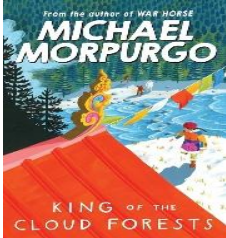
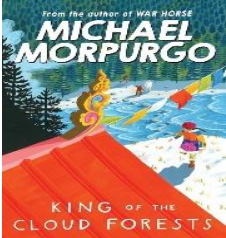
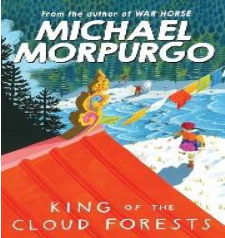
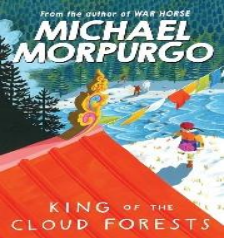
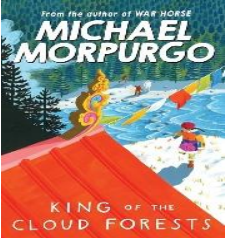
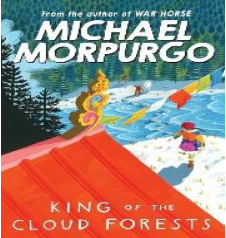




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Summer Term 1 2024
Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
Big Question	How is our landscape shaped? From the Mountain peaks to the valleys deep.					
Connected Concepts	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance
Book Studies	King of the Cloud Forest by Michael Morpurgo 	King of the Cloud Forest by Michael Morpurgo 	King of the Cloud Forest by Michael Morpurgo 	King of the Cloud Forest by Michael Morpurgo 	King of the Cloud Forest by Michael Morpurgo 	King of the Cloud Forest by Michael Morpurgo 
Children steering learning...	What is the water cycle? Will we run out of water? How are mountains linked to the water cycle? Where are key mountains and rivers in the UK located?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Setting Description- King of the Cloud Forest. Text Focus. To write a setting description. Hook. Use maps and atlases to identify locations coming up in the text. Phase 1 - Understanding as a reader. Complete text detectives retrieve key features from WAGOLLS and images. Emotion map feelings of those involved. Phase 2 - Understanding as writer.	Setting Description- King of the Cloud Forest. Phase 2 - Understanding as a writer. Explore and generate different sentence types including figurative language. Phase 3 - Composition and editing. Plan and write an effective setting description. Edit and improve examples to develop narrative. Use of TAG to edit and evaluate final piece.	Newspaper Recount - King of the Cloud Forest. Text Focus. To write a newspaper report about the yetis Hook. Hotseating of characters and their experience with the yetis Phase 1 - Understanding as a reader. Explore WAGOLL to retrieve key features and order the main events. Explore and sort facts and opinions.	Newspaper Recount - King of the Cloud Forest. Phase 2 - Understanding as a writer. Direct and indirect speech Group information into paragraphs. Phase 3 - Composition and editing. Plan and write an effective newspaper report. Reading - King of the Cloud Forest. Generate questions to support discussion. Make predictions using evidence from the text.	Persuasive Writing- Journey of a raindrop Text focus. To write an persuasive letter about water pollution. Hook. Read 'Once Upon a Raindrop' and act out different journeys a raindrop can take. Phase 1 - Understanding as a reader. Complete text detectives, and explore WAGOLL to identify key features. Sort into organisational, structural and language features.	Persuasive Writing- Journey of a raindrop. Phase 2 - Understanding as a writer. Explore different sentence types and OREO structure to create sentences. Phase 3 - Composition and editing. To write an effective persuasive letter. Purple polish our work and peer assess using TAG. Reading - King of the Cloud Forest. Summarise main events and themes

	<p>Explore vocabulary and figurative language. Use ambitious vocabulary in sentences.</p> <p>Reading - King of the Cloud Forest. Predictions about what will happen using evidence from front cover and blurb Explore ambitious vocabulary.</p> <p>Retrieval of information from the text</p>	<p>Reading - King of the Cloud Forest. Retrieve answers from the text.</p> <p>Use PEE to support inferences.</p>	<p>Phase 2 - Understanding as a writer. Explore technical and powerful vocabulary.</p> <p>Reading - King of the Cloud Forest. Explore ambitious vocabulary.</p> <p>Use PEE to support inferences.</p>	<p>EmotionMap of the character's feelings throughout the text.</p>	<p>Phase 2 - Understanding as a writer Explore technical and persuasive vocabulary. Use in sentences.</p> <p>Reading - King of the Cloud Forest. Explore ambitious vocabulary.</p> <p>Use PEE to support inferences</p>	
<p>Mathematics Number -Addition and Subtraction -Multiplication and Division -Measurement</p>	<p>Addition and subtraction through Geometry.</p> <p>Measure (addition and subtraction links).</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Logical reasoning - justify, explain and deduce. Number less problems using a visual representation approach (including measures).</p>	<p>Multiplication and Division.</p> <p>Written methods for $TO \times O$ and $HTO \times O$ $TO \div O$ inc remainders.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12 (facts for 6,7,9,11,12 are new).</p> <p>Multiply and divide two-digit numbers by a one-digit number using formal written layout.</p> <p>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.</p> <p>Visual and practical apparatus.</p> <p>Toolkit (including measures).</p> <p>Times table weekly practice (soundcheck, hit the button, TTRS, Planet Maths test)</p>	<p>Multiplication and Division.</p> <p>Written methods for $TO \times O$ and $HTO \times O$ $TO \div O$ inc remainders.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12 (facts for 6,7,9,11,12 are new)</p> <p>Multiply and divide two-digit and three-digit numbers by a one-digit number using formal grid method</p> <p>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.</p> <p>Toolkit (including measures).</p> <p>Logical reasoning - justify, explain and deduce. Number less problems using a visual representation approach (including measures)</p>	<p>Multiplication and Division.</p> <p>Written methods for $TO \times O$ and $HTO \times O$ $TO \div O$ inc remainders.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Logical reasoning - justify, explain and deduce.</p> <p>Number less problems using a visual representation approach (including measures).</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>Measurement - Time.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Visual and practical apparatus.</p> <p>Toolkit (including measures).</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>Measurement - Time.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Logical reasoning - justify, explain and deduce.</p> <p>Number less problems using a visual representation approach (including measures)</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>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>Missing numbers - using the inverse relationship between multiplication and division.</p> <p>Maths Rehearsal- Quick recall of times tables.</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>Maths Rehearsal- Quick recall of times tables.</p>		
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>States of Matter. Enquiry Cycle - Ask Questions.</p> <p>Enquiry question: What is the difference between a Solid, liquid and gas?</p> <p>Begin to investigate the differences between solids and liquids by examining and comparing the properties of sand and water.</p> <p>Group objects into solids, liquids and gasses. Children look what the different states of matter are and what differences and similarities they share.</p>	<p>States of Matter. Enquiry Cycle - Accurate diagrams.</p> <p>Enquiry question: What are particles? How do they look and act differently for each state of matter?</p> <p>Identify and, match and draw particles to represent the different states of matter.</p> <p>Which objects can be changed into a different state of matter?</p> <p>Identify objects that can be melted, frozen, or boiled to become different states of matter.</p>	<p>States of Matter. Enquiry Cycle - Plan & Ask Questions.</p> <p>Enquiry question: Are all changes in matter permanent?</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Find every day examples of reversible and non-reversible change in states of matter.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>States of Matter. Enquiry Cycle - Plan & Ask Questions.</p> <p>Sticky Knowledge. Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>States of Matter. Enquiry Cycle - Carry it out, observe and measure.</p> <p>Enquiry question: How does matter change through the water cycle?</p> <p>Understanding states of matter through the water cycle by linking our learning to the water cycle topic in Geography.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Assessment Indicator: <i>Planning and carrying out a fair test.</i></p>	<p>States of Matter. Enquiry Cycle - Carry it out, observe and measure.</p> <p>Enquiry question: How can water change into steam and ice?</p> <p>Experimenting to find the different states of matter through water, ice and steam.</p> <p>Draw simple conclusions, make predictions or new values, suggest improvements and raise further questions.</p> <p>Assessment Indicator: <i>Are children able to make predictions for their experiment?</i></p>

<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHE Jigsaw SOW: Relationships</p> <p>Weekly focus: Jealousy.</p> <p>Recognise situations which can cause jealousy in relationships.</p> <p>Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>Understand that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards the other person/ people, or even towards themselves.</p> <p>Do relationships always stay the same?</p> <p>In what ways can relationships change? (Disability/Sex) (Individual liberty/ Tolerance/Mutual respect)</p>	<p>PSHE Jigsaw SOW: Relationships</p> <p>Weekly focus: Love and Loss.</p> <p>Identify someone you love and express why they are special to me.</p> <p>Know how most people feel when they lose someone or something they love.</p> <p>What experiences have you had of losing something?</p> <p>What does loss mean?</p> <p>What different kinds of loss can people experience?</p> <p>How have you felt about loss?</p> <p>What feelings might people experience when they lose someone close to them?</p> <p>How can people manage these feelings? (Disability, Sex, Age) (Individual liberty/ Tolerance/Mutual respect)</p>	<p>PSHE Jigsaw SOW: Relationships</p> <p>Weekly focus: Memories.</p> <p>Tell you about someone you know that you no longer see.</p> <p>Understand that we can remember people even if we no longer see them.</p> <p>What kind of objects do we use to help us remember special occasions or experiences?</p> <p>What might be a reason for no longer seeing someone?</p> <p>Who can you think of that you once knew but don't see now?</p> <p>How can we remember those people?</p> <p>How can we remember people and animals that we no longer see? (Disability/Sex) (Individual liberty/ Tolerance/Mutual respect)</p>	<p>PSHE Jigsaw SOW: Relationships</p> <p>Weekly focus: Getting on and Falling out.</p> <p>Recognise how friendships change, know how to make new friends and how to manage when you fall out with your friends.</p> <p>Know how to stand up for myself and how to negotiate and compromise.</p> <p>What are the positive things about having friends?</p> <p>Are there any negative things about friendships?</p> <p><u>Assessment Indicator:</u> <i>Create solutions to problems using the dilemmas given to them and also revise relationships from their past.</i> (Disability/Sex/Marriage Civil partnership) (Individual liberty/ Tolerance/Mutual respect)</p>	<p>PSHE Jigsaw SOW: Relationships</p> <p>Weekly focus: Girlfriends and Boyfriends.</p> <p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when you are older.</p> <p>Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p> <p>How would you know that two people are a 'couple'?</p> <p>Could you tell from their behaviour and body language? (Disability/Sex/Marriage/ Civil partnership) (Individual liberty, Tolerance/Mutual respect)</p>	<p>PSHE Jigsaw Scheme: Relationships</p> <p>Weekly focus: Celebrating my relationships with people and animals.</p> <p>Know how to show love and appreciation to the people and animals who are special to me.</p> <p>Know that you can love and be loved.</p> <p>How do you show love and appreciation to those you love?</p> <p>How do they show love and appreciation to you?</p> <p>Who is special to you?</p> <p>What colour reminds you of that person/pet?</p> <p>What symbol? What word? (Disability/Sex/Marriage/ Ciivil partnership) (Individual liberty/ Tolerance/Mutual respect)</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Swimming.</p> <p>To develop an understanding of buoyancy and balance in the water.</p> <p>Breathe in for increased buoyancy.</p> <p>Outdoor PE Rounders.</p> <p>To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p>	<p>Get set for PE SOW Indoor PE Swimming.</p> <p>To develop independent movement and submersion.</p> <p>Take a big relaxed breath before submerging.</p> <p>Outdoor PE Rounders.</p> <p>To develop bowling and learn the rules of the skill within this game.</p> <p>Point your hand at your target after you have thrown the ball.</p>	<p>Get set for PE SOW Indoor PE Swimming.</p> <p>To develop gliding and crawl legs.</p> <p>Stay in a streamlined shape.</p> <p>Outdoor PE Rounders.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>Stand sideways on to the bowler.</p>	<p>Get set for PE SOW Indoor PE Swimming.</p> <p>To develop front crawl breathing.</p> <p>Breathe every three strokes.</p> <p>Outdoor PE Rounders.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>Move your feet to stay in line with the ball as it comes towards you.</p>	<p>Get set for PE SOW Indoor PE Swimming.</p> <p>To develop gliding and backstroke.</p> <p>Keep your hips lifted to keep your body close to the surface of the water.</p> <p><u>Assessment Indicator:</u> <i>Can front crawl one width of the pool and turn their heads to breathe without pausing.</i></p> <p>Outdoor PE Rounders.</p> <p>To play different roles in a game and begin to think</p>	<p>Get set for PE SOW Indoor PE Swimming.</p> <p>To develop rotation, sculling and treading water.</p> <p>Push the water towards and away from you using cupped hands.</p> <p>Outdoor PE Rounders.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>Play honestly and fairly. Show respect towards others.</p>

	For catching, watch the ball and move your feet to it.				tactically about each role. Be aware of where other pupils are before making a decision about what to do.	Assessment Indicator: <i>Can use underarm throw to serve the ball, looking at where they are aiming the ball, and use 'W' hands to catch the ball.</i>
Computing -Code -Connect -Communicate -Collect	Creating Media Photo Editing. Explain that the composition of digital images can be changed. Improve an image by rotating it. Explain why I might crop an image. Use photo editing software to crop an image.	Creating Medi Photo Editing. Explain that colours can be changed in digital images. Explain that different colour effects make you think and feel different things. Experiment with different colour effects. Explain why I chose certain colour effects.	Creating Media Photo Editing. Explain how cloning can be used in photo editing. Add to the composition of an image by cloning. Identify how a photo edit can be improved. Remove parts of an image using cloning.	Creating Media Photo Editing. Explain that images can be combined. Experiment with tools to select and copy part of an image. Use a range of tools to copy between images. Explain why photos might be edited.	Creating Media Photo Editing. Combine images for a purpose. Describe the image you want to create and choose suitable images for the project. Create a project that is a combination of other images	Creating Media- Photo Editing Evaluate how changes can improve an image. Review images against a given criteria. Use feedback to guide making changes. Combine text and my image to complete the project
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Major: Will we ever run out of water? Where does water come from? Understand key aspects of physical geography: the water cycle. Baseline pre- assessment questions. Imagine you are a raindrop, what route will you take? Explore and label the model of the Water Cycle. Act it out.	Major: What happens as part of the water cycle? Understand key aspects of physical geography: the water cycle. Explore the water cycle further by concentrating on how clouds are made. Create a cloud experiment and recount the activity using the words condensation and evaporation. Assessment Indicator: <i>Describe and explain the water cycle using a diagram.</i>	Major: How is the landscape of the UK shaped? To know some key topographical features of the UK (including hills, mountains and rivers linked to the water cycle) Use atlases, maps and globes to name key physical characteristics. Know the importance of mountains and how they link to the earliest settlements/civilisations. Introduce topographical map of the UK. Explain that the contours/legend shows height and slope. Label key areas of high ground and rivers in the UK.	Major: Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Major: How do we use water? Describe and explain key aspects of the water cycle in the context of water treatment. Understand how and why water is cleaned. Sequence the steps. Set up a simple filtration experiment.	Major: How can we reduce water pollution? Describe and explain key aspects of the water cycle in the context of water pollution. Link to sewage treatment plants and water cleaning. Using an illustration identify different forms of water pollution. (Eye spy) Create a poster with ways to reduce water pollution. Assessment Indicator: <i>Re answer baseline questions.</i>

			<p>Why are mountains so important to humans and their civilisations?</p> <p>Assessment Indicator: Describe & understand key aspects of physical geography, including rivers and mountains. Recognise that contours show height and slope.</p>			
<p>History</p> <ul style="list-style-type: none"> -Chronology -Concepts -Interpretation -Enquiry -Communication 				<p>Minor:</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. How do we know what our local area was like in the past?</p> <p>Assessment Indicator: Can start combining information from more than one source e.g. website compared with video or oral evidence.</p>		
<p>Religious Education, Beliefs and Values</p> <ul style="list-style-type: none"> -Believing -Expressing -Living 	<p>LIVING</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Hindu temple visit.</p> <p>What is it like to be a Hindu in Britain today?</p> <p>Answer assessment questions and create glossary of terms.</p> <p>Describe how vibrant British Hindu life is.</p> <p>Describe examples of where the life of a Hindu can be seen in Britain.</p> <p>Consider questions about how it could be hard for British Hindu children to live across two cultures,</p>	<p>LIVING</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>How do Hindus show their faith? Faith in what?</p> <p>Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs.</p> <p>Identify and name examples of what Hindus have and do at mandir to show their faith.</p> <p>Describe some examples of what Hindus do to show their faith.</p> <p>Describe some ways in which Hindus express their</p>	<p>LIVING</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>A Hindu life: What is important?</p> <p>Describe two of the four aims in Hindu life; Dharma and Moksha.</p> <p>Identify and name examples of what Hindus have and do in their families to show their faith.</p> <p>Make connections with some Hindu beliefs and teachings about aims and duties in life.</p>	<p>LIVING</p> <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>P4C: Why is it important to celebrate and learn about different faiths? (Tolerance/Mutual respect) (Religion and belief/Race)</p>	<p>LIVING</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Why is Mahatma Gandhi a Hindu Hero?</p> <p>Describe the Hindu belief in Karma.</p> <p>Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs?</p> <p>Describe some key events in the life of Gandhi.</p> <p>Describe how the life of Gandhi shows Hindu beliefs in action.</p> <p>Make connections with some Hindu beliefs and</p>	<p>LIVING</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>What does it mean to belong to a faith community?</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>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.</p>

	but it could also be exciting and enriching. (Tolerance/Mutual respect) (Religion and belief/Race)	faith through puja, aarti and bhajans. (Tolerance/Mutual respect) (Religion and belief/Race)	Find out more about the metaphor of the journey of life for Hindus and for themselves. (Tolerance/Mutual respect) (Religion and belief/Race)		teachings about aims and duties in life. (Tolerance/Mutual respect) (Religion and belief/Race) <u>Assessment Indicator:</u> <i>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</i>	(Tolerance/Mutual respect) (Religion and belief/Race)
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW Know and apply known sound /spelling patterns in reading. Understand the gist of stories and songs, using visual cues and context to support. Apply simple punctuation correctly. They understand the function of a conjunction. Identify the spoken and written form of the phoneme [wa] as in roi. Notice similarities between simple punctuation in French and English. Write simple sentences in order to consolidate learning and help them to remember vocabulary and structure. Read the story <i>Je veux ma dent!</i> <u>Assessment Indicator:</u> <i>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme eg eau, cadeau, chapeau;</i>	Catherine Cheater SOW Know how to write words from memory with plausible spelling. Reflect on what they are learning about language in their French lessons. Discuss the strategies they use in their language learning. Take some time to discuss with the children how much progress they have made so far in their language learning. Help them to recall all the things they can do in the language. <u>Assessment Indicator:</u> <i>Can ask and answer a wider range of questions from memory. Qu'est-ce que c'est? Qui est-ce ?</i>	Catherine Cheater SOW Identify nouns by gender and number. Revise vocabulary of clothing. Introduce new vocabulary of clothing and ask questions. Use possessive adjectives mon, ma and mes. Use possessive adjectives and vocabulary to write sentences. <u>Assessment Indicator:</u> <i>Can ask and answer a wider range of questions from memory. Qu'est-ce que c'est? Qui est-ce ?</i>	Catherine Cheater SOW Know and apply known sound /spelling patterns in reading. Ask and answer simple questions and give basic information by speaking in sentences. Using an elision when there is a feminine noun beginning with a vowel eg. M'ariagnee. Count out a set of nouns.	Catherine Cheater SOW Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Ask and answer simple questions and give basic information by speaking in sentences. Counting a range of nouns. Using an elision when de comes before a vowel- becomes d' Listen to Sur le pont d'Avignon- notice the elision in the title.	Catherine Cheater SOW Know and apply known sound /spelling patterns in reading. Agreement of adjectives- add an adjective to a masculine and feminine noun- notice the pronunciation. Add an adjective to a masculine and feminine noun with a vowel- what is the change in pronunciation? Then reveal spelling differences. <u>Assessment Indicator:</u> <i>Know that single masculine nouns use "un" for a/an/one and "le" for the, while feminine nouns use une and la.</i>

	<i>or different grapheme eg stlyo</i>					
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Food. Healthy and Varied Diet. Understand seasonality. Knowing how and where a variety of ingredients are grown, reared, caught and preserved. Know why it is important to be hygienic when using food. Know when food is ready for harvesting. Know that food ingredients can be fresh, pre-cooked and processed.	Food. Healthy and Varied Diet. Balanced diets and the food pyramid. Identify healthy foods and break these down into proteins, dairy, carbohydrates and meats, Design their own healthy meal on a plate that include the correct quantities of each.	Food. Healthy and Varied Diet. Understand seasonality. Knowing how and where a variety of ingredients are grown, reared, caught and preserved. Look at different foods from around the world. Give an example of a meal they have eaten recently. Look at the different parts of the world that the meals have come from.	Food. Healthy and Varied Diet. Balanced diets and the food pyramid. Planning a recipe for a healthy meal. Use cookbooks and iPads to plan a healthy meal from another country based on the food pyramid. Consider how their meal will be made hygienically and safely using the correct equipment.	Food. Healthy and Varied Diet. Select and use materials according to functional properties and aesthetic qualities, measuring accurately. Know which tools to use for a particular task and show knowledge of handling the tool. Prepare and make a Chinese dish with Mrs Li.	Food. Healthy and Varied Diet. Evaluate and suggest improvements for designs, explaining improvements made and adaptations when ideas do not work. Evaluate the preparation and making of the Chinese dish. <u>Assessment Indicator:</u> <i>Have the children met the brief of creating a healthy meal?</i> <i>Did each child remember to wash their hands and prepare food safely?</i>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? 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. Train Is A-Comin' Learn to sing the song as part of an ensemble/choir. Follow a leader/conductor. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control.	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? Listen and Appraise. Recognise musical styles and any important musical features that distinguish the style. Train Is A-Comin' Talk about the song together. Explore its musical style through the style indicators of this music and its performers. Embed a deeper understanding of the musical concepts related to the song. Learn about and/or find a connection with the song or music.	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? Listen and Appraise. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs. Oh Happy Day Talk about the song together. Explore its musical style through the style indicators of this music and its performers. Embed a deeper understanding of the musical concepts related to the song.	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? Creating: 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#, A, B D, E, F, G, A Oh Happy Day Children will practise improvising using the notes: A, B, C A, B, C, D, E A, B, C, D, E, F, G	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? Singing. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. A World Full Of Sound. Learn to sing the song as part of an ensemble/choir. Follow a leader/conductor. Understand the meaning of the song, Demonstrate and maintain correct posture and breath control.	Charanga Model Music Curriculum B How Does Music Shape Our Way of Life? Creating: Composing. Create music in response to music and video stimulus. To create a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt. To strengthen the learning that has taken place in a unit by composing melodies in similar styles. Internalise a steady beat Use the metre 4/4, 2/4 or 3/4. Notate simple rhythmic and melodic patterns Key signature is either C major,

	Practise improvising using the notes: A, B, C A, B, C, D, E A, B, C, D, E, F, G	Practise improvising using the notes: A, B, C A, B, C, D, E A, B, C, D, E, F, G				G major, F major, A minor or E minor and the Tonal centre is C major, G major, F major, A minor or E minor The first three notes of the C major scale are used (C, D, E) or the C pentatonic scale (C, D, E, G, A) <u>Assessment Indicator:</u> Perform their simple composition using their own choice of notes. Play the right notes with secure rhythms. Play together with everybody while keeping the beat.
Enhancements Visits and Visitors	Gita Bhavan Temple visit 18. 04.24				Hatching chicks 13.05.24	
Parental Engagement						Sports Day KS2 23.05.24 9.15 am
Whole School and National Events	Class Photographs 17.04.24	Earth Day 22.04.24 Saint Georges Day 23.04.24			Y4 Water Aid Charity Event 17.05.24	

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.