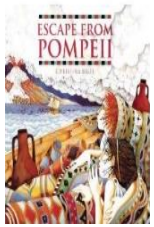
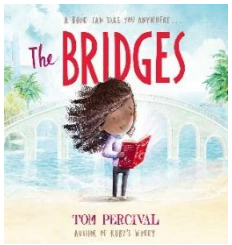
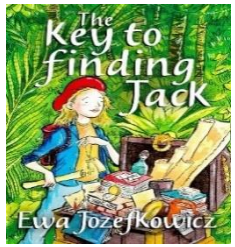
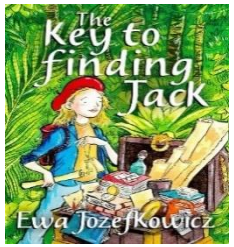
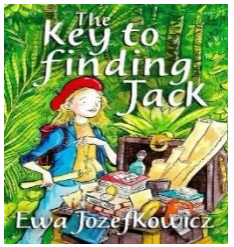
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026
Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 23.02	Week 2 Wk Beg 2.03	Week 3 Wk Beg 9.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
Big Question	**What causes the Earth to rumble, crack, and erupt?**				
Connected Concepts	**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** 	**The Bridges by Tom Percival** 	**The Key to Finding by Ewa Jozefkowicz** 	**The Key to Finding by Ewa Jozefkowicz** 	**The Key to Finding 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** **<u>Phase 1- Hook/ Understanding as a Reader</u>** Identify features of a poem. **<u>Phase 2-Understanding as a Writer</u>** Use tier II vocabulary.	**The Bridges by Tom Percival** Word Meaning Retrieval skill development and practice **Text focus- Poetry** **<u>Phase 1- Hook/ Understanding as a Reader</u>** Identify features of a poem. **<u>Phase 2-Understanding as a Writer</u>** Use tier II vocabulary. **<u>Phase 3 – Composition</u>** Write poem based on bridges.	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Comprehension strategies Inference skill using PE and PEE **Text focus - Narrative** **<u>Phase 1- Hook/ Understanding as a Reader</u>** Explore features of a text. **<u>Phase 2-Understanding as a Writer</u>** Identify Tier II vocabulary used in the text.	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Develop fluency when reading aloud Word Meaning **Text focus - Narrative** **<u>Phase 2-Understanding as a Writer</u>** Practise writing a range of sentence types. Revise a text using a given criteria. **<u>Phase 3 – Composition</u>** Plan narrative	**Whole Class Text – The Key to Finding Jack by Ewa Jozefkowicz** Comprehension strategies Inference skill using PE and PEE **Text focus - Narrative** **<u>Phase 3 – Composition and Edit</u>** Write own narrative based on WAGOLL Edit and TAG narrative. Publish own text.

	Practise using noun echo for cohesion and show me don't tell me to build tension. **<u>Phase 3 – Composition</u>** Write poem based on a volcano.		Use a range of sentence types, including emotion sentence starters.		
Tier Two Vocabulary	Engulf Spew Molten Blackened Snarl Smother		Apprehension Dilapidated Submerge Deluge Ominous Despondency		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Decimals- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.** 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.	**Decimals - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths** Use our knowledge to solve multiplication and division problems including measures. Toolkits (including measures)	**Decimals - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths** **Convert between different units of measure** Deeper thinking reasoning and problem solving involving multiplying and dividing by 10 and 100 (including measures)	**Decimals - Compare numbers with the same number of decimal places up to two decimal places** **Round decimals with one decimal place to the nearest whole number** Compare and round decimals to the nearest whole number using visual and practical apparatus.	**Decimals - Compare numbers with the same number of decimal places up to two decimal places** **Round decimals with one decimal place to the nearest whole number** Solve reasoning and problem solving questions that involve comparing and rounding decimals to the nearest whole number.
Retrieval through Maths Rehearsal sequence	Identify the inverse relationship between multiplication and division x3 and x6.	Identify the inverse relationship between multiplication and division x4 and x8.	Identify the inverse relationship between multiplication and division x7 and x9.	Identify the inverse relationship between multiplication and division x11 and x12.	Identify the inverse relationship between multiplication and division up to x12.
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	Animals including Humans Food Chains **What are food chains? How do they work?** **Construct and interpret a variety of food chains, identifying producers, predators and prey.** **Food chains**	Animals including Humans Food Chains **How do I construct and interpret a food chain?** **Construct and interpret a variety of food chains, identifying producers, predators and prey.** **Interpreting food chains**	Animals including Humans Food Chains **<u>Sticky Knowledge</u>** ***Acquire and Apply:*** *Construct food chains and name producers, predators and prey within a habitat.*	Animals including Humans Food Chains **How are predators, prey and producers intertwined?** **Construct and interpret a variety of food chains, identifying producers, predators and prey.** **Food webs.**	Animals including Humans Food Chains **How are predators, prey and producers intertwined?** **Construct and interpret a variety of food chains, identifying producers, predators and prey.** **Food webs.**

	Introduce food maps and learn the key vocabulary of predator, prey and producer. Make links between plants and animals in the form of food chains understanding what an energy chain is.	Understand that the arrows on food chains show the conversion of energy from one animal once consumed by the next starting from a producer. Possible misconceptions: There is always plenty of food for wild animals		Understand that in food maps there are multiple predator, prey and producers that are intertwined. Make food webs. Possible misconceptions: The death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain.	Use their knowledge of food maps. Consider the role of environment in the diets of animals and how the changing climate is impacting this. ***Assessment Indicators:*** *Construct food chains and name producers, predators and prey within a habitat.*
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** Healthy me How can we handle difficult situations? **Have a clear picture of what is right and wrong.** Understand there are people who take on the roles of leaders or followers in a group, and know the role friends take in their group. ***Assessment Indicators:*** *Recognise when people are putting me under pressure and can explain ways to resist this when I want to.* (BV-Tolerance/Respect/Liberty)	**PSHEE Jigsaw SOW** Healthy me What is peer pressure and how can we avoid it? **Understand the facts about smoking and drinking alcohol and their effects on health. As well as why people might start to do these.** Think about smoking and why people smoke. Split into small groups and give each child a scenario. Prepare and perform scenario in front of the class. ***Assessment Indicators:*** *Identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.* (BV-Tolerance/Respect/Liberty/ Rule of Law) (PC-Disability)	**PSHEE Jigsaw SOW** Healthy me ***Sticky Knowledge*** ***Acquire and Apply:*** *Recognise when people are putting me under pressure and can explain ways to resist this when I want to.* *Identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.*	**PSHEE Jigsaw SOW** Healthy me Is being healthy only about eating well and being active? **Understand the facts about smoking and drinking alcohol and their effects on health. As well as why people might start to do these.** Listen to the song 'Make a good decision' Discuss some of the reasons some people drink alcohol. Explore what happens to the liver when alcohol is consumed. Add a new verse to the song conveying a positive message. ***Assessment Indicators:*** *Identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.* (BV-Tolerance/Respect/Liberty/ Rule of Law) (PC-Disability)	**PSHE Jigsaw SOW** Healthy me What is a healthy, positive relationship? **Recognise when people are putting pressure on them and how to resist.** Read Aiden's story. Discuss their friendship – it is healthy? In small groups, split a page in half and discuss what makes a positive friend and what makes a negative relationship. ***Assessment Indicators:*** *Problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.* (BV-Tolerance/Respect/Liberty)

Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE: Swimming **Understand the water safety rules.** Develop an understanding of buoyancy and balance in the water. Outdoor PE: Tennis **Begin to use appropriate footwork patterns to move around the court.** Introduce the racket and practise skills using hoops. ***Assessment Indicators:*** *Use a range of basic racket skills.* (BV-Respect/Liberty)	**Get Set 4 PE SOW** Indoor PE: Swimming **Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.** Develop independent movement and submersion. Outdoor PE: Tennis **Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.** Recap racket skills and practise foot placement using hoops and a variety of activities. ***Assessment Indicators:*** *Explain what happens to the body during exercise and how this helps to maintain health.* (BV-Respect/Liberty)	**Get Set 4 PE SOW** Indoor PE: Swimming **Understand that keeping my legs together for crawl helps me to stay straight in the water.** Develop gliding and crawl legs. Outdoor PE: Tennis **Understand when to play a forehand and a backhand and why.** **Know that getting my feet in the right position will help me to balance before playing a shot.** Introduce forehand and practice in a variety of carousel activities. (BV: Respect/Liberty)	**Get Set 4 PE SOW** Indoor PE: Swimming **Demonstrate improved breathing technique in front crawl.** **Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.** Develop front crawl breathing. Outdoor PE: Tennis **Understand when to play a forehand and a backhand and why.** Recap forehand in pairs with a rally. Introduce backhand and practice in a variety of ways and activities. (BV-Respect/Liberty)	**Get Set 4 PE SOW** Indoor PE: Swimming **Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.** Develop gliding and backstroke. ***Assessment Indicators:*** *Swim competently, confidently and proficiently over a distance of at least 25 metres.* *Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* Outdoor PE: Tennis **Develop rallying using both forehand and backhand with increased technique.** Using forehand and backhand, practise rallying between pairs in a variety of ways. ***Assessment Indicators:*** *Return to the ready position to defend the court.* (BV-Respect/Liberty)
Computing	Data and Information- Data Logging **Asking questions** **To explain that data gathered over time can be used to answer questions.** Choose a data set to answer a given question. Suggest questions that can be answered using a given data set. Identify data that can be gathered over time. ***Assessment Indicator:*** *Suggest questions that can be answered using a given data set.*	Data and Information- Data Logging **Data collection** **To use a digital device to collect data automatically.** Explain what data can be collected using sensors. Use data from a sensor to answer a given question. Identify that data from sensors can be recorded.	Data and Information- Data Logging **Logging** **To explain that a data logger collects 'data points' from sensors over time.** Recognise that a data logger collects data at given points. Identify the intervals used to collect data. Talk about the data that I have captured.	Data and Information- Data Logging **Analysing data** **To recognise how a computer can help us analyse data.** View data at different levels of detail. Sort data to find information Explain that there are different ways to view data.	Data and Information- Data Logging **Data for answers** **To identify the data needed to answer questions.** Propose a question that can be answered using logged data. Plan how to collect data using a data logger. Use a data logger to collect data. To use data from sensors to answer questions. Interpret data that has been collected using a data logger. Draw conclusions from the data that I have collected.

					Assessment Indicator: *Draw conclusions from the data collected and explain the benefits of using a data logger*
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** **What is under the Earth's Surface?** Identify layers of the earth's surface. Explore the Ring of Fire and how this	**Major:** **What causes natural disasters?** **Understand key aspects of physical geography: volcanoes and earthquakes.** **What causes earthquakes?** Explore what causes an earthquake using models, videos and diagrams.	**Major:** **What causes natural disasters?** **Sticky Knowledge** ***Acquire and Apply:*** *Describe and explain the formation of volcanoes/ earthquakes in simple terms.* *Describe the ring of fire and explain why this area has tectonic activity.*	**Major:** **What causes natural disasters?** **Understand key aspects of physical geography: volcanoes and earthquakes.** **How does a volcano erupt?** Explore how a volcano erupts, using models, videos and diagrams.	**Major:** **What causes natural disasters?** **Understand why some areas have high amounts of tectonic activity.** **Does climate change impact natural disasters?** Understand how climate change impacts on natural disasters. ***Assessment Indicator:*** *Describe and explain the formation of volcanoes/ earthquakes in simple terms.*
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** **How do sources help me find out about the past?** Explore a variety of sources. What do these tell us about the past?	-	-
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	LIVING **What does it mean to be a Hindu in Britain today?** **How do Hindus show their faith?** **Explore how Hindus express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.** Describe some ways in which Hindus express their faith through puja.	LIVING **What does it mean to be a Hindu in Britain today?** **A Hindu life; What is important?** **Explore how Hindus express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.** Introduce 4 aims in Hindu life. Explain that we will concentrate on Dharma in this lesson.	LIVING **What does it mean to be a Hindu in Britain today?** **Sticky Knowledge** ***Acquire and Apply:*** *List at least three items in Hindu's home including murtis, family shrine, puja tray.* *List at least two daily rituals of a Hindu – daily puja, blessing food, ceremony, aarti reading holi text, visiting the Temple.* *Detail how Hindus show their traditions within their*	LIVING **What does it mean to be a Hindu in Britain today?** **Why is Mahatma Gandhi a Hindu Hero?** **Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.** Explore the Hindu belief in Karma.	LIVING **What does it mean to be a Hindu in Britain today?** **Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.** Conduct debate P4C linked to one of Gandhi's quotes 'An eye for an eye makes the whole world blind'

	(BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	Make connections with some Hindu beliefs and teachings about aims and duties in life. Find out more about the metaphor of the journey of life for Hindus and for themselves. (BV: Tolerance/Mutual respect) (PC: Religion and belief/Race)	*community – visiting the Temple/Mandir, prayer, offerings.* (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	***Assessment Indicators:*** *Explain the four aims of life (punusharthas) – dharma, arta, karma, and moksha.*	(BV-Tolerance/Mutual respect) (PC-Religion and belief/Race) ***Assessment Indicators:*** *Explain how Mahatma Ghandi made a difference in the worldwide community.*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW** **Niveuu Rouge Module 4** **Speaking and Listening** **Ask and answer simple questions and give basic information by speaking in sentences.** Write 4 phrases using masculine and feminine nouns starting with a consonant. Ask questions such as qui nage? Children to respond. Notice the change in the determiner from indefinite to definite article. Practise asking and answering questions. Authentic song: Au clar de la lune. ***Assessment Indicators:*** *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** **Niveuu Rouge Module 4** **Writing** **Write known nouns and apply the correct indefinite article.** Write 4 phrases using masculine and feminine nouns starting with a vowel. Recap what they learned about the determiners last lesson. Ask questions and children given choice in response. Discuss what happens to determiner - the definite article before nouns begin with a vowel have the determiner *l'*. Write examples of the definite article with nouns Authentic song: Au clar de la lune.	**Catherine Cheater SOW** **Niveuu Rouge Module 4** **Reading** **Know and apply known sound /spelling patterns in reading.** Revision of the connective et and punctuation marks comma, exclamation and question mark. Focus and recognise on the phoneme /oi/ in roi7 Authentic song: Au clar de la lune.	**Catherine Cheater SOW** **Niveuu Rouge Module 4** **Intercultural Understanding** **Listen to a variety of French music.** **Reading** **Follow a short familiar text, listening and reading at the same time.** Listen to song A la Claire fontaine and join in on chorus. Read Je veux ma vente Authentic song: Au clar de la lune. *Assessment Indicator:* *Read and understand short descriptions and phrases e.g. La baleine est grande et verte; J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac.*
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate**		**DT-Mechanical Systems** **Levers, Linkages, Pneumatics** **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.** Investigate, analyse and evaluate products which have a range of lever and linkage mechanisms. Demonstrate a range of lever and linkage mechanisms.	**DT-Mechanical Systems** **Levers, Linkages, Pneumatics** **Use annotated sketches and prototypes to develop, model and communicate ideas.** Develop a design brief, which is authentic and meaningful. Using annotated sketches and prototypes, develop, model and communicate ideas. ***Assessment Indicators:*** *Create an annotated sketch and*	**DT-Mechanical Systems** **Levers, Linkages, Pneumatics** **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.** Create designed products, drawing on the knowledge, understanding and skills learnt.	**DT-Mechanical Systems** **Levers, Linkages, Pneumatics** **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.

-Food Technology		Develop knowledge and skills by replicating a mechanism. ***Assessment Indicators:*** *Understand and use lever, linkage and pneumatic mechanisms.* *Distinguish between fixed and loose pivots.* *Know and use technical vocabulary linked to the project.*	*prototype based on own design criteria and needs of the user.*	***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.*	
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** How Does Music Teach Us about Our Community? **Singing** **Sing 'on pitch' and 'in time'.** **Sing expressively, with attention to breathing and phrasing.** Listen and respond to song Frere Jacques. Practise singing as a class. ***Assessment Indicators:*** *Sing expressively, with attention to breathing and phrasing.* (BV-Liberty/Respect)	**Charanga Model Music Curriculum B** How Does Music Teach Us about Our Community? **Improvising** **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** Listen to On The Beautiful Blue Danube by Johann Strauss II Improvise and create a Graphic Score: The River	**Charanga Model Music Curriculum B** How Does Music Teach Us about Our Community? **Composing** **Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.** Listen to The Other Side Of The Moon Compose with a Theme: The River (BV-Liberty/Respect)	**Charanga Model Music Curriculum B** How Does Music Teach Us about Our Community? **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.** Listen to Symphony No. 5 4th Movement by Ludwig van Beethoven. Revisit a song of class choosing and practise playing instrumental parts. ***Assessment Indicators:*** *Play the right notes with more secure rhythms.* *Rehearse and performing their parts within the context of the unit song.* (BV-Liberty/Respect)	**Charanga Model Music Curriculum B** How Does Music Teach Us about Our Community? **Performing** **Play tuned and untuned instruments musically within the performance.** Listen to a song of class choosing and practise playing instrumental parts ready for a performance and video. ***Assessment Indicators:*** *Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.*
Outdoor Learning		**Minor: (Literacy)** Reading outdoors for world book week.		**Minor: (French)** Constructing sentences using french phonics rules and punctuation.	**Major: (Science)** Identifying environmental factors which impact a food web.
Enhancements **Visits and Visitors**		05.03.26 World Book Day live lesson			
Parental Engagement			Sharing engineering a product linked to our big question. 20.03.26 2.30pm	Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	
Whole School and National Events		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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