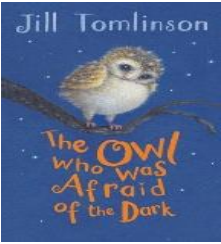
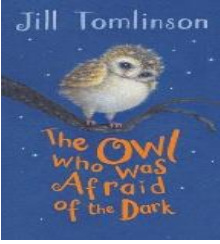
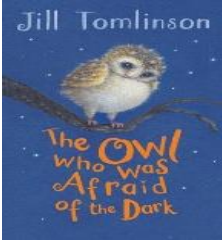
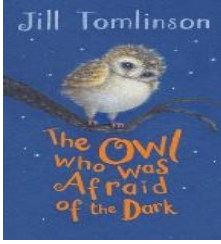
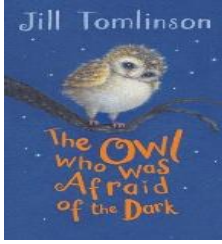
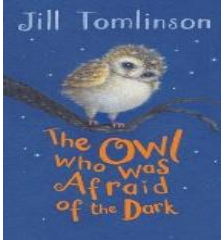
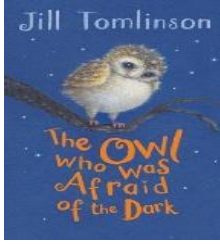
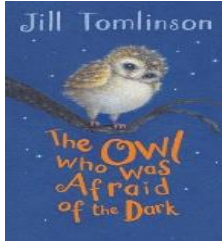




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2023
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 30.10	Week 2 Wk Beg 06.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7 Wk Beg 11.12	Week 8 Wk Beg 18.12
Big Question	What makes Greater Manchester great?							
Key Concepts	Location							
Connected Concepts	Significance Cause and Effect Structure							
Book Studies	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 	<p>The Owl That was Afraid of the Dark Jill Tomlinson</p> 
Children steering learning...	Why has Manchester become such a big city over time? How many towns are there in Greater Manchester? What does Manchester have that other places don't have? Why do people want to live in Greater Manchester? What is Manchester famous for? What famous buildings are in Manchester? Are there lots of different types of food in Manchester? How do people get into Manchester? How many people live in Manchester? How big is Manchester?							
English Reading -Word reading Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<p>Non-chronological report- Greater Manchester</p> <p>Phase 1 - Hook and Understanding as a Reader</p> <p>Read letter from Plop asking about G. Manchester. Discuss how we could share information about G Manchester and introduce non-chronological reports.</p>	<p>Non-chronological report- Greater Manchester</p> <p>Phase 2 - Understanding as a Writer</p> <p>Use a range of sentence features used in a non-fiction text - non-chronological report. Identify and use causal conjunctions.</p> <p>Identify and use a range of ambitious vocabulary.</p>	<p>Non-chronological report- Greater Manchester</p> <p>Phase 3 - Composition</p> <p>Use plan to write their own non-chronological report. About Greater Manchester.</p> <p>Edit and improve their non-chronological report.</p> <p>Assessment Indicator::</p>	<p>Setting description - The Owl That was afraid of the dark</p> <p>Phase 1 - Hook and Understanding as a Reader</p> <p>Explore the setting of The Owl Who Was Afraid of the Dark using the five senses.</p> <p>Phase 2 - Understanding as a Writer</p>	<p>Narrative - The Owl That was afraid of the dark</p> <p>Phase 2 - Understanding as a Writer</p> <p>Recognising direct speech within narrative.</p> <p>Recognise the punctuation that is used to mark speech.</p> <p>Identify synonyms for said.</p>	<p>Narrative - The Owl That was afraid of the dark</p> <p>Phase 2 - Understanding as a Writer</p> <p>Begin to mark speech correctly using inverted commas.</p> <p>Generate own sentences using speech.</p> <p>Create a character description based on</p>	<p>Narrative - The Owl That was afraid of the dark</p> <p>Phase 2 - Understanding as a Writer</p> <p>Plan our own narrative based on The Owl Who Was Afraid of the Dark.</p> <p>Use a range of fronted adverbials accurately within narrative.</p>	<p>Narrative - The Owl That was afraid of the dark</p> <p>Phase 3 - Composition</p> <p>Write an effective story beginning, build up, problem and solution inspired by the story of The Owl Who Was Afraid of the Dark.</p> <p>Assessment Indicator: Writing our own narrative based on</p>

	<p>Phase 2 - Understanding as a Writer Identify the features of a non-chronological report text.</p>		<p>Writing our own. non-chronological report about Greater Manchester</p>	<p>Select, generate and use appropriate fronted adverbials in a setting description.</p> <p>Phase 3 - Composition Write a setting description based on The Owl Who Was Afraid of the Dark.</p>		<p>a character from the text using given sentence openers.</p>	<p>Begin to extend sentences using coordinating and subordinating conjunctions.</p>	<p>The Owl Who was Afraid of</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10</p> <p>Add any pair of two-digit numbers using a mental method (including pence and measurement) Variety of toolkit activities to practise +- with bridging.</p> <p>Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Counting forwards and back using counting stick.</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10</p> <p>Add any pair of two-digit numbers using a mental method (including pence and measurement) Variety of toolkit activities to practise +- with bridging and linked to money and measures</p> <p>Count in tens from a three-digit number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Will the number appear in the sequence?</p>	<p>Be able to Add and Subtract multiples of 10 and Tens and Ones bridging 10</p> <p>Add any pair of two-digit numbers using a mental method (including pence and measurement) Deeper thinking activities to extend reasoning and problem solving when +- with bridging</p> <p>Count from 0 in multiples of 2, 3, 4, 5 and 10 Identify rules for multiples of 2, 3, 4, 5 and 10 and use these to sort numbers.</p>	<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Using arrays, 10 frames and number lines to find multiplication and division facts</p> <p>Count from 0 in multiples of 2, 3, 4, 5 and 10 What could the sequence be when you are given 2 numbers in that sequence?</p>	<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Toolkit activities to practise fluency of recall of times tables and division facts.</p> <p>To be able to double and halve numbers up to 100. Doubling and halving numbers to 20.</p>	<p>Multiplication and Division</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking. Solve range of problems linked to money and measure</p> <p>To be able to double and halve numbers up to 100. Doubling multiples of 5 and 10.</p>	<p>Multiplication and Division</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking. Solve range of problems linked to scaling through money and measure.</p> <p>To be able to double and halve numbers up to 100. Doubling numbers when both digits are less than 5.</p>	<p>Multiplication and Division</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Toolkit and deeper thinking. Solve range of problems linked to scaling through money and measure.</p> <p>To be able to double and halve numbers up to 100. Doubling numbers when ones digit is 5 or more.</p>

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>		<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Ask and answer relevant questions.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Pre-assessment questions.</p> <p>Sorting and classifying rocks based on their appearance and simple properties. Introduce rock names and properties.</p> <p><u>Assessment Indicator:</u> <i>Name some types of rock and give physical features of each.</i></p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Identifying formation of different types of rocks using scientific language.</p>	<p>Ask and answer relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Plan and carryout an experiment on durability of rocks.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Use results to draw simple conclusions, make predictions and suggest improvements and raise further questions referring to evidence.</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Carry out durability or permeability investigation and record results.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Identifying how fossils are made.</p> <p><u>Assessment Indicator:</u> Show understanding of how fossils were formed.</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Soil Formation Recognise that soils are made from rocks and organic matter.</p> <p>Soil formation activity: using a practical investigation to observe how soil forms.</p> <p>Investigate water retention of various soils using percolation investigation.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Families.</p> <p>Understand that everybody's family is different and important to them.</p> <p>Appreciate my family/the people who care for me.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Families. Solving conflict.</p> <p>Understand that differences and conflicts sometimes happen among family members.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying.</p> <p>Understand what it means to witness bullying and how witnesses can make situation better or worse</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying.</p> <p>Understand what it means to witness bullying and how witnesses can make situation better or worse.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Bullying.</p> <p>Know that words can be used In hurtful ways (gay, fat)</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Word Power.</p> <p>Think of a time where their words have effected people feelings and the consequences of this.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand that everybody's family is different and important to them.</p> <p>Differences in our community at Christmas</p>

<p>Relationships and Sex Education (RSE) and Health Education</p>		<p>Know how to calm myself down and can use the 'solve it together' technique.</p>	<p>Know what it means to be a witness to bullying. Know some ways of helping to make someone who is bullied feel better. World kindness day</p>	<p>Know that witnesses can make the situation better or worse by what they do. Problem-solve a bullying situation with others.</p>		<p>Recognise that some words are used in hurtful ways. Try hard not to use hurtful words (e.g. Gay, fat).</p>	<p>Tell you about a time when my words affected someone's feelings and what the consequences were. Give and receive compliments and know how this feels. <u>Assessment Indicator:</u> <i>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</i> <i>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</i></p>	<p>Strategies for managing differences when lots of people come together</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>GETSET4PE SOW Class teacher: Ball skills Develop movement skills to lose a defender. To develop confidence and accuracy when tracking a ball. Sports coaches: Hockey Know that pointing my hand/foot/stick to my target on release will help me</p>	<p>GETSET4PE SOW Class teacher: Ball skills Develop movement skills to lose a defender. To develop confidence and accuracy when tracking a ball. Sports coaches: Hockey Know that pointing my hand/foot/stick to my target on release will help me</p>	<p>GETSET4PE SOW Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To explore and develop a variety of throwing techniques. Sports coaches: Hockey Develop using space as a team.</p>	<p>GETSET4PE SOW Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To explore and develop a variety of throwing techniques. Sports coaches: Hockey Explore dribbling the ball abiding by</p>	<p>GETSET4PE SOW Class teacher: Ball skills Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. To develop catching skills using one and two hands. Sports coaches: Hockey Develop using space as a team.</p>	<p>GETSET4PE SOW Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To develop dribbling a ball with hands. Sports coaches: Hockey Know my role as an attacker and defender.</p>	<p>GETSET4PE SOW Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To use tracking, sending and dribbling skills with feet. Know my role as an attacker and defender.</p>	<p>GETSET4PE SOW Class teacher: Ball skills Explore dribbling the ball abiding by the rules of the game under some pressure. To use tracking, sending and dribbling skills with feet. Know my role as an attacker and defender.</p>

	<p>to send a ball accurately. To develop sending the ball with a push pass.</p>	<p>to send a ball accurately. To develop sending the ball with a push pass.</p>	<p>To develop receiving the ball.</p>	<p>the rules of the game under some pressure. To develop dribbling using the reverse stick (Indian dribble).</p>	<p>To develop moving into space after passing the ball.</p>	<p>To use an open stick tackle to gain possession.</p>	<p>Sports coaches: Hockey To apply defending and attacking principles and skills in a hockey tournament.</p>	<p>Sports coaches: Hockey To apply defending and attacking principles and skills in a hockey tournament. <u>Assessment Indicator:</u> <u>Apply invasion game and ball skills within a tournament.</u></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Add content to a desktop publishing publication. How to carry out internet searches ensuring pictures found are relevant. Copy and paste pictures onto pages of a powerpoint - Be able to resize and move them about.</p>	<p>Add content to a desktop publishing publication. Creating text boxes and adding information about the pictures saved from the previous week. Use the red and blue lines to help them decide when to edit for spelling and grammar. <u>Assessment Indicator:</u> <i>Paste text and images.</i></p>	<p>Recognise how text and images convey information. Recognise that text and layout can be edited. Adding and editing text to a PowerPoint slide. Titles and main body text - using editing shortcut buttons. <u>Assessment Indicator:</u> <i>Change font style, size, and colours for a given purpose. To know that text can be changed to communicate more clearly.</i></p>	<p>Recognise how text and images convey information. Recognise that text and layout can be edited. Adding and editing text to a PowerPoint slide. Titles and main body text - using editing shortcut buttons <u>Assessment Indicator:</u> <i>Change font style, size, and colours for a given purpose. Know that text can be changed to communicate more clearly.</i></p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Choose appropriate page settings. Adding animations and slide transitions to a PowerPoint. Choosing a design to best compliment their content.</p>	<p>To be able to create short cuts within a powerpoint. Creating a contents page at start of powerpoint. Then using shortcuts from this page to each of the pages in their powerpoint and back to the menu.</p>	<p>Consider how different layouts can suit different purposes. Consider the benefits of desktop publishing. Share and evaluate our PowerPoints, considering why desktop publishing is a useful tool. <u>Assessment Indicator:</u> <i>Compare work made on desktop publishing and by hand. Explain why desktop publishing might be useful.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major:- Name and locate geographical regions of the UK. Discuss what the difference is between the United Kingdom, The British Isles and Great Britain.</p>	<p>Major:- Name and locate geographical regions of the UK. Identify whether a place is a city, a county, a region or a country.</p>	<p>Major:- Name and locate geographical regions of the UK & their identifying physical and human characteristics.</p>	<p>Major:- Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major:- Use simple equipment to measure and record. Conduct fieldwork in our local area collecting weather samples to compare to another country.</p>	<p>Major:- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (hills,</p>	<p>Major:- Use atlases, maps and globes to name and locate United Kingdom, geographical regions and their identifying human and physical characteristics,</p>

	<p>Locate the countries of the UK on various maps.</p> <p>Introduce the idea of counties and regions.</p>	<p>Locate cities, counties, regions and countries on a map.</p> <p><u>Assessment Indicator:</u> <i>Locate countries using maps, globes and atlases.</i></p>	<p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there.</p> <p>Explore the different land types and land uses across Greater Manchester linking to key vocabulary: Urban Rural Suburban Wetland The Pennines Farmland</p>	<p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there.</p> <p>Identify what makes Greater Manchester a desirable place to settle.</p>		<p>Identify which methods of data collection they find the most useful and why.</p> <p>Communicate and understand findings from fieldwork.</p> <p><u>Assessment Indicator:</u> <i>Present data using bar charts, pictograms and tables.</i></p>	<p>mountains, coasts and rivers)</p> <p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there.</p> <p>Compare the land use of Greater Manchester and another county.</p> <p><u>Assessment Indicator:</u> <i>Make comparisons between Greater Manchester and another county of the UK. E.g. location, cities, land use.</i></p> <p><u>Assessment Indicator:</u> <i>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</i></p>	<p>key topographical features (including hills, mountains, coasts and rivers)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use Digimaps to explore the physical and human geography of Greater Manchester and another county.</p> <p><u>Assessment Indicator:</u> <i>Make comparisons between Greater Manchester and another county of the UK. E.g. location, cities, land use</i></p>
<p>History</p> <ul style="list-style-type: none"> -Chronology -Concepts -Interpretation -Enquiry -Communication 		<p>Minor: - Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary and secondary sources -</p>	<p>Minor:- Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary and secondary sources -</p>		<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Minor: - Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary and secondary sources -</p>		

		<p>artefacts, books, internet.</p> <p>Who do we remember?</p> <p>Explore primary and secondary sources from our local area and discuss what this can teach us about who we remember.</p>	<p>artefacts, books, internet.</p> <p>Who do we remember?</p> <p>Compare letter and a book and discuss reliability of historical sources.</p>			<p>artefacts, books, internet.</p> <p>Who do we remember?</p> <p>Football at Christmas – How does this remind us about who we remember?</p>		
<p>Religious Education, Beliefs and Values</p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives</p> <p>Discuss what things are worth celebrating.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Hindu festivals.</p> <p>Consider what matters most to Hindus during festivals.</p> <p>Explore the meaning behind the story of Rama and Sita and its significance to Hindus.</p> <p><u>Assessment Indicator:</u></p> <p>Retell the story of Diwali and describe the meaning behind it.</p> <p>Name the key features of the festival of Diwali and interpret their meaning - Cleaning, Diya lamps, Rangoli patterns.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Jewish festivals.</p> <p>Consider what matters most to Jewish believers during festivals.</p> <p>Explore the meaning behind the story of Passover/Pesach and its significance to Jewish people.</p> <p><u>Assessment Indicator:</u></p> <p>Describe the meaning of the story of Pesach/Passover.</p> <p>Describe how Jewish people express the meaning of Pesach through symbols, actions and rituals.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Make connections between stories, symbols and beliefs during Muslim festivals.</p> <p>Consider what matters most to Muslims during festivals.</p> <p>Explore how Muslims express the meaning of Eid through symbols, actions and rituals and their significance.</p> <p><u>Assessment Indicator:</u></p> <p>Describe the meaning of the story of Eid Ul Fitr</p> <p>Describe how Muslims express the meaning of Eid through symbols, actions and rituals.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Compare Christmas to a Hindu festival.</p> <p><u>Assessment Indicator:</u></p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions Christmas and Holy Week.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Compare Christmas to Passover.</p> <p><u>Assessment Indicator:</u></p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions Christmas and Holy Week.</p>	<p>EXPRESSING</p> <p>Why are festivals important to religious communities?</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Compare Christmas to Eid.</p> <p><u>Assessment Indicator:</u></p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions Christmas and Holy Week.</p>

<p>Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p> <p>Scheme of work Lessons 8 - 10 Each lesson takes 2 sessions with recording opportunities.</p>	<p>Catherine Cheater SOW</p> <p>Listen and respond to simple conversations, rhymes, stories and songs. <i>Comment ça s'écrit? Colours vert, jaune; numbers 1 - 2 - 3. (5)</i></p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p>	<p>Catherine Cheater SOW</p> <p>Listen and respond to simple conversations, rhymes, stories and songs. 1,2,3 bleu, vert, jaune. <i>C'est de quelle couleur? (6)</i></p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions.</p>	<p>Catherine Cheater SOW</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases. Numbers 1,2 3, 4 - 5 - 6; colours <i>rose</i> and <i>noir</i> (7).</p>	<p>Catherine Cheater SOW</p> <p>Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Understand and respond to a few familiar spoken words and phrases E.g. the teacher's instructions and simple questions</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases. Numbers 1,2 3, 4 - 5 - 6; colours <i>rose</i> and <i>noir</i> (7).</p>	<p>Catherine Cheater SOW</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i> <i>Voici un chat. Here is a cat.</i></p> <p>Name and describe people, a place, an object.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Know how to say short sentences using known nouns and adjectives. (Colours) <i>Voici, et, un renne, le Père Noël, un chat, un chien, un sapin, un cadeau, zéro. (8)</i></p> <p>Begin to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p>Catherine Cheater SOW</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i> <i>Voici un chat. Here is a cat.</i></p> <p>Name and describe people, a place, an object.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Know how to say short sentences using known nouns and adjectives. (Colours) Un bonhomme de neige (9)</p> <p><i>Voici</i> <i>Je veux</i></p> <p>Continue to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p>Catherine Cheater SOW</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i> <i>Voici un chat. Here is a cat.</i></p> <p>Name and describe people, a place, an object.</p> <p>Write or copy simple words, symbols or sentences correctly.</p> <p>Know how to write words from memory with plausible spelling. <i>Joyeux Noël (10)</i></p> <p>Continue to learn French Xmas song - vocabulary for clothes for Father Christmas.</p>	<p>Catherine Cheater SOW</p> <p>Say and repeat single words and short simple phrases. E.g. How are you? <i>Ca va?</i> <i>Voici un chat. Here is a cat.</i></p> <p>Name and describe people, a place, an object.</p> <p>Write or copy simple words, symbols or sentences correctly.</p> <p>Know how to write words from memory with plausible spelling. <i>Joyeux Noël (10)</i></p> <p>Assessment Indicator: Perform French Xmas song - vocabulary for clothes for Father Christmas.</p>
<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>DT - Evaluate existing products to generate ideas and designs to meet a range of different needs and users, proving that they may follow some set criteria.</p>	<p>DT - Cut, shape and join different materials with accuracy.</p> <p>Select the most appropriate tools and techniques for tasks.</p>	<p>DT - Cut, shape and join different materials with accuracy.</p> <p>Select the most appropriate tools and techniques for tasks.</p>	<p>DT - Choose textiles for both suitability and appearance.</p> <p>Generate ideas and designs to meet a range of different needs and users, proving that they</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>DT - Choose textiles for both suitability and appearance.</p> <p>Cut, shape and join different materials with accuracy.</p> <p>Make functional products.</p>	<p>DT - Choose textiles for both suitability and appearance.</p> <p>Cut, shape and join different materials with accuracy.</p> <p>Make functional products.</p>	<p>DT - Reflect on the design process and make improvements including aesthetics.</p> <p>Evaluate own work and the work of others based on the aesthetic of the finished</p>

<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>Evaluate Christmas decorations (Animal theme)</p>	<p>Practise sewing stitches.</p>	<p>Practise sewing stitches.</p>	<p>may follow some set criteria. Design Owl Christmas decoration.</p>		<p>Measure accurately to make cuts and holes. Make Owl Christmas decoration. <u>Assessment Indicator:</u> Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p>	<p>Measure accurately to make cuts and holes. Make Owl Christmas decoration.</p>	<p>product and in comparison to the original design. Evaluate decoration <u>Assessment Indicator:</u> Test their product against the original design criteria and with the intended user.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>		<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Performance Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument. <u>Assessment Indicator:</u> Find the beat of the music and demonstrate it through clapping and/or movement.</p>	<p>Wider Opps - Ukulele Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.</p>

							<i>Talk about why they like or dislike the music, and sharing their thoughts and feelings about it. Begin to play simple chords on the ukulele.</i>	
Enhancements Visits and Visitors		Bible encounters assembly 10.11.23			Place of Worship Visit to St. Cuthbert's Church 28.11.23			
Parental Engagement	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm	Parent Forum 08.11.23 9.00-10.00am		Key Stage 2 Reading, Fluency and Literature Workshop 23.11.23 9:00am-10:15am			LKS2 Christmas Production 12.12.23 2:15pm 14.12.23 9:30am	
Whole School and National Events	Bonfire Night 05.11.23	Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23	Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23

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.