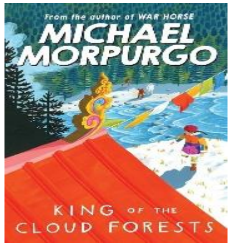
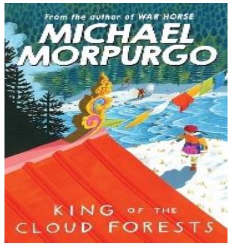
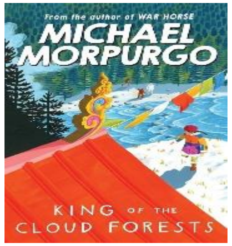
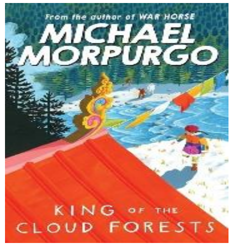
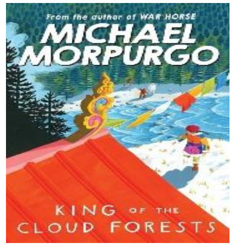
Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Summer Term 1 2025

Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
Big Question	How is our landscape shaped? From the Mountain peaks to the rivers deep.				
Connected Concepts	Power Influence, Cause and Effect	Power Influence, Cause and Effect	Power Influence, Cause and Effect	Power Influence, Cause and Effect	Power Influence, Cause and Effect
Key Concepts	Renewable Process	Renewable Process	Renewable Process	Renewable Process	Renewable Process
Book Studies	King of the Cloud Forest Michael Morporgo 	King of the Cloud Forest Michael Morporgo 	King of the Cloud Forest Michael Morporgo 	King of the Cloud Forest Michael Morporgo 	King of the Cloud Forest Michael Morporgo 
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	**Whole class text – King of the Cloud Forest by Michael Morpurgo** **Reading** - Make predictions using evidence from the text Explore ambitious vocabulary Use PEE to support inferences **Text Focus – Water Cycle Explanation text** **Hook** – Guess the image and watch a video of the water cycle. **Phase 1 – Understanding as a reader**	**Whole class text – King of the Cloud Forest by Michael Morpurgo** **Reading** - Generate questions to support discussion Make predictions using evidence from the text Emotion Map of the character's feelings throughout the text. **Text Focus – Water Cycle Explanation text** **Phase 2 - Understanding as writer** Define tier II vocabulary and use it in context.	**Whole class text – King of the Cloud Forest by Michael Morpurgo** **Reading** - Generate questions to support discussion Make predictions using evidence from the text Emotion Map of the character's feelings throughout the text. **Text Focus – Water Cycle Explanation text** **Phase 3 – Composition and editing** Write an effective explanation text. Offer peer feedback.	**Whole class text – King of the Cloud Forest by Michael Morpurgo** **Reading** -Explore ambitious vocabulary. Use PEE to support inferences **Text focus – 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	**Whole class text – King of the Cloud Forest by Michael Morpurgo** **Reading** - Summarise main events and themes **Text focus – Persuasive Letter about water pollution** **Phase 2 - Understanding as writer** Explore different sentence types and OREO structure to create sentences **Phase 3 – Composition and editing** To write an effective persuasive letter.

	Explore WAGOLL to retrieve key structural, language and sentence features. **<u>Phase 2 - Understanding as writer</u>** Explore tier II and tier III vocabulary.	Develop use of sentence structures including clauses. **<u>Phase 3 – Composition and editing</u>** Draft ideas, plan and write an effective explanation text.	Use feedback to support making improvements to writing.	organisational, structural and language features. **<u>Phase 2 - Understanding as writer</u>** Explore technical and persuasive vocabulary. Use in sentences.	Purple polish our work and peer assess using TAG.
Tier II vocabulary:	Murky Immeasurable Fascinating Suspended Turbulence Microscopic Atmosphere Drinkable Contained.			Commodity Significant Disturbing Numerous Unsightly Fundamenta Substantial Profile.	
Mathematics **Number** **-Addition and Subtraction** **-Multiplication and Division** **-Measurement**	**Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes** **Identify acute and obtuse angles and compare and order angles up to two right angles by size** Classify a variety of shapes including quadrilaterals and triangles. Use an angle checker to identify acute, right and obtuse angles. Order angles from smallest to largest. Answer logical reasoning (justify, explain and deduce) problems involving geometric shapes and angles	**Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)** **Multiply and divide two-digit numbers by a one-digit number using formal grid method** **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** **Make decisions to do the calculation mentally or written method.** Revisit multiplication and division of 2 digit numbers by 1 digit numbers using formal written method (grid method and chunking.) Practise fluency using a variety of toolkits involving measures. Make decisions on whether to use a mental method or formal grid method when calculating	**Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)** **Multiply and divide two-digit and three-digit numbers by a one-digit number using formal grid method** **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** **Make decisions to do the calculation mentally or written method.** Revisit multiplication and division of 3 digit numbers by 1 digit numbers using formal written method (grid method and chunking.) Practise fluency using a variety of toolkits involving measures. Practice to make decisions on whether to use a mental method or formal grid method when calculating.	**Missing numbers – using the inverse relationship between multiplication and division** **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.** Apply knowledge of multiplication and division of TO and HTO by O to answer logical reasoning (justify, explain and deduce) and numberless problems.	**Read, write and convert time between analogue and digital 12- and 24-hour clocks** Use mini-clocks and blank clock faces to read, write and convert between analogue and digital time.

Mathematics - Retrieval work through maths rehearsal sequence	Multiply and divide decimals by 10 and 100.	Recognising and using inverse properties of x and ÷ up to 12 x 12.	Recognising and using inverse properties of x and ÷ up to 12 x 12.	Recognising and using inverse properties of x and ÷ up to 12 x 12.	Recognising and using inverse properties of x and ÷ up to 12 x 12.
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Materials and Matter - States of Matter** **Enquiry question:** What is the difference between a Solid, liquid and gas? **Compare and group materials together according to whether they are solids, liquids or gases.** Invstigate the differences between solids and liquids by examining and comparing the properties of sand and water. Group objects into solids, liquids and gasses. Know what the different states of matter are and what differences and similarities they share. Draw particles to represent the different states of matter.	**Materials and Matter - States of Matter** **Enquiry question:** How does temperature affect the rate of melting? **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).** **Setting up simple practical enquiries, comparative and fair tests.** Follow a method to investigate rates of melting for ice cubes. Make predictions, record and present results and draw conclusions.	**Materials and Matter - States of Matter** **Enquiry question:** Do different types of chocolate have the same melting points? **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).** **Setting up simple practical enquiries, comparative and fair tests.** Follow a method to investigate rates of melting for types of chocolate. Record results and draw conclusions.	**Materials and Matter - States of Matter** **Enquiry question:** How does matter change through the water cycle? **Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.** **Set up simple practical enquiries, comparative and fair tests.** Understanding states of matter through the water cycle. Set up mini water cycles and observe the changes in state during the cycle. ***Assessment Indicator:*** *Planning and carrying out a fair test.*	**Materials and Matter - States of Matter** **Assessment Indicators:** *Identify and name properties of solids, liquids and gases, giving reasons to justify why something is a solid liquid or gas.* *Identify everyday examples of melting and freezing and how melting and freezing points vary.* *Give everyday examples of evaporation and condensation.* *Describe the water cycle, making links to how evaporation and condensation are fundamental to its process.* *Explain how the rate of evaporation is effected by temperature.*
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 Relationships.** How are relationships affected by jealousy? **Recognise situations which can cause jealousy in relationships.** Sort situations that could trigger a lot of jealous feelings and fewer jealous feelings. Discuss what can cause jealousy and where it comes from. Explore different scenarios and match solutions that would help to manage the jealousy. (PC- Disability/Sex)	**PSHEE JIGSAW SOW Relationships.** What might I feel if I lose someone or something? **Know how to show love/appreciation to the people and animals who are special to me.** **Identify someone they love and can express why they are special to me.** Share different situations which involve loss e.g. death of a grandparent. List feelings they might experience in these	**PSHEE JIGSAW SOW Relationships.** How can I remember someone I no longer see? **Tell you about someone they know that they no longer see.** Share a story about the loss of a pet. Create a poem/picture/song/item that could be placed into a memory box that could help whenever they are feeling sad. (PC-Disability/Sex) (BV-Individual Liberty Tolerance/Mutual Respect)	**PSHEE JIGSAW SOW Relationships.** How can I manage my friendships? **Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.** Explain that changes in friendships are natural and that friendships can change as we get older. Share the 'mending friendships' and 'solve it together' process. What needs to happen at each step?	**PSHEE JIGSAW SOW Relationships.** What types of relationships are there? **Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older and that here is no need to feel pressurised into having a boyfriend/girlfriend.** Create an agree/disagree continuum and place statements along it.

	(BV-Individual Liberty/Tolerance/Mutual Respect)	scenarios. Put them in order of sequence – what might they feel first/next/last. Show the cycle of grief and explain how our feelings follow the same sort of pattern. (PC-Disability/Sex/Age) (BV:: Individual Lliberty, Tolerance, Mutual Respect) ***Assessment Indicators:*** *Explain how people might feel when they miss a special person or animal.* *Give reasons why people may experience a range of feelings associated with personal loss.*	***Assessment Indicators:*** *Give ways that might help me manage my feelings when missing a special person or animal.* *Offer and evaluate solutions to help manage personal loss.*	Children work with a partner through 'Make Friends? Break Friends?' scenarios (PC-Disability/Sex/Marriage and Civil Partnership) (BV-Individual Liberty/Tolerance/Mutual Respect)	Discuss which behaviours are inappropriate or appropriate at what age. (PC-Disability/Sex/Marriage and Civil Partnership) (BV-Individual Liberty/Tolerance/Mutual Respect)
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: Rounders **Begin to catch with one and two hands with some consistency in game situations.** **Use overarm and underarm throwing with increased consistency in game situations.** Develop throwing and catching with accuracy and apply these to a striking and fielding game. ***Assessment Indicator:*** *Use overarm and underarm throwing and catching skills with increasing accuracy.*	**Get Set 4 PE SO.** 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: Rounders **Develop bowling with some consistency, abiding by the rules of the game.** **Understand that being balanced before throwing will help to improve the accuracy of the throw.** Develop bowling and learn the rules of the skill within this game. ***Assessment Indicator:*** *To be able to bowl a ball with some accuracy, and consistency.*	**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: Rounders **Develop batting technique with a range of equipment.** **Know that using the centre of the bat will provide the most control and accuracy.** Develop batting technique and understand where to hit the ball. ***Assessment Indicator:*** *Strike a bowled ball with adapted equipment (e.g. a tennis racket).*	**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: Rounders **Know that it easier to field a ball that is coming towards me rather than away so set up accordingly.** **Know to track the ball as it is thrown to help to improve the consistency of catching.** Develop fielding techniques and apply them to game situations.	**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: Rounders **Know that applying attacking tactics will help to score points and avoid getting out.** **Know that applying defending tactics will help to deny space, get opponents out and limit points.** **Know and understand the rules to be able to manage our own game.**

					Play different roles in a game and begin to think tactically about each role. ***Assessment Indicators:*** *Learn the rules of the game and begin to use them to play honestly and fairly.* *Communicate with their teammates to apply simple tactics.* *Share ideas and work with others to manage their game.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Creating Media- Photo Editing** **Explain that the composition of digital images can be changed.** Explore when we need to rotate and crop an image as well as how to use an image editor to make these changes.	**Creating Media- Photo Editing** **Change the composition of an image.** Look at the effect that different colours and filters can have on an image. Edit images using different effects to suit two different scenarios. Relate this to the role of a photographer.	**Creating Media- Photo Editing** **Change the composition of an image.** **Describe how images can be changed for different uses by people.** Use cloning tools in both changing the composition of a photo and photo retouching. Consider what parts of an image can be retouched and learn techniques to do this. ***Assessment Indicators:*** Consider why someone would want to change the composition and how they have.	**Creating Media- Photo Editing** **Make good choices when selecting tools.** Experiment with tools to select and copy part of an image Then use a range of tools to copy between images and explain why photos might be edited. ***Assessment Indicators:*** Choose appropriate tools to retouch an image.	**Creating Media- Photo Editing** **Make good choices when selecting tools.** **Combine images for a purpose.** Review images and consider what makes an image look real or made up. After planning an image, search for and download images that can be used to create a project. ***Assessment Indicators:*** Compare the original image with my completed publication and say why changes have been made.
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major: Will we ever run out of water?** **EQ - Where does water come from?** **Understand key aspects of physical geography: the water cycle** Answer baseline assessment questions linked to the big question. Introduce the glossary and key Tier III vocabulary. Imagine you are a raindrop – what route will you take?	**Major: Will we ever run out of water?** **EQ – What happens as part of the water cycle?** **Understand key aspects of physical geography: the water cycle** Explore the water cycle by concentrating on how clouds are made. Act out the water cycle and then in small groups create a water cycle poster using appropriate series of events and vocabulary.	**Major: Will we ever run out of water?** **EQ – How is the landsape of the UK shaped?** **Understand how maps can show mountains and contours.** Show different maps that show mountains and contours including ordnance survey. Explain that the contours/legend shows height and slope. Identify key areas of high ground and rivers in the UK on a large map using playdoh.	**Major: Will we ever run out of water?** **EQ – How do we use water?** **Understand how maps can show mountains and contours. Use GIS such as digimaps and google maps** Interpret a map that includes mountains and contours. Match pictures of mountains and identify on maps. ***Assessment Indicators:*** *Use Digimap and Google Maps to add photographs to specific locations.*	**Major: Will we ever run out of water?** ***Assessment Indicators:*** *Describe and explain the water cycle using a diagram.* *Describe and interpret relief features.*

History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**		**Minor: VE Day 80 year Celebration** Read a letter from a WWII veteran and explore their story. What did VE Day mean in 1945 and why does it still matter today? Discuss how we can preserve their legacy for future generations? Write a thank you letter in response.	**Minor: Source Enquiry** **EQ - What is the significance of the Ivory Bangle Woman?** **To know that interpretation of sources is critical to our understanding of the past.** **Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.** Explore the artefacts found buried with a young woman in York who lived during the Roman period (300-400AD) often referred to as the Ivory Bangle Lady. Answer questions Answer and create questions about the Ivory Bangle Lady. ***Assessment Indicators:*** *Identify that interpretation of sources is critical to our understanding of the past*		
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	BELIEVING **Why Is Jesus inspiring to some people?** **Explore connections between some of Jesus' teachings and the way Christians live today.** Explore what inspiring means by thinking about people in our lives that we look up to. Explore why Jesus might be seen as inspiring and think of qualities inspiring people have. (BV-Respect/Tolerance Liberty) (PC-Religion or Belief) ***Assessment Indicator:*** *Identify at least two characteristics of a good role model and/or someone who inspires you.*	BELIEVING **Why Is Jesus inspiring to some people?** **Describe how Christians celebrate Holy Week and Easter Sunday.** **Identify the most important parts of Easter for Christians and explore why they are important.** Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on	BELIEVING **Why Is Jesus inspiring to some people?** **Describe how Christians celebrate Holy Week and Easter Sunday.** **Identify the most important parts of Easter for Christians and explore why they are important.** Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (BV-Respect/Tolerance Liberty)	BELIEVING **Why Is Jesus inspiring to some people?** **Explore connections between some of Jesus' teachings and the way Christians live today.** Explore the difference between magic and a miracle. Consider stories from the bible or gospels where Christians believe Jesus performed miracles. How do these miracles influence others? (BV-Respect/Tolerance Liberty) (PC-Religion or Belief)	BELIEVING **Why Is Jesus inspiring to some people?** ***Assessment Indicators:*** *Identify at least two connections between some of Jesus' teachings and the way Christians live today.* *Describe the impact Christianity has on an individual's attitudes and values.*

		Saturday; light and joy of Easter Day. (BV-Respect/Tolerance Liberty) (PC-Religion or Belief)	(PC-Religion or Belief) ***Assessment Indicators:*** *Explain the meaning of the terms Gospel, Incarnation and Salvation and give an example for each.*		
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**Catherine Cheater SOW** Lesson 17 Part 2 **Writing** **Write "un" and "le" for single masculine nouns and 'une' and 'la' for feminine nouns.** Recap asking questions and responding to questions. Identify the change in the determiner (from indefinite to definite article.) Record 4 questions and answers from the board into books.	**Catherine Cheater SOW** Lesson 18 **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.	**Catherine Cheater SOW** Lesson 19 **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 roi.	**Catherine Cheater SOW** Lesson 20 **Intercultural Understanding** **Listen to a variety of French music.** **Reading** **Follow a short familiar text, listening and reading at the same time.** Listen to the song 'A la Claire fontaine' and join in on chorus. Read Je veux ma vente. ***Assessment Indicators:*** *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.*	**Catherine Cheater SOW** Lesson 21: Identify nouns by gender and number. Revise vocabulary of clothing. Introduce new vocabulary of clothing and ask questions Use possessive adjectvies mon, ma and mes. Use possessive adjectives and vocabulary to write sentences. ***Assessment Indicators:*** *Can ask and answer a wider range of questions from memory.* ***Qu'est-ce que c'est? Qui est-ce ?***
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	-	**Food - Healthy and Varied Diet. Chef: Nadiya Hussain** **Evaluating** **Carry out sensory evaluations of a variety of ingredients and products.** **Record the evaluations using e.g. tables and simple graphs.** Introduce Nadiya Hussain and explore her significance. Carry out sensory evaluations on a variety of noodles and record results in a table. Use a range of utensils and techniques to prepare ingredients hygienically including the bridge and claw	**Food - Healthy and Varied Diet. Chef: Nadiya Hussain** **Designinig** **Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.** **Use annotated sketches and appropriate information and communication technology, such as webbased recipes, to develop and communicate ideas.** Discuss the purpose of the product and who the product will	**Food - Healthy and Varied Diet. Chef: Nadiya Hussain** **Making** **Plan the main stages of a recipe, listing ingredients, utensils and equipment.** **Select and use appropriate utensils and equipment to prepare and combine ingredients.** **Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.** Prepare and cook the noodle dish. Apply techniques from FTs. Complete a set of	**Food - Healthy and Varied Diet. Chef: Nadiya Hussain** **Evaluating** **Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.** Evaluate the final product against the intended purpose and user. What do others think of this product and how might the work be improved. ***Assessment Indicator:*** *Refer back to the design criteria and take into consideration the views of*

		technique (peeling, chopping, slicing) ***Assessment Indicators:*** *Carry out sensory evaluations and record these using tables/graphs.* *Know how to use appropriate equipment and utensils to prepare and combine food.* *Know and use relevant technical and sensory vocabulary appropriately.*	be for. (Sports Day) Develop and agree on design criteria relating to healthy eating and a varied diet. Consider the main stages in making the food product preparing and then cooking the product. ***Assessment Indicators:*** *Generate design criteria linked to appearance, taste, texture, aroma, and including the user and purpose.* *Create design ideas using annotated sketches or ICT (e.g. web based recipe)*	instructions to accompany the recipe. ***Assessment Indicators:*** *Create a plan that details the main stages of making and lists equipment, ingredients and utensils.* *Select and use equipment correctly to create food product.*	*others to evaluate food product.*
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** How Does Music Shape Our Way of Life? **Listening and Appraising** **Recognise musical styles and any important musical features that distinguish the style.** **Talk about the words of a song, thinking about why the song or piece of music was written.** **Singing** **Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.** Talk about the song 'Train Is A-Comin' together. Explore its musical style through the style indicators. Learn to sing the song as part of an ensemble. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control. ***Assessment Indicators:*** *Talk about why they like or don't like the music, and sharing*	**Charanga Model Music Curriculum B** How Does Music Shape Our Way of Life? **Singing** **Rehearse and learn songs from memory and/or with notation.** **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.** Recap song 'Train Is A-Comin'. Play and perform an instrumental part by ear or standard notation. The recorder part uses the following notes. Part 4: C Part 3: C, G, A Part 2: C, D, G, A Part 1: C, D, E, G, A ***Assessment Indicators:*** *Play a part on a tuned instrument by ear or from notation.* *Play the right notes with more secure rhythms.*	**Charanga Model Music Curriculum B** How Does Music Shape Our Way of Life? **Listening and Appraising** **Discuss the structures of songs.** **Identify** **Call and response.** **A solo vocal or instrumental line and the rest of the ensemble.** **A change in texture.** **Articulation on certain words.** **Singing** **Talk about the different styles of singing used for different styles of song.** **Talk about how the songs and their styles connect to the world.** Talk about the song 'Oh Happy Day' together. Explore its musical style through the style indicators and make a personal connection. Learn to sing the song as part of an ensemble.	**Charanga Model Music Curriculum B** How Does Music Shape Our Way of Life? **Singing** **Demonstrate good singing posture.** **Creating: Improvising** **Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.** Continue to learn to sing the song 'Oh Happy Day' as part of an ensemble. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control. 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 'on pitch' and 'in time'.** **Sing expressively, with attention to breathing and phrasing.** **Performing** **Use the voice expressively and creatively by singing simple songs.** Learn to sing the song 'A World Full od Sound' as part of an ensemble. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control. Perform the song of the learning from the lesson and record. ***Assessment Indicators:*** *Sing expressively, with attention to breathing and phrasing.* *Sing expressively, with attention to the meaning of the words.*

	their thoughts and feelings about it (with each other). Talk about the style of the music and any other music they have heard that is similar.		Understand the meaning of the song. Demonstrate and maintain correct posture and breath control. ***Assessment Indicator:*** *Using appropriate musical language to describe and discuss the music with relation to the structure, tempo and tonality of the music.*		
Outdoor Learning Opportunities			**Major: (Geography)** Using chalk, replicate a contour map on the playground.		**Minor: (PSHEE)** Whole class relationships continuum. **Minor: (Computing)** Pupils to take their own digital images outside.
Enhancements Visits and Visitors	Hindu Temple Virtual Tour 01.05.25				
Parental Engagement				Key Stage 2 Sports day 20.05.25 Key Stage 2 Back up Sports day 22.05.25	
Whole School and National Events	Class Photos 30.04.25	VE Day 80 Years Celebration 08.05.2025		National Numeracy Day 21.05.25	Multiplication Check 09.06.25

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