

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Visitors in / Visits		Lyceum Theatre Trip	Library visit		Magna	
Mathematics Problem Solving: Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	<u>Place Value</u> Numbers to 10,000 Partitioning Number lines Comparing and ordering Rounding <u>Addition and Subtraction</u> Add/subtract 1, 10, 100 Add/subtract 4-digit numbers no exchanging to exchanging Estimating and checking answers	<u>Area</u> Calculate by counting squares Compare area of shapes RECAP Recognise and name 2D and 3D shapes <u>Multiplication and Division</u> Multiples Times Tables Multiplying and dividing by individual tables Multiplying and dividing by 1 or 0	<u>Multiplication and Division</u> Multiply by 10 100 11 12 times table Multiply 3 numbers Factor pairs Written methods Multiply 2 and 3-digit by 1-digit Divide 2 and 3-digit by 1-digit <u>Length and Perimeter</u> Kilometres Perimeter of rectangles and rectilinear shapes <u>Fractions</u> Equivalent fractions Fractions greater than 1 Count in fractions	<u>Fractions</u> Add and subtract fractions Fractions of amounts <u>Decimals</u> Tenths and hundredths Tenths on place value grid and number line Divide by 10 Hundredths on place value grid and number lines Divide by 100	<u>Decimals</u> Make a whole Write decimals Compare order and round decimals Halve and quarters <u>Money</u> Pounds and pence Order and estimate amounts Calculate with money <u>Time</u> Hours minutes seconds Days months years Analogue to digital 12 and 24-hour	<u>Shape</u> Identify compare and order angles Triangles Quadrilaterals Lines of symmetry and complete symmetrical patterns <u>Statistics</u> Interpret charts Comparison sum and difference Line graphs <u>Position and Direction</u> Describe position and movement on a grid
English	Class Texts George's Marvellous Medicine	Class Texts Stig of the Dump	Class Texts Stig of the Dump	Class Texts The Water Horse	Class Texts Romans on the Rampage	Class Texts Cliffhanger

	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI) - Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. - Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words, they meet. (KPI)</p> <p>-Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text.</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts.</p> <p>-Checking that the text makes sense by questioning and</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI) - Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes.</p> <p>-Beginning to choose from a wider range of books including new authors not previously chosen.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 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(KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from non-fiction. (KPI)</p> <p>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
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		<p>explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from nonfiction. (KPI)</p>	<p>-Justifying predictions with evidence from the text.</p> <p>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Explaining how language, structure, and presentation contribute to meaning.</p>	<p>-Justifying predictions with evidence from the text.</p>	
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	<p>Main focus:</p> <p>1.Narrative - diary</p> <p>Skills-cohesive devices, paragraphs</p> <p>2.Instructions (recipe)</p> <p>Skills, cohesive devices, layout features</p> <p>3.Poetry</p> <p>Oral: composing and rehearsing sentences, building a varied and rich vocabulary</p>	<p>Main focus:</p> <p>1.Narrative dialogue</p> <p>Skills – speech punctuation, creating settings, characters and plots using fronted adverbials</p> <p>Oral: composing and rehearsing sentences, building a varied and rich vocabulary</p> <p>2.Non-chronological report</p> <p>Skills – layout features, cohesive devices</p> <p>3.Explanation text</p> <p>Skills – causal conjunctions, formal language</p> <p>Oral: composing and rehearsing sentences, building a rich vocabulary</p>	<p>Main focus:</p> <p>1.Recount</p> <p>Skills- oral retelling of key events, cohesive devices</p> <p>Oral: debate</p> <p>2.Persuasive advert</p> <p>Skills: persuasive language, causal conjunctions, formal language</p> <p>Oral: language of debate</p> <p>3.Letter writing</p> <p>Skills: persuasive language, causal conjunctions, formal language</p>	<p>Main focus:</p> <p>1.Narrative – settings</p> <p>Skills – speech punctuation, creating settings, characters and plots using fronted adverbials</p> <p>2.Persuasive (letter writing) –</p> <p>Skills – organising paragraphs around a theme</p> <p>3.Oral: Poetry</p>	<p>Main focus:</p> <p>1.Non-chronological report</p> <p>Skills – adverbials, organisational devices</p> <p>2.Oral: Poetry</p>	<p>Main Focus:</p> <p>1.Balanced argument</p> <p>Skills: cohesive devices, formal language</p> <p>Oral: debate</p> <p>2.Narrative – mystery</p> <p>Skills – apostrophes, similies, metaphors, stylistic features</p>
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Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Science	<u>Animals including humans</u>	<u>Sound</u>	<u>States of Matter</u>	<u>Electricity</u>	<u>Living things and their habitats</u>
	We will describe the simple functions of the basic parts of the digestive system in humans	We will identify how sounds are made, associating some of them with something vibrating	We will compare and group materials together, according to whether they are solids, liquids or gases	We will identify common appliances that run on electricity	We will recognise that living things can be grouped in a variety of ways
	We can identify the different types of teeth in humans and their simple functions	We will recognise that vibrations from sounds travel through a medium to the ear-We find patterns between the pitch of a sound and features of the object that produced it		We will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	We will explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment
	We will construct and interpret a variety of food chains, identifying producers, predators and prey	We will find patterns between the volume of a sound and the strength of the vibrations that produced it	We will 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)	We will identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	We will recognise that environments can change and that this can sometimes pose dangers to living things
	Disciplinary (Working Scientifically) Concepts:	Disciplinary (Working Scientifically) Concepts:	We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		Disciplinary (Working Scientifically) Concepts:
	Making predictions	Asking questions		We will recognise that a switch opens closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Asking questions
	Setting up tests	Making predictions	Disciplinary (Working Scientifically) Concepts:		Observing and measuring
	Observing and measuring	Observing and measuring	Making predictions	We will recognise some common conductors and insulators, and associate metals with being good conductors	Recording data
	Recording data	Recording data	Setting up tests		Interpreting and communicating results
	Interpreting and communicating results	Interpreting and communicating results	Observing and measuring		
	Evaluating	Scientific Enquiry Types:	Recording data	Disciplinary (Working Scientifically) Concepts:	Scientific Enquiry Types:
	Scientific Enquiry Types:	Identifying, Classifying and grouping	Interpreting and communicating results	Asking questions	Identifying, Classifying and grouping
	Identifying, Classifying and grouping	Comparative and fair testing	Evaluating	Making predictions	Comparative and fair testing
	Observing over time	Research using secondary sources		Setting up tests	Research using secondary sources
	Comparative and fair testing	Pattern seeking	Scientific Enquiry Types:	Observing and measuring	Pattern seeking
	Research using secondary sources		Identifying, Classifying and grouping	Recording data	
	Pattern seeking	TAPS Assessment Activities: String Telephones			

	<p>TAPS Assessment Activities:</p> <p>How can you prove if Colgate is the best toothpaste?</p> <p>Which drink is the best to protect your teeth?</p>	<p>Investigating Pitch</p>			<p>Observing over time</p> <p>Comparative and fair testing</p> <p>Pattern seeking</p> <p>TAPS Assessment Activities:</p> <p>Drying materials</p> <p>Cornflour slime</p>	<p>Interpreting and communicating results</p> <p>Evaluating</p> <p>Scientific Enquiry Types:</p> <p>Identifying, Classifying and grouping</p> <p>Observing over time</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <p>Pattern seeking</p> <p>TAPS Assessment Activities:</p> <p>Does it conduct electricity?</p>	<p>TAPS Assessment Activities:</p> <p>Local environmental survey</p>
<p>History</p>	<p>Historical Skills</p> <p>Chronological Knowledge</p>	<p>Change and Continuity</p> <p>To create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.</p>	<p>Significance</p> <p>How do historians choose what is most important in history as there are too many events to use everything?</p> <p>5Rs Resulting in change, Remarked upon, revealing resonated and remembered</p>	<p>Similarities and Differences and Diversity</p> <p>This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.</p>	<p>Interpretation of History</p> <p>The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.</p>	<p>Cause and Consequence</p> <p>How historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?</p>	<p>Historical Sources and Evidence</p> <p>What do historians use to find out about the past? How do historians use this material safely to produce the best history that they can?</p> <p>HOW DO WE KNOW?</p>

<p>The Stone Age</p> <p>Book: The Boy with the Bronze Axe</p> <p>26,000BC-3000BC</p> <p>Pre-historical</p> <p>Hunter gatherer</p> <p>Settlements</p> <p>Monument</p> <p>Agriculture</p> <p>Bronze and Iron Age</p> <p>Bronze</p> <p>3000Bc=700BC</p> <p>Iron</p> <p>800BC-43AD</p> <p>Settlements</p> <p>Monument</p> <p>Archaeologist</p> <p>Technology</p> <p>Metal working</p> <p>Invention</p> <p>Ruler</p> <p>Religion</p> <p>Trade</p> <p>Agriculture</p>	<p>Chronological Knowledge</p> <p>6 key history time period</p> <p>BC/AD/CE/BCE</p>	<p>What changed over the Stone Age period?</p>	<p>Why was the Stone Age an important period for the development of settlements?</p>	<p>What did the Stone Age people use for tools?</p> <p>What did they make?</p> <p>What did they wear?</p>	<p>What sources and evidence do historians use to explain the stone age?</p>	<p>What caused the end of the Stone Age according to historians?</p>	<p>What can historians teach us about the development of skills during the stone age?</p> <p>How do historians think that this knowledge affected daily life in the Stone Age?_</p> <p>What can historians tell us about the new stone age?</p> <p>What evidence or sources can they use?</p>

	<p>Chronological Knowledge Sequence, duration and chronology Bronze-Iron Age</p>	<p>What changed over time during the Bronze and Iron Age? What stayed the same?</p>	<p>Why was the discovery of Iron such a big deal?</p>	<p>Do historians have any evidence to say that the Bronze age/Iron age people were religious?</p> <p>What did the Anglo Saxons trade and who did they trade with? Was this the same for Vikings?</p>	<p>Why are we not sure when the Iron age started/ended? What have historians learnt from the Bog bodies?</p>	<p>What happened because of the discovery of iron ore? Why did the Bronze and Iron Age end?</p>	<p>Historical Enquiry- Evidence and Sources How do historians know what iron age Britons looked like? What can historians tell us about the importance of the discovery of copper and tin for life in the Bronze and Iron Age?</p>
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<p>Romans AD43-AD410 Book: The Eagle of the Ninth</p> <p>Settlements Technology Invention Empire emperor /general Invasion Ruler Resistance Conquest Architecture Lifestyle Culture Legions Wealth Religion Trade</p>	<p>Britain before Roman Invasion</p> <p>Roman occupation lasted <i>from AD 43 to AD 410</i></p>	<p>What changed in Britain during the Roman period of reign in Britain?</p> <p>Contrast Iron age to Roman Britain</p> <p>What changed?</p>	<p>Why was the Roman invasion significant?</p> <p>Who were significant figures in Roman Britain?</p>	<p>What were some of the differences/similarities between Romans and Celts? (religion, lifestyle, trade)</p>	<p>What sources do historians use to explain why different people had different views about the Romans?</p>	<p>Why did the Romans invade and what happened as a result?</p> <p>How did life change in Britain under Roman rule?</p>	<p>Historical Enquiry</p> <p>How great an impact do historians think that the Roman Empire has on modern day civilisation?</p> <p>What reasons do historians provide for the reasons for the Roman invasion of England?</p> <p>How do historians know about life on the Hadrian's wall?</p> <p>What can historians say about how the native Britons welcomed or resisted the Romans and why?</p> <p>What evidence is there to suggest that the Romans influenced the culture of the people already there?</p> <p>Who were the key significant figures according to historians during the Roman Empire and why?</p>
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Geography	Geographical Skills Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Location Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live there? Similarities and Differences between places	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interconnection Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Time Continuity Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	Earth Systems And Environment
Autumn Term Food Farming and Fair Trade	Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world World Maps Grid References Atlas/Globe/	How big are the biggest food producing countries in the world? Where are these countries and why do they produce so much food? What are the 10 most deprived areas in England?	Where are the UK counties and regions and what are regions and counties? Where are the top food producing countries and what are the top 4? Where are the fair-trade areas of the world? What do these areas have in common?	Investigate places in the world that produce our food Food. What are these places like? How are they similar/different to UK? Melon Story Senegal Africa Green Bean Story -Kenya Africa	What foods do we eat from other cultures? Japan Poland Greece Italy	How does the Fairtrade initiative support Farmers? Food prices Decent wages Security of jobs Employment Factors affecting choice of which foods grown <ul style="list-style-type: none"> • Social • Cultural • Economic • Decision making by farmers 	What products do Fair Trade farmers make? What it is Why was it started? How does it work? Benefits of fair-traded products <ul style="list-style-type: none"> • Economic • Social • Cultural Poverty Maps and Poverty Zones in Sheffield? World Famine	Has Fair Trade made life better for Farmers? Reinvestment in land Land use Better wages Control over crops What is a drought and what impact does it have on people: hunger, malnutrition, starvation? (crops cannot grow)	How does climate affects food production?

			Low income Types of products handicrafts, coffee wine sugar fruit flowers			What are Food Miles?	Solutions to famine Why has there been a rise of Food banks in Yorkshire? Is there enough food to go around? Is food wasted?		
Spring Term: Water Book: The Drop in My Drink The Story of water on our Planet Fieldwork: Water Treatment works	Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world	Oceanic scales Seas	What fraction of the Earth is covered by oceans/seas? Oceans Seas Rivers Lakes Where are reservoirs and dams in Sheffield. Why are they there? Man made water bodies Reservoirs		Is access to water equal across the world? Drought and impact of drought	How do water companies support customers? Clean water/regular water supplies/fixing leaks Is Water free? In the UK water can be offered free at venues How do agencies try to improve water quality and a fair distribution in parts of the world where water is in short supply?	How is water distributed? Do we have equal access to clean water? Access to clean water- is it right? Can dirty water be made usable? Developing countries What is lifelike without clean water? Charities (Wateraid/UNICEF) Why do people in different parts of the world use more or less water?	Why do we need reservoirs/dams? Map the journey of water from reservoir to home	Where does water come from? Features of different bodies of water

Summer Term: Mountains

Book: Cliff-hanger

<p>4 figure Grid References</p> <p>Lines of latitude/longitude</p> <p>Map of mountains UK/Europe/America</p> <p>OS maps contours</p> <p>Contour maps</p>	<p>What are the scales of the Mountain Ranges in Uk/Europe/World? Biggest/smallest?</p>	<p>Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA</p> <p>In which regions/countries</p> <p>Continents are the mountain ranges found?</p>	<p>What is the view like if live on near or in the valley of a mountain?</p> <p>Similarities and differences in mountain living</p>	<p>What is the cultural significance of mountains?</p>	<p>What is it like to live and work on/near a mountain?</p> <p>Tourism and Mount Snowdon/Alps</p> <p>Farming on a mountain</p> <p>Animals and plants that live on a mountain.</p> <p>Climate</p> <p>Food</p> <p>Jobs</p> <p>Day to day life</p>	<p>What is the impact of tourism in the Himalayas?</p> <p>Impact of tourism</p>	<p>What causes a landslide avalanche?</p> <p>What impact does this have on a mountain?</p> <p>Human Impact</p> <p>Pollution on mountains from Tourists</p> <p>Deforestation</p>	<p>What is a mountain?</p> <p>What are the physical features of a mountain?</p> <p>Definition of a landform</p> <p>>600m</p> <p>Highest /Famous mountains</p> <p>Mountain formation</p> <p>What are the features of Mountains</p> <p>Summits/slope /valley</p> <p>What are the Zones of a mountain?</p> <p>Foothills, Alpine, Subalpine, Nival.</p> <p>How is a mountain formed?</p> <p>What are the names of the different types of Mountains?</p> <p>Fold/Fault block</p> <p>Volcanoes</p> <p>Dome Mountains</p> <p>Does the climate change and Mountains</p>
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Computing

Strand 0 – What is a computer?

0.3 – Key skills: Using a School Computer



**Strand 1 – Communicating:
Text and images**

1.4 How do I use a computer as an artist?

In this unit children learn how to create digital artwork in a paint package and by editing their own and other people's photos (considering copyright). Children will explore how to create, edit, organise and store images for a specific purpose/audience, and understand how the size of an image affects quality. This unit presents an opportunity to discuss image manipulation and body image.*

Use art and photo-editing apps to create artwork. Add photos to create a montage.

Logic

Abstraction

Machines

Program

**Strand 2 – Communicating:
Multimedia**

2.4 What makes an excellent multimedia story?

In this unit children will evaluate animations or photo stories to consider what makes it good and collectively produce a quality checklist. They will discuss their ideas for stories with peers. Children will storyboard on a given theme, and create resources. They will review and discuss how they could improve their work by adding music, titles and effects, and according to checklist. Choose to do animation or photo story depending on resources. All films are rated according to the PEGI system – discuss appropriate content for their age.

Machines

Algorithms

Program

Strand 3 – Understanding and sharing data

Connecting Computers (Teach Computing unit)

In this unit, children will develop their understanding of digital devices. They will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The children will also discover the benefits of connecting devices in a network.

Logic

Machines

Algorithms

Program

Data

Strand 4 – Computational thinking: programming A

4.4 Decomposition and infinite loops

In this unit, children will recognise that we can decompose programs into smaller parts to make them easier to solve and debug. They will use infinite (forever) loops in programs to keep something happening.

Algorithm

Program

Input

Decomposition

Repetition

Strand 4 – Computational thinking: programming B

5.4 Simple selection in Scratch

In this unit, children will recognise that programs flow differently depending on whether events, loops and selection statements are used. They will use selection to change what happens in a program depending on if a condition is met.

Algorithm



Sequence

Repetition

Selection

	Data					
PE	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p><u>Key Skills:</u> Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p> <p>Key Concepts:</p> <p>Movement</p> <p>Coordination</p> <p>Fitness</p> <p>Sequence</p> <p>Technique</p>			<p>Gymnastics (GS4PE)</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p><u>Key Skills:</u> Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance</p> <p>Key Concepts:</p> <p>Movement</p> <p>Agility</p> <p>Balance</p> <p>Coordination</p> <p>Fitness</p>	<p>Rounders (GS4PE)</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</p> <p>Key Concepts:</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Fairness</p> <p>Technique</p>

			<p>Collaboration</p> <p>Sequence</p> <p>Technique</p>		
<p>Football (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Collaboration</p> <p>Fitness</p> <p>Fairness</p>	<p>Dance (GS4PE)</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Key Skills:</u> Performing actions, using canon, unison, formation, dynamics, character, structure, space</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Coordination</p> <p>Collaboration</p> <p>Sequence</p> <p>Evaluation and improvement</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Fitness</p>	<p>Netball (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p><u>Key Skills:</u> passing, catching, footwork, intercepting, shooting</p> <p>Key Concepts:</p> <p>Agility</p> <p>Coordination</p> <p>Fitness</p> <p>Collaboration</p> <p>Competition</p> <p>Technique</p>	<p>Tag Rugby (GS4PE)</p> <p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><u>Key Skills:</u> Throwing, catching, running, dodging, tagging, scoring</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Collaboration</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <p>Movement</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Collaboration</p> <p>Fairness</p> <p>Technique</p>

	Technique		Sequence Evaluation and improvement			
Art & Design	<p><u>Printing and digital art</u></p> <p>Research:</p> <p>Pop Art</p> <p>Andy Warhol</p> <p>Developing skills:</p> <p>Use ICT to design and create their own Pop Art</p> <p>Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)</p> <p>Making a stamp for printing:</p> <p>https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1</p> <p>Making a collagraph print:</p> <p>https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1</p> <p>Applying skills:</p> <p>Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.</p> <p>Evaluation:</p> <p>Children to evaluate the uniformity of their printing and the effect of their colour selections.</p> <p>Formal Elements:</p>	 <p><u>Drawing</u></p> <p>Research: Portraits</p> <p>How have faces been depicted in different ways by different artists? How have they used different media? Link to Y1 unit (Guiseppe Arcimbold) and Picasso.</p> <p>Proportions of a face</p> <p>Collect and investigate different faces</p> <p>Developing skills:</p> <p>Experiment creating different faces using a range of drawing materials (pen, chalk, pastels)</p> <p>Can they draw from memory or using their imaginations?</p> <p>Explore relationships between line, shape, tone and texture.</p> <p>Tones:</p> <p>https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t</p> <p>https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee</p> <p>NSEAD lesson:</p> <p>https://www.nsead.org/resources/units-of-work/uow-portraits-in-pencil/</p> <p>NSEAD (drawing heads and faces):</p>	<p><u>Mixed media/ collage</u></p> <p>Research:</p> <p>Roman Mosaics</p> <p>Developing skills:</p> <p>Designing patterns</p> <p>Cutting and sticking paper – various designs and geometric patterns.</p> <p>Applying skills:</p> <p>Create individual or group mosaics using a variety of materials.</p> <p>Evaluation:</p> <p>Children to consider their selection and application of various materials, considering their effect on the piece as a whole.</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Colour</p> <p>Pattern</p>			

	<p>Line</p> <p>Shape</p> <p>Colour</p>	<p>https://www.nsead.org/resources/units-of-work/uow-drawing-heads-and-faces/</p> <p>Applying skills:</p> <p>Create a final portrait of a Neolithic human using chosen media.</p> <p>Evaluation:</p> <p>Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Texture</p>
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Mechanisms	Electrical	Textile
<p>To design and make an interactive Christmas card for children to give to their parents/carers</p>	<p>To design a torch for a child to use to help them see in the dark.</p>	<p>To Design a PE bag to contain a PE kit for a Y4 child</p>
<p>NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors</p>	<p>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
<p>Skill retrieval from previous years: Levers, sliders, strengthening and stiffening, hinges</p>	<p>Investigate, disassembly, evaluate:</p>	<p>Skill retrieval from previous years: Patterns and templates, running stitch, back stitch, whip stitch joining fabrics</p>
<p><u>Investigate, disassembly, evaluate:</u></p>	<p>Skill retrieval from previous years: Free standing structures, strengthening and stiffening</p>	<p><u>Investigate, disassembly, evaluate</u></p>
<p>Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms</p>	<p><u>Investigate, disassembly, evaluate:</u></p> <p>Look at a variety of light up equipment. How does it work?</p>	<p>Investigate a variety of textile bags for all purposes.</p> <p>Disassemble bags and create patterns from them</p>
<p>Use questions to develop children’s understanding e.g. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?</p>	<p>Investigate torches. Disassemble different examples to look at it’s component parts</p> <p>Discuss purposes of lights and investigate different types/styles of lights/torches</p> <p>Research Thomas Edison and the invention of the lightbulb</p>	<p>Investigate panels/nets used to create different shapes.</p> <p>Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs</p> <p>Investigate different fastenings and their uses.</p>
<p><u>Focus Practical tasks:</u></p>	<p>Discuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology).</p>	<p><u>Focus Practical tasks</u></p>
<p>Experiment with a range of lever and linkage mechanisms to the children</p>	<p><u>Focus Practical tasks:</u></p> <p>Label parts of a torch and name them</p>	<p>Create patterns using nets of shapes, compare the strength and structure of patterns</p>
<p>Compare different levers functionality and purpose</p> <p>Experiment with strengthening and stiffening techniques</p>	<p>Recreate a simple, series and parallel circuit following a given plan</p>	<p>Try out a variety of different stitching techniques (review and addition of back stitch, over sew stitch, blanket stitch, cross stitch</p>
<p>Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.</p>	<p>Look at and identify scientific representation of circuit components</p>	<p>Compare different fabrics for different purposes before selecting fabric for their project</p>
<p><u>Design</u></p>	<p>Make a simple switch using metal components</p>	<p>investigate and select an appropriate fastening device/technique for their project</p>
<p>Design a Christmas card with at least one interactive element</p>	<p><u>Design:</u></p> <p>Children to design the electronic components and outside structure of their torch, using their IDEAs to support</p>	<p>Measure and mark out to the nearest mm.</p>
<p>Generate ideas, considering the purposes for which they are designing</p>	<p>Communicate their ideas through detailed labelled drawings</p>	<p><u>Design:</u></p> <p>Children to create a labelled design of their PE bags.</p>
<p>Make labelled drawings from different views showing specific features</p>	<p>Develop a design specification</p>	<p>Generate ideas, considering the purposes for which they are designing</p>
<p><u>Make</u></p>		

	<p>Make appropriate design decisions throughout the making</p> <p>Utilise the range of mechanisms learnt and make appropriate adjustments</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p>Evaluate</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>		<p>Make</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p>Utilise component parts to make a circuit fit for purpose</p> <p>Evaluate</p> <p>How effective is our torch in the dark?</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>		<p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Make</p> <p>Utilise different stitching techniques, making design decisions as they proceed</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches and weave</p> <p>Evaluate</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>		
	RE	L2.3 What is the 'Trinity' and why is it important to Christians? Christians	L2.7 What do Hindus believe God is like? Hindus	L2.8 What does it mean to be a Hindu in Britain today? Hindus	L2.5 Why do Christians called the day Jesus died 'Good Friday'? Christians	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? Christians	L2.11 How and why do people mark the significant events of life? Religion: Thematic Unit- C, H, NR.
	RHE	Online Safety	Mutual respect and tolerance	Online Safety	Mutual respect and tolerance	Online Safety Advertising C1 * *	Growing Up

	<p>Passwords C5 * *</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are all friends the same?</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are friendships always fun?</p> <p>Mutual respect and tolerance</p> <p>Mental Wellbeing</p> <p>M2) Are we happy all the time?</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can demonstrate the use of search tools to find and access online context which can be re-used by others.*</p>	<p>Democracy</p> <p>Rule of Law</p> <p>Community</p> <p>C1) How do we make the world fair?</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Copyright C3 *</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Community</p> <p>C2) Where do you feel like you belong?</p> <p>Mutual respect</p> <p>Community</p> <p>C3) How can we help the people around us?</p>	<p>Os5) Digital media (N1) *</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 3: Redefining racism</u></p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online and why. *</p>	<p>Individual liberty</p> <p>Family</p> <p>Fa3) Are boys and girls the same?</p> <p>Online Safety Media</p> <p>Bias N2 **</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 4: Understanding racial socialisation and stereotypes</u></p> <p>Rule of Law</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal*.</p>	<p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping *</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others *</p>	<p>G1) What is a period- CW resource pack 4/pack 5</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs-Safety rules and risks-Alcohol and smoking *</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism.</p> <p>C4</p> <p>Belonging to a community *</p> <p>Financial Capability</p> <p>Making decisions about money- PSHE Association</p> <p>Use the resource from Natwest Money Sense</p> <p>How do I plan a simple budget?</p>
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Y4 music Charanga	Mamma Mia	Glockenspiel Stage1 Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect Rewind and Replay
Style of Music and Theme	Style-Pop ABBA's Music		Style of Music- Grime Writing lyrics linked to a theme	Style of Music- Gospel Soul/Gospel Music and helping one another	Style of Music- Pop The Beatles, equality and civil rights	Style of Music- Classical The history of music consolidation

SONGS

- Mamma Mia by Abba
- Dancing Queen by Abba
- The Winner Takes It All by Abba
- Waterloo by Abba
- Super Trouper by Abba
- Thank You for The Music by Abba

Anna Clyne

Night Ferry

<https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4>

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop the Feeling! by Justin Timberlake (Pop with soul, funk and disco influence)
- Libertango by Astor Piazzolla (Tango)

Mountain Theme Grieg

In the hall of the mountain king

<https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg>

- He Still Loves Me by Walter Williams and Beyoncé
- Shackles by Mary Mary
- Amazing Grace by Elvis Presley
- Ode to Joy Symphony No 9 by Beethoven
- Lean on Me by The ACM Gospel Choir

Mountain Theme Mussorgsky

A Night on Bare Mountain

<https://www.bbc.co.uk/programmes/articles/1gKvMXSQVvqyfcv1Xjinkr5/a-night-on-the-bare-mountain-by-modest-mussorgsky>

- Yellow Submarine by The Beatles
- Hey Jude by The Beatles
- Can't Buy Me Love by The Beatles
- Yesterday by The Beatles
- Let It Be by The Beatles

Romans story set to music 7/8 units

<https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk>

Listen and Appraise	<p>Listen and Appraise</p> <p>Identify structure of the piece</p> <p>Intro verse bridge chorus</p> <p>Identify instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as keyboard, electric guitar, bass drum</p> <p>Vocal Line-how many singers male or female</p> <p>Backing accompaniment</p> <p>Which instruments play a solo?</p> <p>Hooks?</p> <p>Texture: thick thin or in between?</p> <p>Tempo? Fast/slow/in between</p> <p>Dynamics</p> <p>Arrangement of when voices/sing/play</p> <p>Copy back play invent rhythmic patters</p> <p>Some reading of notes</p> <p>Singing</p> <p>In unison</p> <p>Playing</p> <p>Instrumental parts</p> <p>Tchaikovsky The Nutcracker</p>		<p>Listen and Appraise</p> <p>Identify the structure</p> <p>Intro and 6 rapped verses each with a sung chorus</p> <p>Identify the instruments/voices- digital/electronic sounds/turntables/synthesisers/ drums</p> <p>Vocal Line-How many singers?</p> <p>Male/Female</p> <p>Male/Female Rapper</p> <p>Male Female backing vocals</p> <p>Textures : thick thin or in between?</p> <p>Layers-multi-layered or just ½</p> <p>Tempo</p> <p>Dynamics how does this vary during the songs</p> <p>Singing</p> <p>Rapping in unison and in parts</p>	<p>Listen and Appraise</p> <p>Identify the piece's structure</p> <p>Intro verse1 chorus verse 2 bridge chorus bridge verse 2 outro</p> <p>Identify the instruments/voices male vocal, backing vocal piano bass drums organ</p> <p>Find the pulse and identify tempo changes, changes in dynamics and texture</p> <p>Vocal Line-How many singers?</p> <p>Male/Female</p> <p>Male Female backing vocals</p> <p>Which instruments play solo?</p> <p>Textures : thick thin or in between?</p> <p>Layers-multi-layered or just ½</p> <p>Tempo</p> <p>Dynamics how does this vary during the songs</p> <p>Arrangements which voices/instruments sing /play in each section including the bridge section</p>	<p>Listen and Appraise</p> <p>Identify the themes: equality and civil rights</p> <p>Identify instruments and voices: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar percussion birdsong</p> <p>Reflect on the words in the song- what picture does it create</p> <p>Vocal lines</p> <p>Tempo-changes</p> <p>Dynamics of the song-which part is loud/quiet</p> <p>How do instruments and voices play throughout the song</p> <p>Identify riff/hook/solo</p> <p>Tempo</p> <p>Arrangement of instruments and voices</p> <p>Singing</p> <p>In unison</p>	<p>Musical learning focus:</p> <p>Listen and Appraise</p> <p>Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
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	https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z4y3rwx					
Improvisation and performance	Compose a simple melody using simple rhythms and use it part of a performance	Glockenspiel 1 Improvise with DEE CEE's Blues using C and D notes Compose using the notes C D E F Glockenspiel 2 Revise play and read the notes CDEFG Learn to play a range of tunes Compose using C D E F G	Compose own rapped lyrics class topic or theme that you decide as a class. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?	Compose a simple melody using simple rhythms and use it as part of the performance	Compose a simple melody using simple rhythms and use it as part of the performance	
Performances	Harvest Festival	Watching Christmas Pantomime Violin Quarter				
Performance	<i>Harvest Festival</i>	Watching Christmas Pantomime Violin Quarter	Spring show case for children to perform to KS2 classes	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2	End of year showcase for parents/grandparents

French

AUTUMN TERM Stage 1 Lessons 31 - 42		SPRING TERM Stage 1 Lessons 43 - 53		SUMMER TERM Stage 2 Lessons 1 - 12	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
J'ai/Tu as Dans ma trousse Items of clothing x 5 Je mets/Tu mets Oui/Non Des	Gender of nouns Plural nouns 1 st and 2 nd person - avoir 1 st and 2 nd person - mettre	C'est Days of the week Numbers 11-20	Plural nouns	C'est Ce n'est pas Qui est-ce? Colours x 6 De quelle couleur est-ce?	Negative - ne.. pas 3 rd person singular être Position of colour adjective
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns Rising intonation-question Elision	Silent letter rules a/ai/c before e/c before i/ch/e + 2 cons./ e in 1 syllable/ è/ eau/ -es/eu/j/g/in/o not at end/oi/on/r/u/y	Counting nouns beginning with a consonant Elision	Silent letter rules a/an/c before e/ch/e + 1 cons./e + 2 cons./ei/en/ eu/j/i/in/o not at end/ on/ou/qu/r/u/un/z	Short positive and negative sentences Rising intonation- question Question word Formation of negative sentence Elision Liaison	Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/s between vowels/un/
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
Stories Je m'habille et je te croque Rhymes/Songs	Eiffel Tower	Stories Par une sombre nuit de tempête	Bi-lingual dictionary - meanings 2 times table	Rhymes/Songs De quelle couleur est-ce? Une souris verte	French speaking countries in Europe

Beau front		Rhymes/Songs			
Eiffel Tower		11 à 20			
		Days of the week			
		1,2,3 je m'en vais au bois			