (including measures)</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p> <p>Missing numbers - using the inverse relationship</p>	<p>Fractions- Rounding and comparing decimals. Round decimals to the nearest whole number</p> <p>Visual and practical apparatus.</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p> <p>Missing numbers - using the inverse relationship between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>	<p>Perimeter linked to multiplication and division. Be able to work out the perimeter of 2D shapes using centimetres, inches, yards and miles.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p> <p>Missing numbers - using the inverse relationship</p>	<p>Area linked to multiplication and division. Be able to work out the area of 2D shapes using centimetres, inches, yards and miles.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p> <p>Missing numbers - using the inverse relationship</p>

	<p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test) Missing numbers - using the inverse relationship between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>		<p>between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>		<p>between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>	<p>between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Animals including Humans - Comparing human and animal teeth.</p> <p>Enquiry question: What can we tell about an animal's diet from their teeth?</p> <p>Animal teeth Recall the different types of teeth and match the teeth to the different animals.</p> <p>Use inference and recall skills to explore why carnivores, omnivores and herbivores need different shapes teeth.</p> <p>To be able to relate conclusions to scientific understanding.</p> <p>To be able to provide scientific explanations, comparison and conclusions for results.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Animals including Humans - Food Chains.</p> <p>Enquiry question: How have animals adapted to their diets?</p> <p>Carnivores, Herbivores and Omnivores. Relate the digestive system in humans to that of animals.</p> <p>To develop scientific ideas and thinking about the diets of animals.</p> <p>To explain the different diets of carnivores, herbivores and omnivores.</p> <p>To make scientific comparisons and conclusions on the diet of animals to that of humans.</p> <p>To consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Animals including Humans - Food Chains.</p> <p>Enquiry question: What are food chains? How do they work?</p> <p>Food chains Introduce food maps and learn the key vocabulary of predator, prey and producer.</p> <p>To understand and explain what is meant by predator, prey and producer.</p> <p>To make links between plants and animals in the form of food chains.</p> <p>To understand what an energy chain is.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Animals including Humans - Food Chains.</p> <p>Enquiry question: How do I construct and interpret a food chain?</p> <p>Interpreting food chains Understand that the arrows on food chains show the conversion of energy from one animal once consumed by the next.</p> <p>Understand that food chains show how energy from the sun is used by animals in a chain from plants through to animals and even humans.</p> <p>All food chains start with a producer which is always a green plant that converts the sun's energy into food.</p> <p>Animals then eat the producer and are called consumers.</p> <p>Sometimes animals eat other animals. These are called predators.</p>	<p>Animals including Humans - Food Chains.</p> <p>Enquiry question: How are predators, prey and producers intertwined?</p> <p>Food webs. Use knowledge of food maps to understand that there are multiple predator, prey and producers that are intertwined.</p> <p>To consider the role of environment in the diets of animals and how the changing climate is impacting this.</p> <p>To combine simple food chains to create food webs.</p> <p>To discuss the impact of imbalances that may occur.</p> <p>To understand the importance of plants to life on Earth.</p> <p>Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.</p>

<p>Personal, Social, Health and Economic Education</p> <p>-Relationships</p> <p>-Health and Well-Being</p> <p>-Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHE JIGSAW SOW: Healthy Me.</p> <p>My Friends and Me. Recognise how different friendship groups are formed, How I fit into them and the friends I value the most.</p> <p>Identify the feelings I have about my friends and my different friendship groups. How did you make friends with your different friendship groups? Is it important to have lots of friends? How are you different in each of your friendship groups? (British Values: Tolerance, Respect and Liberty)</p>	<p>PSHE JIGSAW SOW: Healthy Me.</p> <p>Group Dynamics. Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. How would you handle a difficult situation? Would a friend handle it differently? Why? Do you find it easy to say no to something you don't want to do? (British Values: Tolerance, Respect and Liberty)</p>	<p>PSHE JIGSAW SOW: Healthy Me.</p> <p>Smoking. Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. What do you already know about smoking? Do you think everyone starts smoking for the same reason? (British Values: Tolerance, Respect and Liberty) (Protected Characteristics: Disability)</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>PSHE JIGSAW SOW: Healthy Me.</p> <p>Alcohol. Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. Is being healthy only about eating well and being active? Does anyone know where the liver is in the body? (British Values: Tolerance, Respect and Liberty) (Protected Characteristics: Disability)</p>	<p>PSHE JIGSAW SOW: Healthy Me.</p> <p>Healthy Friendships. Recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>Identify feelings of anxiety and fear associated with peer pressure. Have you always had these beliefs? Why/ why not? How does age affect how we act in certain situations? Does it get easier to know the difference between right and wrong as we get older? What does being assertive look like?</p> <p><u>Assessment Indicator:</u> <i>Reflect on experiences and explain what they will do at a future point if experiencing peer pressure?</i> (British Values: Tolerance, Respect and Liberty)</p>
<p>Physical Education</p> <p>-Gymnastics</p> <p>-Dance</p> <p>-Games</p> <p>-Athletics</p> <p>-Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To develop individual and partner balances. Social: To work safely when learning a skill. Emotional: To be confident to perform in front of others. Thinking: To identify what makes a good balance and use this to help me improve.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To develop control in performing and landing rotation jumps. Social: To work safely with and around others. Emotional: To try my best in the tasks I am set. Thinking: To observe others and provide feedback on their performances.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To develop the straight, barrel, forward and straddle roll. Social: To be kind when structuring my feedback. Emotional: To be confident to receive feedback. Thinking: To plan and create sequences.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To link actions that flow using the rolls I have learnt. Social: To work safely with and around others. Emotional: To persevere when developing a skill. Thinking: To understand what momentum is and how it helps me to roll.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To develop strength in inverted movements. Social: To work with a partner to create and perform a sequence. Emotional: To try my best. Thinking: To understand that gymnastics helps to develop strength and flexibility.</p>	<p>Get Set 4 PE SOW Indoor PE Gymnastics</p> <p>To create a great partner sequence to include the skills I have learnt and apparatus. Social: To discuss, plan and create a partner sequence. Emotional: To be confident to perform in front of others. Thinking: To plan where to include different elements</p>

	<p>Outdoor PE Tennis</p> <p>To develop racket and ball control. Hit the ball when the racket face is facing your partner.</p> <p>The racket starts low with one hand and finishes high over your opposite shoulder with two hands.</p>	<p>Outdoor PE Tennis</p> <p>To develop returning the ball using a forehand and understand when to use it. As the ball approaches, move your feet to get in line with it.</p> <p>Start in the ready position.</p>	<p>Outdoor PE Tennis</p> <p>To develop the backhand and understand when to use it. Make contact with the ball when your racket face is facing your target.</p> <p>Turn sideways so that your dominant arm is closest to the net.</p>	<p><u>Assessment Indicator:</u> <i>Use body tension to improve the control of their movements.</i></p> <p>Outdoor PE Tennis</p> <p>To keep a continuous rally going showing increased technique. Hit the ball away from your opponent to make it hard for them to return it.</p> <p>Move your feet to the ball and then return to the ready position.</p>	<p>Outdoor PE Tennis</p> <p>To use and apply rules and simple tactics. Cover space on the court between you and your partner.</p> <p>Hit the ball away from your opponent to make it hard for them to return it.</p>	<p>to make the sequence super.</p> <p>Outdoor PE Tennis</p> <p>To understand and use rules to manage a game. Agree the score after each point.</p> <p>Shake hands with your opponent at the end of each game.</p>
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>	<p>Data and Information-Data Logging.</p> <p>Asking questions. To explain that data gathered over time can be used to answer questions.</p> <p>Choose a data set to answer a given question.</p> <p>Suggest questions that can be answered using a given data set.</p> <p>Identify data that can be gathered over time.</p>	<p>Data and Information-Data Logging.</p> <p>Data collection. To use a digital device to collect data automatically.</p> <p>Explain what data can be collected using sensors.</p> <p>Use data from a sensor to answer a given question.</p> <p>Identify that data from sensors can be recorded.</p>	<p>Data and Information-Data Logging.</p> <p>Logging. To explain that a data logger collects 'data points' from sensors over time.</p> <p>Recognise that a data logger collects data at given points.</p> <p>Identify the intervals used to collect data.</p> <p>Talk about the data that I have captured.</p>	<p>Data and Information-Data Logging.</p> <p>Analysing data. To recognise how a computer can help us analyse data.</p> <p>View data at different levels of detail.</p> <p>Sort data to find information.</p> <p>Explain that there are different ways to view data</p> <p><u>Assessment Indicator:</u> <i>Assess whether learners can answer their question using tools within the data logger software.</i></p>	<p>Data and Information-Data Logging.</p> <p>Data for answers. To identify the data needed to answer questions.</p> <p>Propose a question that can be answered using logged data.</p> <p>Plan how to collect data using a data logger.</p> <p>Use a data logger to collect data.</p>	<p>Data and Information-Data Logging.</p> <p>Answering my questions. To use data from sensors to answer questions.</p> <p>Interpret data that has been collected using a data logger.</p> <p>Draw conclusions from the data that I have collected.</p> <p>Explain the benefits of using a data logger.</p> <p><u>Assessment Indicator:</u> <i>Assess whether learners can access and review their collected data.</i></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Major:- What causes natural disasters?</p> <p>Describe and understand key aspects of physical geography.</p> <p>What is under the Earth's Surface?</p>	<p>Major:- What causes natural disasters?</p> <p>Understand key aspects of physical geography: volcanoes.</p> <p>How is a volcano formed?</p>	<p>Major:- What causes natural disasters?</p> <p>Understand key aspects of physical geography: earthquakes.</p> <p>What causes earthquakes?</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p><u>Assessment Indicator:</u> <i>Describe and explain volcanoes in simple terms.</i></p>	<p>Major:- What causes natural disasters?</p> <p>Identify places where volcanic activity is likely to happen.</p> <p>Whom do volcanoes effect?</p>	<p>Major:- What causes natural disasters?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>

	<p>Go on a journey under the Earth's surface.</p> <p>Complete a cross section of the different layers of the earth.</p>	<p>Piece together the plates they have been given.</p> <p>To better understand the idea of plate tectonics.</p> <p>Create a model of the earth using an orange and some jam</p> <p>Create their own poster/sculpture of a volcano.</p> <p>Label and describe the cycle.</p> <p>Create their own volcanic eruption.</p> <p><u>Assessment Indicator:</u> Describe and explain volcanoes in simple terms.</p>	<p>Explore how earthquakes are caused. What are the effects?</p>	<p>Describe and explain earthquakes in simple terms</p>	<p>Using a world map share 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?</p> <p>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.</p>	<p>methods, including sketch maps and graphs.</p> <p>Make models and annotated drawings (linked to volcanoes and mountains).</p> <p>Know some key topographical features of the UK (including hills, mountains and rivers linked to the water cycle)</p> <p>What are the causes and effects of flooding?</p> <p>FIELDWORK How well prepared is our school for a flood?</p> <p>Explore flood defences. Conduct investigation into the flood defences around school.</p> <p>Take digital pictures and annotate them with labels and captions on see-saw.</p>
<p>History</p> <ul style="list-style-type: none"> -Chronology -Concepts -Interpretation -Enquiry -Communication 		<p>Minor:-</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>What do sources tell us about the life of women in Roman Britain?</p> <p>Explore artefacts and sources linked to women in Roman Britain.</p> <p>What can we interpret about women in Roman Britain? What do they tell us about their lives?</p>				
<p>Religious Education, Beliefs and Values</p> <ul style="list-style-type: none"> -Believing 	<p>BELIEVING</p> <p>Why Is Jesus inspiring to some people?</p>	<p>BELIEVING</p> <p>Why Is Jesus inspiring to some people?</p>	<p>BELIEVING</p> <p>Why Is Jesus inspiring to some people?</p>	<p>Sticky Knowledge.</p> <p>Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>BELIEVING</p> <p>Why Is Jesus inspiring to some people?</p>	<p>BELIEVING</p> <p>Why Is Jesus inspiring to some people?</p>

<p>-Expressing -Living</p>	<p>What does the word 'inspiring' mean? Who is inspiring? Give examples of how Christians are inspired by Jesus.</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p>	<p>What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>Give simple definitions of some key Christian terms (e.g. gospel)</p> <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians.</p>	<p>Was Jesus inspiring because of his actions?</p> <p>Give simple definitions of some key Christian terms (e.g. miracle salvation).</p> <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians.</p> <p><u>Assessment Indicator:</u> <i>Understand the events in the key parts of Jesus' life and be able to consider how these events are still inspiring Christians today.</i></p>		<p>What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p> <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p>	<p>Did Jesus' teachings inspire people? How and why?</p> <p>Give simple definitions of some key Christian terms (e.g. Beatitudes, Gospel).</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p><u>Assessment Indicator:</u> Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Catherine Cheater SOW</p> <p>Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)</p> <p>Revise days of the week verbs.</p> <p>Revise verbs: danser, sauter, voler, nager.</p>	<p>Catherine Cheater SOW</p> <p>Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)</p> <p>Write one or two short sentences to a model and fill in the words on a simple form.</p>	<p>Catherine Cheater SOW</p> <p>Understand a range of familiar spoken phrases.</p> <p>Ask and answer simple questions and give basic information by speaking in sentences.</p> <p>Listen to the question: Qui + verb? and answer become aware of the role of determiners in qualifying a noun.</p>	<p>Catherine Cheater SOW</p> <p>Ask and answer simple questions and give basic information by speaking in sentences.</p> <p>Understand the gist of stories and songs, using visual cues and context to support.</p> <p>Become aware of the concept of elision in French.</p>	<p>Catherine Cheater SOW</p> <p>Know and apply known sound /spelling patterns in reading.</p> <p>Understand the gist of stories and songs, using visual cues and context to support.</p> <p>Apply simple punctuation correctly.</p>	<p>Catherine Cheater SOW</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Reflect on what they are learning about language in their French lessons.</p> <p>Discuss the strategies they use in their language learning.</p>

	<p>Learn how to change the verb for the agreement of verb and subject. If the infinitive ends in -er then after 'one elephant' it ends in -e.</p> <p>Practise sentence building with teacher and then in pairs.</p>	<p>Revise verbs: danser, sauter, voler, nager. and how to change the verb for the agreement of verb and subject.</p> <p>Practise sentence building in pairs and then record the sentence in their books.</p>	<p>They become aware of the indefinite and the definite article.</p> <p>They recognise a negative statement.</p> <p>Read the story Je veux une petite sœur!</p>	<p>They become more aware of how to use the definite article in French.</p> <p>Look at pictures of the Dordogne and listen to music by Ravel.</p> <p>They watch a media resource involving native speakers.</p> <p>Write down examples of the definite article with nouns, e.g. le chat, la souris, l'éléphant.</p> <p>Join in singing with La Cupucine</p>	<p>They understand the function of a conjunction.</p> <p>They identify the spoken and written form of the phoneme [wa] as in roi.</p> <p>Notice similarities between simple punctuation in French and English.</p> <p>Write simple sentences in order to consolidate learning and help them to remember vocabulary and structure.</p> <p>Read the story Je veux ma dent!</p> <p><u>Assessment Indicator:</u> Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme eg eau, cadeau, chapeau; or different grapheme eg stylo.</p>	<p><u>Assessment Indicator:</u> Can ask and answer a wider range of questions from memory. <i>Qu'est-ce que c'est? Qui est-ce ?</i></p>
<p>Art and Design</p> <p>-Structuring and Creating</p> <p>-Art Elements</p> <p>-Evaluate and Appraise</p> <p>Design and Technology</p> <p>-Design</p> <p>-Make</p> <p>-Evaluate</p> <p>-Food Technology</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>What is a mosaic?</p> <p>Identify mosaics in our local area as well as mosaics from around the world.</p> <p>Compare ancient and modern mosaics and consider how mosaics were used in Ancient Greece.</p> <p>What is the purpose of a mosaic?</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Mood boards.</p> <p>Explore the different works of the artist by doing a gallery trail and identifying what we like and dislike about his mosaics.</p> <p>Create a mood board of his work, labelling the materials he uses, colour pallets, textures and what the mosaics are used for.</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Recreating texture through patterns</p> <p>Look at the common mosaic patterns and recreate these using coloured paper in their sketch books.</p> <p><u>Assessment Indicator:</u> Evaluate what went well, what they would change and analyse the similarities and differences between their mosaic and a Greek mosaic.</p>	<p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Designing our own mosaics in the style of Antoni Gaudi.</p> <p>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>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Creating our own sculptures.</p> <p>Use the designs they have made last lesson to create their own sculptures.</p> <p>Use smoothing techniques such as rubbing and polishing to give their tile texture.</p> <p><u>Assessment Indicator:</u> Evaluate whether their sculpture meets their plan and analyse the similarities and differences between their sculpture and those of our artist.</p>

Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Theme: Create simple melodies together. Musicianship Options. Song: Let Your Spirit Fly by Joanna Mangona and Pete Readman 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 Teach Us about Our Community? Theme: Create simple melodies together. Listening and responding. Song: Let Your Spirit Fly by Joanna Mangona and Pete Readman Listen to the music together. Listen, respond, understand and connect to the piece of music.	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Theme: Create simple melodies together. Singing. Frère Jacques by Unknown. break the song down into manageable learning sections. Add clapping and movement in the relevant sections <u>Assessment Indicator:</u> <i>Improvise using these notes on instruments. CDEGA and create a pattern for playing.</i>	Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Theme: Create simple melodies together. Playing an instrument with a song. Frère Jacques by Unknown. Think about the differences between improvising and composing.	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Theme: Create simple melodies together. The Other Side Of The Moon by Joanna Mangona. Practice a performance of the song using recorders, using a combination of improvisation and composition. <u>Assessment Indicator:</u> <i>Look back at the recording of my class performing and point out areas for praise and improvement.</i>
Enhancements Visits and Visitors					Hatching chicks. Visit from Vicar of St. Cuthbert's Church Wk Beg 18.03.24	
Parental Engagement					Book Fair 18.03.24-20.03.24 Parent Consultation meetings 19.03.2 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

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.