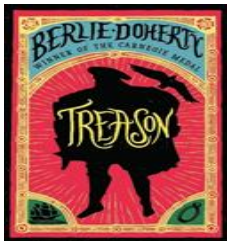
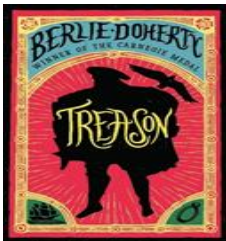
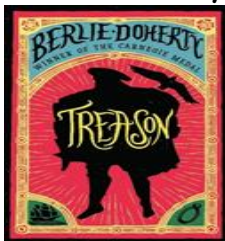
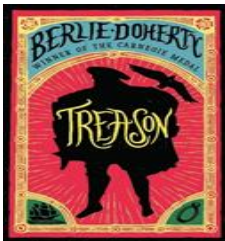
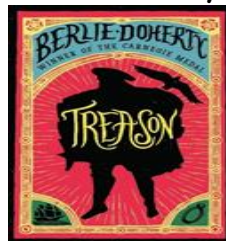
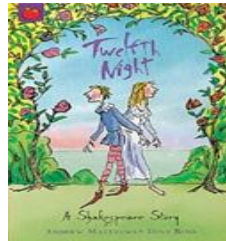




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer Term 2 2025
Phase Lower Key Stage 2 Year Group 4



	Week 1 WB 16.06.25	Week 2 WB 23.06.25	Week 3 WB 30.06.25	Week 4 WB 07.07.25	Week 5 WB 14.07.25	Week 6 WB 21.07.25
Big Question	What was life like in Tudor times?					
Connected Concepts	Power Structures Influence Significance	Power Structures Influence Significance	Power Structures Influence Significance	Power Structures Influence Significance	Power Structures Influence Significance	Power Structures Influence Significance
Key Concept	Society	Society	Society	Society	Society	Society
Book Studies	Treason Berlie Doherty 	Treason Berlie Doherty 	Treason Berlie Doherty 	Treason Berlie Doherty 	Treason Berlie Doherty 	Twelfth Night Andrew Matthews 
Children steering learning....	Was there a difference between what the rich people and poor people did? Is it true that Henry VIII started a new religion? Why did Henry VIII have so many wives? How have the Tudors influenced our lives? Was Henry VIII the only King/Queen during the time? Are there any activities the Tudors did that are similar to things we do today?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Whole class text - Treason by Berlie Doherty Reading - Make predictions about what will happen using evidence from the front cover and blurb. Explore ambitious vocabulary. Retrieval of information from the text. Text Focus - Diary Entry Hook- Watch a video of the inside of the Tower of	Whole class text - Treason by Berlie Doherty Reading - Retrieve answers from the text. Use PEE to support inferences. Diary entry Text focus- Diary entry Phase 2- Understanding as a Writer Look at emotive language to describe how a character would be feeling at each point of	Whole class text - Treason by Berlie Doherty Reading - Explore ambitious vocabulary. Use PEE to support inferences. Text focus- Diary entry Phase 3 - composition Plan and write a diary entry from the perspective of a mythical creature. TAG with partner Edit and improve.	Whole class text - Treason by Berlie Doherty 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 - Narrative writing Hook - Hotseating of characters and their	Whole class text - Treason by Berlie Doherty Reading - Explore ambitious vocabulary. Use PEE to support inferences developing explanations. Text focus - Narrative writing Phase 2 - Understanding as Writer Explore and generate different sentence types	Whole class text - Twelfth Night Reading - Asking questions to improve. understanding of a text. Bloom's Taxonomy questions. Text focus - Recount Hook- Look at the character list at the front of the book and make predictions about them based on a brief synopsis.

	<p>London. Ask children to imagine they are there in the Tudor period and identify the 5 senses.</p> <p><u>Phase 1 - Understanding as a Reader.</u> Look at examples of diary entries. Identify the key aspects that tell us that this is a diary entry. Consider the tense, person and style of the writing.</p> <p><u>Phase 2-Understanding as a Writer</u> Focus in on one of the characters from the text, e.g. Henry. Character study on how these characters would feel, act and look when going through the events of their diary entry.</p>	<p>their legend. Apply this emotive language using fronted adverbials, relative clauses and similes in diary entries. Experiment with sentence structures, applying taught punctuation. Effectively organise ideas into paragraphs using a range of cohesive devices.</p>		<p>experience in Tudor England.</p> <p><u>Phase 1 - Understanding as a Reader.</u> Complete text detectives retrieve key features from WAGOLLS and images. Emotion map feelings of those involved.</p> <p><u>Phase 2 - Understanding as Writer</u> Explore vocabulary and figurative language. Use ambitious vocabulary in sentences.</p>	<p>including figurative language.</p> <p><u>Phase 3 - Composition and editing</u> Plan and write an effective setting description.</p> <p>Edit and improve examples to develop narrative. Use of TAG to edit and evaluate final piece.</p>	<p><u>Phase 1- Understanding as a reader</u> Story whoosh Sequencing the story Emotions map for all characters VIPERS</p> <p><u>Phase 2- Understanding as a writer</u> Unpicking powerful (emotive) vocabulary, language and sentences choices. Develop a range of sentence types (inside, outside, 3 of a kind)</p> <p>Uses phrases which are expanded by modifying adjectives, nouns and preposition phrases.</p> <p><u>Phase 3 - composition and editing</u> Plan and write and effective recount in role as a character from the text.</p>
Tier II vocabulary:	<p>Boisterous, Skittering, Impactful, Dreary, Treason, Treachery</p>			<p>Monarchy, Affections, Quell, Allegiance, Mutiny</p>		<p>Deceive Clutched Whirlwind Murmured Hurried Tragically stooped astonished</p>
<p>Mathematics</p> <p>Number</p> <p>- Addition and Subtraction</p> <p>- Multiplication and Division</p> <p>- Measurement</p>	<p>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.</p>	<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed</p>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information</p>	<p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p>	<p>Addition and subtraction of up to 4 digits with decimals</p> <p>Convert between different units of measure e.g. money Using money, add and subtract amounts and find change. Solve reasoning</p>

		<p>to include the concept of zero and place value</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Use mini-clocks and blank clock faces to read, write and convert between analogue and digital time. Involve word problems with missing information</p>	<p>presented in bar charts, pictograms, tables and other graphs. Collect, interpret and present data on a variety of charts. Solve reasoning problems by organising information into a list or table. Involve word problems with missing information</p>	<p>Plot specified points and draw sides to complete a given polygon.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry. Identify the positions of a coordinates on a 2D grid. Plot points to create shapes. Recognise which points are missing to complete a shape or symmetrical pattern</p>	<p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$. Identify decimals and tenths on visual and practical equipment.</p>	<p>problems by organising information into a list or table.</p>
<p>Mathematics - Retrieval work through maths rehearsal sequence</p>	<p>Quick recall of all times tables (Multiplication check)</p>	<p>Place value- multiplying by 10 and 100.</p>	<p>Place value- multiplying by 10 and 100.</p>	<p>Place value- dividing by 10 and 100.</p>	<p>Place value- dividing by 10 and 100.</p>	<p>Multiplying and dividing decimals by 10 and 100.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Sound</p> <p>Enquiry question: What different sounds can we identify?</p> <p>Outdoor learning opportunity</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Go on a 'sound walk' through the school and begin to think about how sound is made.</p> <p><u>Assessment indicators:</u> Name sound sources and state that sounds are produced by the vibration of the object.</p>	<p>Sound</p> <p>Enquiry question: How does sound travel?</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases. Explore sound further and investigate vibrations and how sound travels.</p> <p><u>Assessment indicators:</u> Explain that sounds travel through different mediums such as air, water, metal.</p>	<p>Sound</p> <p>Enquiry question: How is different pitch and volume made?</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it. Investigate pitch and volume by exploring instruments and the different sounds they make.</p>	<p>Sound</p> <p>Enquiry question: How does sound reach the ear?</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear. Understand how we hear sounds and begin to consider ways to reduce what we can hear.</p>	<p>Sound- Sticky knowledge week.</p> <p><u>Assessment Indicators:</u> Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Sound</p> <p>Enquiry question: How can volume be changed?</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases. Plan and conduct an investigation into which material best reduces the sounds we hear.</p> <p><u>Assessment Indicator:</u> Give examples of how to change the volume of a sound e.g. increase the size of vibrations by hitting or blowing harder</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 Scheme: Changing me</p> <p>Enquiry Question - How is everyone unique?</p> <p>Understand that some of my personal characteristics have come from my birth parents. Understand that some of my personal characteristics have come from my birth parents and that this happens because of genetics. (PC: race, pregnancy and maternity, marriage and civil partnership) (BV: Individual Liberty and Mutual Respect)</p>	<p>PSHE Jigsaw Scheme: Changing me</p> <p>Enquiry Question - How do I feel when change happens?</p> <p>Correctly label the internal and external parts of male and female bodies. Work in groups to discuss the ingredients for making something. Explain that genetics are like the ingredients for making a baby. Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. (PC: race, pregnancy and maternity, marriage and civil partnership) (BV: Individual Liberty and Mutual Respect)</p>	<p>PSHE Jigsaw Scheme: Changing me</p> <p>Enquiry Question - What is Friendship? (P4C) Why is friendship important? One reason we choose our friends is because we like doing the same activities as them, but would it be better to have friends who are different to us we can learn stuff from? Is it possible to become friends with someone very different like Wilbur (a pig) and Charlotte (a spider). Conduct a debate/discussion (PC : age, sex) (BV: Mutual Respect and Tolerance)</p>	<p>PSHE Jigsaw Scheme: Changing me</p> <p>Enquiry Question - How can I respect changes in myself and others? What changes have happened in their lives that they have had no control over? How did they feel during these changes? Sort changes into ones that we can control and ones that we can't. These changes we can feel anxious about but we can find ways to manage them.</p> <p><u>Assessment Indicators:</u> <i>Explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</i> (PC: age, sex) (BV: Mutual Respect and Tolerance)</p>	<p>PSHE Jigsaw Scheme: Changing me</p> <p>Enquiry Question - Who do I ask if I am worried about change? List changes that will be happening over the next few weeks and months. On a circle of change template, children to show the process they will go through to manage their feelings during this change.</p> <p><u>Assessment Indicators:</u> <i>Offer some suggestions about how I might manage my feelings when changes happen.</i> (BV: Individual Liberty and Mutual Respect). (PC: age, sex)</p>	<p>PSHE Jigsaw Scheme: Changing me</p> <p>Enquiry Question - How do I look forward to change? Write letters introducing themselves to their new teachers.</p> <p>Work together to create a advice for next year's Y4 class.</p> <p><u>Assessment Indicators:</u> <i>Explain some of the choices I might make in the future and some of the choices that I have no control over.</i></p> <p><u>Assessment Indicators:</u> <i>Consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</i> (BV: Individual Liberty and Mutual Respect). (PC : age)</p>
---	---	--	---	---	---	--

Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. To develop rotation, sculling and treading water. Push the water towards and away from you using cupped hands</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Develop an understanding of speed and pace in relation to distance. Understand that it is necessary to keep pace when running further or for a long period of time. To develop stamina and an understanding of speed and pace in relation to distance by setting challenges for distance and time.</p> <p><u>Assessment Indicators:</u> Explain what happens in the body when warming up.</p>	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. To develop surface dives, submersion and handstands. Tuck your chin in and bring your arms over your head.</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Develop power and speed in the sprinting technique. Understand that a high knee drive, pumping arms and running on the balls of the feet gives power. To develop power and speed in the sprinting technique by setting challenges for distance and time..</p>	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. To develop head above water breaststroke technique. Begin the arm action once your legs are together.</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Develop technique when jumping for distance. Understand that transferring weight will help to jump further. To develop technique when jumping for distance.</p> <p><u>Assessment Indicators:</u> Identify when I was successful and what I need to do to improve. Jump for distance with balance and control.</p>	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. To develop head above water breaststroke technique. Keep a consistent breath.</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Explore power and technique when throwing for distance in a pull and heave throw. Understand that transferring weight will help to throw further. To develop power and technique when throwing for distance by setting challenges for distance and time.</p>	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Understand the water safety rules. To develop basic skills in water safety and floating. Cover your face when falling in. Float, breathe, relax after falling in.</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Explore power and technique when throwing for distance in a pull and heave throw. To develop a pull throw for distance and accuracy by setting challenges for distance and time..</p> <p><u>Assessment Indicators:</u> Throw with some accuracy and power to a target area</p>	<p>Get Set 4 PE SOW Indoor PE: Swimming</p> <p>Know what to do if I fall in the water. To learn techniques for personal survival. Cover your face when falling in. Float, breathe, relax after falling in.</p> <p><u>Assessment Indicators:</u> Perform safe self-rescue in different water based situations.</p> <p>Get Set 4 PE SOW Outdoor PE: Athletics</p> <p>Know and understand the rules to be able to manage events. To develop officiating and performing skills</p> <p><u>Assessment Indicators:</u> Show determination to improve personal best. Support and encourage others to work to their best.</p>
Computing -Code -Connect -Communicate -Collect	<p>Programming B- Repetition in games.</p> <p>To develop the use of count-controlled loops in a different programming environment. List an everyday task as a set of instructions including repetition</p>	<p>Programming B- Repetition in games.</p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>Modify loops to produce a given outcome. Choose when to use a count-controlled and an</p>	<p>Programming B- Repetition in games.</p> <p>To develop a design that includes two or more loops which run at the same time Animate letters in names within Scratch by choose which action will be repeated for each object</p>	<p>Programming B- Repetition in games.</p> <p>To modify an infinite loop in a given program. Within a Scratch game, identify which parts of a loop can be changed. Re-use existing code snippets on new sprites and explain the effect of these changes.</p>	<p>Programming B- Repetition in games.</p> <p>To design a project that includes repetition. Evaluate the use of repetition in a model project. Select key parts of a given project to use in a game design.</p>	<p>Programming B- Repetition in games.</p> <p>To create a project that includes repetition. Build a program that follows a design. Test and evaluate the games.</p> <p><u>Assessment Indicator:</u> Design and create a</p>

	<p>Predict the outcome of a snippet of code and modify a snippet of code to create shapes using count controlled loops.</p> <p><u>Assessment indicator:</u> <i>Choose which values to modify in a loop.</i></p>	<p>infinite loop based on their purpose.</p>	<p>Evaluate the effectiveness of the repeated sequences used in the program.</p>	<p><u>Assessment indicator:</u> <i>Identify which parts of a loop can be modified.</i></p>	<p>Explain to a partner how the game will work before making any necessary changes to the design.</p>	<p><i>program using count controlled loops.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor: EQ - How can water help us be more sustainable?</p> <p>Use fieldwork to observe, measure, record and present human and physical characteristics using a range of methods, including sketch maps and graphs.</p> <p>Fieldwork - Educational Visit to Stockport Hydro. Sketch the area and find out how the water creates renewable energy that powers electricity for the community</p>	<p>Minor: EQ - How can water help us be more sustainable?</p> <p>Use fieldwork to observe, measure, record and present human and physical characteristics using a range of methods, including sketch maps and graphs.</p> <p>Follow up to fieldwork - Explore hydro-electric power and other renewable sources of energy</p>	<p>Minor: EQ - How do we identify places on a map?</p> <p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe.</p> <p>Locate places using 4 figure grid references.</p> <p>Use grid references to follow a treasure map collecting clues around the school</p> <p><u>Assessment Indicators:</u> <i>Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features.</i></p>			
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p>EQ - Who were the Tudors?</p> <p>Place the Tudor period into the wider context of historical chronology. Answer baseline questions. Introduce and define vocabulary on glossary. Identify Tudor</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p>EQ - What can we tell about Henry VIII from his portraits?</p> <p>To know that interpretation of sources is critical to our understanding of the past.</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p>EQ - Why did Henry VIII break from Rome?</p> <p>Identify the continuity and changes to the local area from the Tudor period until the modern day power achievements</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p><u>Assessment Indicators:</u> <i>Can accurately differentiate within a longer period on a timeline e.g. reigns of Tudor monarchs. Make deductions about the past using sources of evidence e.g. portraits</i> :</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p>EQ - How different was life for people at different levels of society?</p> <p>Build a coherent knowledge of a significant local site from the Tudor period power</p>	<p>Major: What was life like in the Tudor period? (local study)</p> <p>EQ - How did Tudor people in enjoy their leisure time?</p> <p>Build a coherent knowledge of a significant local site from the Tudor period power achievements</p>

	<p>period on Meadowbank timeline and then look at internal timeline and mark on significant events.</p>	<p>Identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence portraits in the Tudor period. Police line up of different Henry VIII portraits – can you tell which ones are Henry VIII? Children spot similarities and differences and discuss why they were created.</p>	<p>beliefs society legacy (including homes, food, entertainment) Sequence, analyse and group factors leading up to the break with Rome and the Catholic Church.</p>	<p><i>List factors for Henry VIII's break from Rome Can understand that some changes are much more significant than others. E.g. Henry VIII's break with the Catholic Church</i></p>	<p>achievements beliefs society legacy (including homes, food, entertainment) Explore real Tudor wills from poor and middling and rich families comparing their possessions and the appearance of their homes.</p> <p><u>Assessment Indicators:</u> <i>Describe how life would be different for different levels in society e.g. rich and poor in Tudor England</i></p>	<p>beliefs society legacy (including homes, food, entertainment) Mantle of the Expert approach – children advise a film director on what pastimes Tudors would have taken part in. They test evidence to substantiate statements.</p> <p><u>Assessment Indicators:</u> <i>List 4-6 pastimes of the Tudors.</i></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>EXPRESSING Why do some people think life is like a journey? Map of their life Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Suggest why some people see life as a journey and identify some of the key milestones on this journey. (BV: Tolerance and Mutual Respect) (PC: Religion and belief, race)</p>	<p>EXPRESSING Why do some people think life is like a journey? Story of their life Think of reasons why some people have rituals to mark important life events. Consider reflectively and sensitively some questions about life as a journey? Use P4C to explore thoughts around 'is it the journey or destination that is important?' (BV: Tolerance and Mutual Respect) (PC: Religion and belief, race) <u>Assessment Indicators:</u> <i>List commitments made by Hindus and compare them to their own</i></p>	<p>EXPRESSING Why do some people think life is like a journey? Recap Hindu life – ceremonies Be able to order the different ceremonies in a Hindu's life onto a timeline, such as Upanayana Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. What meaning do these ceremonies have to the individual, their family and their communities?</p>	<p>EXPRESSING Why do some people think life is like a journey? Map of Hindu life Create a 'map of life' for a Hindu person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. (BV: Tolerance and Mutual Respect)</p>	<p>EXPRESSING Why do some people think life is like a journey? Sticky Knowledge week. (BV: Tolerance and Mutual Respect) (PC: Religion and belief, race) <u>Assessment Indicators:</u> <i>Explain what a Hindu Sacred Thread ceremony is and the symbols and rituals used.</i></p>	<p>EXPRESSING Why do some people think life is like a journey? Story of Hindu life Watch and read extracts about life as a Hindu. Describe the way that the ceremonies were celebrated and why they were important to the Hindus whose lives we followed. What do you think Hindus might mean when they talk about purifying a person before they begin the next stage of their lives? What kind of changes to the way a person behaves might need to take place?</p>

			(BV: Tolerance and Mutual Respect) (PC: Religion and belief, race)	(PC: Religion and belief, race)		Describe the significance of the Hindu sacred thread ceremony. (BV Tolerance and Mutual Respect) (PC: Religion and belief, race)
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW 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 <u>Assessment Indicators:</u> Know that single masculine nouns use "un" for a/an/one and "le" for the, while feminine nouns use une and la.	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. 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.	Catherine Cheater SOW Ask and answer simple questions and give basic information by speaking in sentences. Revise the locations of some key locations in France. Guess which are being described using vowel and consonant clues. Asking and answering questions using verbs. Who is dancing? Study spelling differences.	Catherine Cheater SOW Build sentences including known nouns, adjectives Know that days and months do not need a capital letter unless at start of sentence / on calendar. Know and apply known sound /spelling patterns in reading. What is the date? Writing the date in two different ways. Ask questions using verbs- who is swimming? The lions or the cats?	Catherine Cheater SOW Know and apply known sound /spelling patterns in reading. Recap le, la or l' (liaison) when answering questions Practise recognising word classes and performing the appropriate action <u>Assessment Indicators:</u> Can write phrases from memory, with plausible spelling and correct word order e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	Front covers - Know how to use marks and lines to show texture. Using pencils of different strength, draw Tudor house. Shading the image to demonstrate texture and colour	Watercolour painting Significant Person: Vincent Van Gogh. Know some features of art from different historical periods. Introduce Vincent van Gogh, explore his paintings and the post-impressionism movement. <u>Assessment Indicators:</u> Name at least two features of art from different historical periods.	Watercolour painting Significant Person: Vincent Van Gogh. Refer to artists, architects, and designers in history and experiment with their styles. Analyse watercolour paintings, looking at form, line and techniques. Explore van Gogh's painting Starry Starry Night. Swatch and mix water colours to match the painting and explore watercolour techniques, more water, less water,	Watercolour painting Significant Person: Vincent Van Gogh. Analyse watercolour paintings, looking at form, line and techniques. Develop the use of watercolours using line techniques. Use water colours to show mirror reflections. Look at images and photographs that contain a reflection (water/river) Use watercolours to paint in sketchbooks. <u>Assessment Indicators:</u>	Watercolour painting Significant Person: Vincent Van Gogh. Use watercolours to represent figures and movements. Use the image of Starry Starry Night and exploration of reflections to design their own version of the painting which includes a reflection. Complete underpainting of design using watercolours. <u>Assessment Indicators:</u> Give an example of a	Watercolour painting Significant Person: Vincent Van Gogh. Develop the use of watercolours using line techniques. Go back over underpainting using darker strokes of watercolour to complete piece. <u>Assessment Indicators:</u> Artwork inspired by Roy Lichtensteins stippling, as well as Vincent Van Gogh's water colour techniques.

			wet on wet, wet on dry, patting off water using etc...	Create strokes of varying thickness using line techniques in water colour painting.	technique use in a watercolour painting.	
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Singing Sing as part of a choir and in unison. Playing instruments Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. Learn to sing 'You Can See It Through' as part of an ensemble. Understand the meaning of the song.	Charanga Model Music Curriculum B Listen and Appraise Recognise musical styles and any important musical features that distinguish the style. Creating: Composing Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form. Listen and respond to 'A Ceremony of Carols' by Benjamin Britten. Explore its musical style through the style indicators of this music and its performers. Children compose an 8-bar melody using 3 or 5 notes over the backing track.	Charanga Model Music Curriculum B Understanding Music Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Singing Talk about how the songs and their styles connect to the world. Learn to sing 'The Octopus Slide' and talk about rhythmic and melodic patterns.	Charanga Model Music Curriculum B Singing Demonstrate good singing posture. Recap the song 'The Octopus Slide'. Demonstrate and maintain correct posture and breath control	Charanga Model Music Curriculum B Singing Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Learn to sing 'Connect' and talk about the meaning of the song.	Charanga Model Music Curriculum B 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. Performing Rehearse a song and then perform it to an audience, explaining why the song was chosen. Play tuned and untuned instruments musically within the performance. Play your instruments with the song 'You can See Through It'. Use the standard notation and perform part of the song. Assessment Indicators: Listen to and follow musical instructions from a leader. Talk about the strengths of the performance, how they felt and what they would like to change.
Outdoor Learning Opportunities	Major: (Geography) Fieldwork at Stockport Hydro		Major: (Geography) Grid reference work following the clues to carry out a treasure hunt around the school grounds.	Major: (Science) Pitch investigation on the playground		
Enhancements Visits and Visitors	Stockport Hydro Visit 17.06.25					

Parental Engagement				Transition Visit 11.07.25		Transition Visit 21.07.25
Whole School and National Events			Summer Fair 04.07.25		Come to meet your child's registration teacher for September and hear about next year's curriculum. 15.07.25	

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.