

Long Term Plan						
	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Theme	Explore!	In your shoes	Fragile Earth	Monsters, myths and legends	Best of British	We can be heroes
Year group topic heading	Amazing Ancient Egypt	I'm only human	Violent Volcanoes	William Wilberforce.	Victorious Victorians	World Warriors
Visits/ visitors/ engagement	Ancient Egypt – class museum Borrow dental hygiene kit	Dental talk. Making christmas stockings Vitrual visits to countries vis Google earth	Forest schools	Trip to William Wilberforce Museum Yr 3/4 play	Heritage Learning school visit Victorian School room/Toys and Games (old Grammar school-Hull and Streetlife)	Walk around Patrington looking at different businesses.

<p>ENGLISH</p>	<p>Narrative - time travelling adventure story in Egypt Non-chronological reports in the museum Film narrative - (historical settings) *Y3 Objectives Use and punctuate direct speech Introduce inverted commas. Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expanded noun phrases Work organised into paragraphs. Simple sentences with extra description. Some complex sentences using when, if, as etc. Plan, draft, evaluate and edit, proof read and</p>	<p>Writing assessment Narrative-Imaginary Worlds Imaginary worlds story Newspapers Class newspaper on chrome books Persuasive Adverts Christmas</p>	<p>Descriptive imagery poem -elements, sea poetry/elements/beginning of the world Explanations Wallace and Gromit invention on literacy shed Science TV explanation of water cycle (using playdough)</p>	<p>Writing assessment Narrative-Imaginary Worlds Sci fi narrative Performance poetry Nature poems</p>	<p>Plays Victorian One sided arguments Based on school uniform etc. comparing to Victorian times.</p>	<p>Issues and dilemmas Narrative Recap on all grammar</p>
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read aloud writing

To be taught throughout the whole year:

Spoken Language

Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Word reading

Pupils should be taught to: apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension

Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate 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.

Writing transcription

Statutory requirements Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Writing composition

Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - grammar and punctuation

Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Key text	<p>The Egyptian Cinderella- Shirley Climo Egyptian clips (Literacy shed) Tadeo Jones</p>	<p>Avatar- James Cameron. Polar Express Christmas TV adverts.</p>	<p>Range of sea poetry (various classic and more modern examples)</p> <p>The Rhythm of the Rain</p>	<p>The Wild Robot - Peter Brown</p>	<p>Street Child - Berlie Doherty</p> <p>Oliver Twist - Charles Dickens (excerpts of play scripts - not full text)</p>	<p>The cloud tea Monkeys- Elspeth Graham and Mal Peet</p> <p>The Lost Words - Robert MacFarlane and Jackie Morris One World - Michael Foreman</p> <p>What a waste - Jess French</p>
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			<p>Grahame Baker-Smith The Drop in my drink- Meredith Hooper</p> <p>The language of Cat - Rachael Rooney</p>			<p>One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia</p>
MATHS	<p>2 x Weeks - Basics Maths No Problem Numbers to 10,000 Addition & Subtraction within 10,000</p>	<p>Maths No Problem Addition and Subtraction within 10 000 Multiplication & Division Further multiplication & Division Cycle 1 assessments</p>	<p>Maths No Problem Further multiplication & Division Graphs *Y3 objectives Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Fractions</p>	<p>Maths No Problem Time *Y3 objectives Telling the time measuring and comparing the time in seconds, hours and minutes Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year</p>	<p>Maths No Problem Money *Y3 objectives Adding and subtracting money Solve problems involving money. Mass, volume & Length Area of figures *Y3 objectives Measure the perimeter of 2D shapes Geometry</p>	<p>Maths No Problem Geometry Position and Movement Roman Numerals Cycle 3 assessments</p>

				and leap year Decimals Cycle 2 assessments		
<p>NC links Ongoing: Recall multiplication and division facts for multiplication tables up to 12 × 12</p>	<p>Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations. Add and subtract numbers with up to 4 digits using the formal written methods of</p>	<p>Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: Multiplying by 0 and 1; dividing by 1; Multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Convert between different units of measure [for example, kilometre to metre; hour to minute]</p>	<p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute] Find the area of rectilinear shapes by counting squares.</p>	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two</p>

columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems

right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.

			<p>involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 4 $\frac{1}{10}$, $\frac{2}{10}$, $\frac{4}{10}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the</p>		
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			<p>value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>			
SCIENCE	<p>Animals including humans Y3</p> <p>Identify that animals, including humans, need the</p>	<p>Animals including humans</p> <p>Construct & interpret a variety of food chains, identifying</p>	<p>States of Matter</p> <p>Pupils should be taught to: Compare and group materials together,</p>	<p>Electricity</p> <p>Pupils should be taught to: Identify common appliances that run on electricity. Construct a simple series</p>	<p>Sound</p> <p>Pupils should be taught to: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations</p>	<p>Living things and their habitats</p> <p>Pupils should be taught to: Recognise that living things can be grouped in a variety of ways. Explore and use</p>

<p>right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.</p> <p>Ask relevant questions & use different types of scientific enquiry to answer them</p> <p>Gather, record, classify & present data in a variety of ways to help in answering questions.</p> <p>Report on findings from enquiries, including oral & written explanations, displays or presentations or results or conclusions</p>	<p>producers, predators & prey</p> <p>Identify the different types of teeth in humans & their simple functions</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Ask relevant questions & using different types of scientific enquiries to answer them</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled</p>	<p>according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Understand different types of</p>	<p>electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
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	Use straight forward scientific evidence to answer questions or to support findings.	diagrams, keys, bar charts & tables Use straightforward scientific evidence to answer questions or to support their findings	precipitation. Science TV/link with English			
COMPUTING Online safety to be taught throughout the whole year.	Collaborative learning Pupils should be taught to: Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise	Further coding with scratch Pupils should be taught to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in	Investigating Weather Pupils should be taught to: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,	Website design Pupils should be taught to: Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	HTML Pupils should be taught to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts	Computational thinking Pupils should be taught to: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>algorithms and programs</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>			
DESIGN	-	Design and make a	-	Design and make a	I can design and make a	-

TECHNOLOGY

christmas stocking

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Make Select from and use a wider range of materials and components, including construction materials, textiles ,according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and

battery operated light.

Understand how key events and individuals in design and technology have helped shape the world (research first ever robots)

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.

Design

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make and Evaluate (as in Autumn 2

moving toy.

(Paper one also made as part of Victorian day visit) (leisure context)

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Design

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

		consider the views of others to improve their work				
GEOGRAPHY		<p>Countries of the World</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Volcanoes</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - science link</p>			<p>Earning a Living</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>				
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<p>HISTORY</p>	<p>World History: <u>Ancient Egypt;</u> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>			<p>Local History study <u>William Wilberforce and slave trade.</u> Know and understand the history of these islands as a coherent, chronological narrative - timeline in classroom. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>British History: <u>Victorians</u> - beyond 1066 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
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ART &
DESIGN

KAPOW Formal elements of art: Texture and pattern. Linking to Ancient Egyptian art. Look at Ancient Egyptian art and mathematical patterns to stimulate ideas. Explore mark making, develop printing techniques and create unique patterns. (Start with KAPOW lesson on sketchbooks from art and design skills section)
NC:
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of

KAPOW Art and design: Art and Design skills Children develop design skills, drawing, craft and painting through creating an optical illusion print, willow pattern plate, soap sculpture, and a still life showing appreciation of Paul Cezanne and other artists. They also learn what a 'curator' is.
NC:
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and

KAPOW Art and Design: Sculpture Children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. They make use of recycled/reusable materials. Also some Tate Gallery work and setting up a gallery.
NC:
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
Progression:
Children use other artists work

MUSIC

**KAPOW:Music
c**

Composition notation
Egyptians

Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Improve and compose music for a range of purposes using the interrelated dimensions of music
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 Listen with attention to detail and recall sounds with increasing aural memory

KAPOW:Music

Samba and carnival sounds and instruments
South America

Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Improve and compose music for a range of purposes using the interrelated dimensions of music.
 Listen with attention to detail and recall sounds with increasing aural memory.
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Pitch

I can represent and reproduce high and low

**KAPOW:Music
ic**

Haiku, music and performance
Hanami festival
Japan

Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Improve and compose music for a range of purposes using the interrelated dimensions of music
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

English

Draft and write by composing and rehearsing

KAPOW:Music

Creating compositions in response to an animation

Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Improve and compose music for a range of purposes using the interrelated dimensions of music.
 Listen with attention to detail and recall sounds with increasing aural memory.
 Use and understand staff and other musical notation

Timbre

I can choose, play and perform on an instrument appropriate to the task
 Request an appropriate choice of instrument for rhythm tapping (eg.claves, woodblock or tambour), for creating a dark atmospheric scene (eg.low, long

KAPOW:Music

Adapting and transposing motifs

A Roman themed topic
 Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Listen with attention to detail and recall sounds with increasing aural memory
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 Use and understand staff and other musical notations.

Singing

I can control my voice and sing at different dynamics
 Perform a song with instructions for a different dynamic for each phrase

KAPOW:Music

Blues

Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
 Learn to sing and to use their voices, to create and compose music on their own and with others.
 Understand and explore how music is created, produced and communicated, including through interrelated dimensions, pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.
 Listen with attention to detail and recall sounds with increasing aural memory.
 Develop an understanding of the history of music.
 Use and understand staff and other musical notations.

Listening

I can listen to music and describe it accurately using correct musical terms

Use and understand staff and other musical notations.

Composition & Improvisation, Texture

I can compose and notate a piece of music in a small group, rehearse than perform it to others
The group piece can be notated on a graphic score. The piece can incorporate instruments, vocal sounds, movement, body percussion. The graphic score can consist of symbols, notes etc. and be made easy for peers/teacher to read & follow Worksheet 19

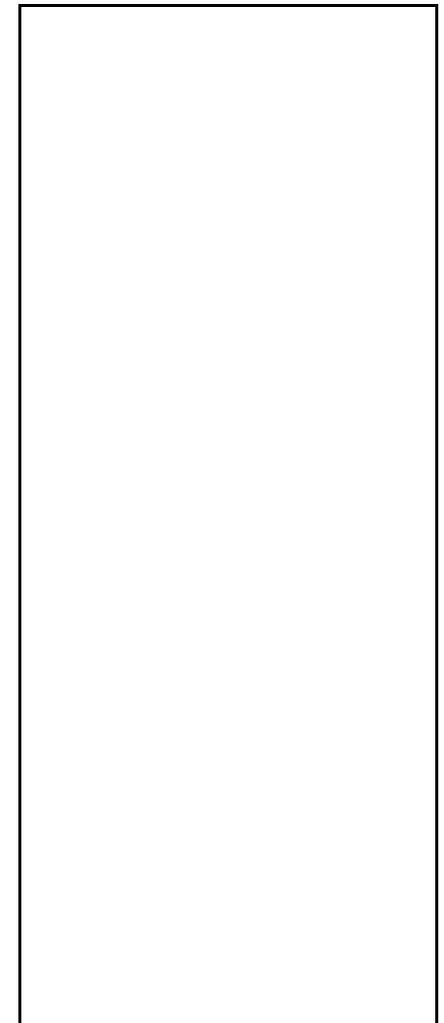
sounds to perform from a score
Create a graphic score showing high and low pitches, practice and perform from the score
Worksheet 13

sentences orally (including dialogue) progressively building a varied and rich vocabulary..

Pulse, Rhythm, Tempo & Metre

I can read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers)

sounding resonant instruments, for raindrops (eg.triangle, glockenspiel)



P.E.	<p>Competitive games Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Physical fitness. To use running, jumping, throwing and catching in isolation and in combination . To take part in fitness sessions.</p>	<p>Dance Take the lead with partner/group use dance to communicate an idea. EXTREME ELEMENTS/WEA THER Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Outdoor/adventurous Take part in outdoor and adventurous activity challenges both individually and within a team. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Follow a map in a more demanding familiar context. They should enjoy communicating, collaborating and competing with each other.</p>	<p>Swimming In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations.</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Engage in competitive sports and activities lead healthy, active lives. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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R. E.	<p>L2.7 What does it mean to be a Sikh in Britain today? (10 - 12 hours) Exploring Sikhism cont. After half term Joseph and his technicolour dreamcoat Bible link.</p>	<p>L2.9 What are the deeper meanings of the festivals? (cont. through year) Christmas This unit to continue through the whole year.</p>	<p>UC2a.1 What do Christians learn from the creation story? (6 - 8 hours) Whole topic link</p>	<p>Why do Christians call the day Jesus died Good Friday? (4 - 6 hours) Stand alone unit Digging Deeper - 2nd half of unit: Last supper Led out of Egypt by Moses Maundy Thursday</p>	<p>UC2a.4 What kind of world did Jesus want? (6 - 8 hrs) What was the world/values like in Victorian times? PSHE link - L1 Debates</p>	<p>UC2a.6 When Jesus left what next? (6 - 8 hours) Caring for our world today.</p>
Personal Development	<p>Heartsmart Get Heartsmart Classroom rules</p>	<p>Heartsmart: Don't forget to let love in R5, R6, R17, R19,R20 circle time discussion on relationships.</p>	<p>Heartsmart: Too much selfie isn't healthy</p>	<p>Heartsmart: Don't rub it in rub it out</p>	<p>Heartsmart: Fake is a mistake H11 - Keeping safe and pedestrian skills</p>	<p>Heartsmart: No way through isn't true</p>
MFL Spanish	<p>Spanish speaking countries. Hispanic traditions. Numbers</p> <p><i>Identify similarities and differences in my culture to that of another.Talk</i></p>	<p>Clothes</p> <p><i>Answer simple questions and give basic Information.</i></p>	<p>Greetings</p> <p><i>Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly</i></p>	<p>All about me Hobbies</p> <p><i>Understands some familiar written phrases</i></p>	<p>Weath er Classro om items Colour s</p> <p><i>Write one or two</i></p>	<p>Everyday food and meals. Family Animals</p> <p><i>Understand the main points from a short spoken passage made up of familiar language Answer simple questions and give basic Information.</i></p>

*about celebrations
in other cultures
and
know about
aspects of daily life
in other
countries that are
different to my
own.*

*Understand a
range of familiar
spoken phrases*

NC:
Listen attentively
to spoken
language and show
understanding by
joining in and
responding.
Explore the
patterns and
sounds of
language through
songs and rhymes
and link the
spelling, sound
and meaning of
words engage in
conversations; ask

understood

*short
senten
ces
with
suppor
t e.g. a
model
or fill
in the
words
on a
simple
form.*

and answer questions; express opinions and respond to those of others; seek clarification and help*

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Appreciate stories, songs, poems and rhymes in the language read carefully and show understanding of words, phrases and simple writing.

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