

Eastry C of E Primary School Medium Term Plan: KS1 and KS2

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	Exceeding Skills
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			
<b>Remembering</b> Remember and recall info			Expected Skills  Emerging Skills

Topic: Heroes and Villains

Term: 1 Year 3

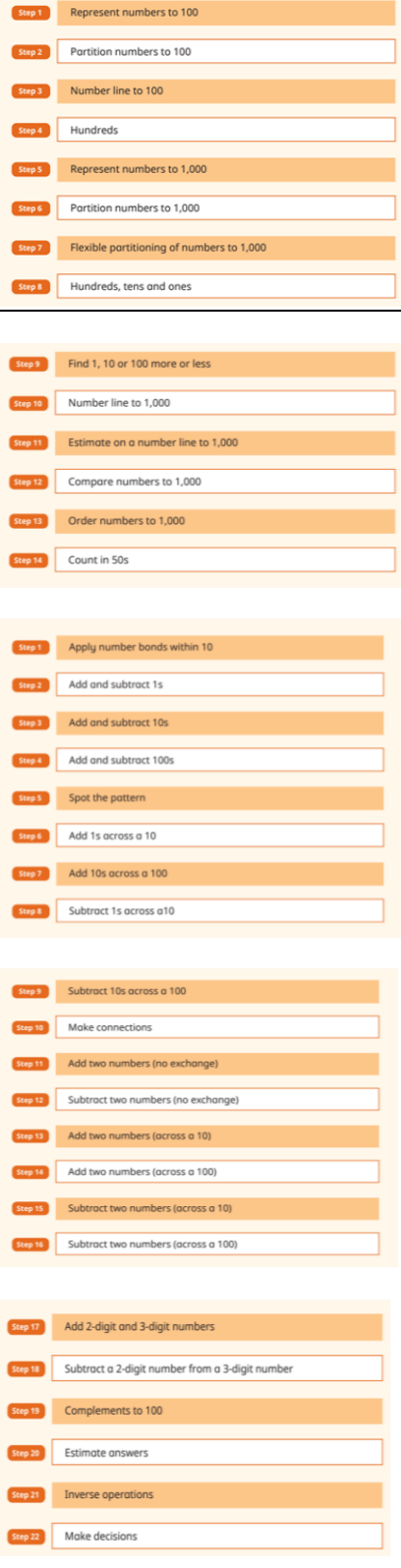
Hooks: 101 Dalmations Superheroes Supervillains Everyday life hero visitors

Texts: 101 Dalmations, My Brother is a Superhero, Pandora’s Box, Little Red Riding Hood, The Owl who is afraid of the dark

Inspire Day: Black History

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6	Week 7/lesson 7
<b>Reading</b>	<u>RWInc scheme</u>  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  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 <b>different forms of poetry</b>  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  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<u>RWInc scheme</u>  <u>LQ – Can I make a prediction about what a book might be about?</u>  <u>LQ – Can I listen to and discuss what has been read?</u>  <u>LQ – Can I use my understanding of a text read to answer questions?</u>  <u>LQ – Can I explain the meaning of words in context?</u>  <u>LQ – Can I listen to a story with sustained interest and concentration?</u>  <u>LQ – Can I describe a character based on a text read?</u>  <u>LQ – Can I infer and understand what I have read?</u>	<u>RWInc scheme</u>  <u>LQ – Can I infer and understand what I have read?</u>  <u>LQ – Can I read unknown words with greater fluency?</u>  <u>LQ – Can I find the meaning of words read?</u>  <u>LQ – Can I read unknown words with greater fluency?</u>	<u>RWInc scheme</u>  <u>LQ – Can I give my ideas and opinions of characters based on what I have read?</u>  <u>LQ – Can I take notice of punctuation when I read?</u>  <u>LQ – Can I find the meaning of unknown words read?</u>	<u>RWInc scheme</u>  <u>LQ – Can I use my understanding of what I have read to respond to questions?</u>  <u>LQ – Can I make a prediction based on what I have read so far?</u>  <u>LQ – Can I read with expression?</u>	<u>RWInc scheme</u>  <u>LQ – Can I read with expression?</u>  <u>LQ – Can I discuss the author’s choice of words and phrases?</u>  <u>LQ – Can I explain the meaning of words and phrases?</u>  <u>LQ- Can I find words and phrases in the text to support my understanding of characters?</u>	<u>RWInc scheme</u>  <u>LQ – Can I read with expression, taking notice of punctuation?</u>  <u>LQ – Can I infer and understand what I have read by giving written responses to questions?</u>  <u>LQ – Can I summarise what I have read?</u>	<u>RWInc scheme</u>  <u>LQ- Can I identify the features of a non-fiction text?</u>  <u>LQ – Can I retrieve facts from a non-fiction text?</u>  <u>LQ- Can I answer questions based on an information text?</u>  <u>LQ – Can I summarise a text?</u>

	<p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>							
GPS	<p>Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions,</p> <p>Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box</p> <p>Spell homophones</p> <p>Adding -s and -es to words (plural of nouns and the third-person singular of verbs)</p> <p>Prefixes un- dis-</p> <p>Revisit selected GPCs</p>	<p><u>LQ: What is a vowel?</u></p> <p><u>LQ- What is a consonant?</u></p> <p><u>LQ – What is a verb?</u></p> <p><u>LQ – Can I correctly add –s and –es to words (plural of nouns and the third-person singular of verbs)?</u></p> <p><u>LQ – Can I spell, walk, talk, always, tall, ball and call correctly?</u></p>	<p><u>LQ- Can I identify the adjectives?</u></p> <p><u>LQ- What adjective could be included in the sentence?</u></p> <p><u>LQ – Can I spell words with the suffix, est, er and ing?</u></p>	<p><u>LQ- Can I identify the adjectives?</u></p> <p><u>LQ- Can I identify the verbs?</u></p> <p><u>LQ- Can I identify the nouns?</u></p> <p><u>LQ – Can I spell words with the ai, eigh, ei, ey and aigh?</u></p>	<p><u>LQ – Do I understand when to use their, they're and there in sentences?</u></p> <p><u>LQ – Can I use there/their and they're correctly in sentences?</u></p> <p><u>LQ- Can I identify adverbs in sentences?</u></p> <p><u>LQ- Can I improve sentences by including adverbs?</u></p> <p><u>LQ – Can I spell happy, funny, sunny, family and history?</u></p>	<p><u>LQ – Can I use time conjunctions correctly in sentences?</u></p> <p><u>LQ- When do we use past and present tense?</u></p> <p><u>LQ – Can I spell words with the prefix, un and dis?</u></p>	<p><u>LQ- Can I identify the past, present and future tense?</u></p> <p><u>LQ – Can I spell and identify homophones?</u> (break/brake; great/grate; eight/ate; <b>weight</b>/wait; son/sun)</p>	<p><u>LQ: Can I identify a or an in a sentence?</u></p> <p><u>LQ – Can I use a or an correctly in a sentence?</u></p> <p><u>LQ-Do I understand when to use a or an in a sentence?</u></p> <p><u>LQ – Can I spell GPC words for oo and or?</u></p> <p>(fruit, group igh /height or/ naughty, quarter)</p>
Writing	<p>Use simple organisational devices in non-narrative material, e.g. headings</p> <p>Make notes from several sources of information and turn them into sentences</p> <p>Group information, often moving from general to more specific detail</p> <p>Begin to use paragraphs to group related materials</p> <p>Use organisational devices to aid conciseness, e.g. numbered lists or headings</p> <p>Attempt to adopt a viewpoint</p> <p>Imitate authorial techniques gathered from reading</p>	<p><u>LQ – What is onomatopoeia?</u></p> <p><u>LQ –How are comic strips written?</u></p> <p><u>LQ – Can I create and describe my own superhero?</u></p> <p><u>LQ – Can I create and describe my own villain?</u></p> <p><u>LQ – Can I create a comic strip?</u></p>	<p><u>LQ- Can I retell a story through drama?</u></p> <p><u>LQ- Can I sequence a story?</u></p> <p><u>LQ- Can I use adjectives to describe a character?</u></p> <p><u>LQ- Can I use adjectives to describe a character?</u></p> <p><u>LQ – Can I plan an alternative ending to a story?</u></p>	<p><u>LQ – Can I use punctuation correctly in a sentence?</u></p> <p><u>LQ – Can I plan a story?</u></p> <p><u>LQ – Can I write the beginning of a story?</u></p> <p><u>LQ – Can I write the middle of a story?</u></p> <p><u>LQ – Can I write an alternative ending to a story?</u></p>	<p><u>LQ – Do I understand when to use their, they're and there in sentences?</u></p> <p><u>LQ – Can I use there/their and they're correctly in sentences?</u></p> <p><u>LQ- Can I identify adverbs in sentences?</u></p> <p><u>LQ- Can I improve sentences by including adverbs?</u></p>	<p><u>LQ – Can I use time conjunctions correctly in sentences?</u></p> <p><u>LQ – Can I use role play to understand and sequence events?</u></p> <p><u>LQ – Can I use time conjunctions in my speech?</u></p> <p><u>LQ – Can I write in first person?</u></p> <p><u>LQ – Can I identify the features of a diary entry?</u></p> <p><u>LQ – Can I write a diary entry?</u></p>	<p><u>LQ – Can I improve a text using synonyms?</u></p> <p><u>LQ – Can I edit and improve my writing?</u></p>	<p><u>LQ – Can I sequence a story?</u></p> <p><u>LQ – Can I demonstrate an understanding of a myth?</u></p> <p><u>LQ – Can I use descriptive language and phrases in my writing?</u></p>

	<p>Select and use formal and informal styles and vocabulary appropriate to the purpose/reader</p> <p>Create settings, characters and plot</p> <p>Identify a clear structure for the story (opening, dilemma, resolution, ending)</p> <p>Write an effective ending for a story</p> <p>Begin to use figurative language.</p>							
<p><b>Maths</b></p>	 <p>Step 1: Represent numbers to 100</p> <p>Step 2: Partition numbers to 100</p> <p>Step 3: Number line to 100</p> <p>Step 4: Hundreds</p> <p>Step 5: Represent numbers to 1,000</p> <p>Step 6: Partition numbers to 1,000</p> <p>Step 7: Flexible partitioning of numbers to 1,000</p> <p>Step 8: Hundreds, tens and ones</p> <p>Step 9: Find 1, 10 or 100 more or less</p> <p>Step 10: Number line to 1,000</p> <p>Step 11: Estimate on a number line to 1,000</p> <p>Step 12: Compare numbers to 1,000</p> <p>Step 13: Order numbers to 1,000</p> <p>Step 14: Count in 50s</p> <p>Step 15: Apply number bonds within 10</p> <p>Step 16: Add and subtract 1s</p> <p>Step 17: Add and subtract 10s</p> <p>Step 18: Add and subtract 100s</p> <p>Step 19: Spot the pattern</p> <p>Step 20: Add 1s across a 10</p> <p>Step 21: Add 10s across a 100</p> <p>Step 22: Subtract 1s across a 10</p> <p>Step 23: Subtract 10s across a 100</p> <p>Step 24: Make connections</p> <p>Step 25: Add two numbers (no exchange)</p> <p>Step 26: Subtract two numbers (no exchange)</p> <p>Step 27: Add two numbers (across a 10)</p> <p>Step 28: Add two numbers (across a 100)</p> <p>Step 29: Subtract two numbers (across a 10)</p> <p>Step 30: Subtract two numbers (across a 100)</p> <p>Step 31: Add 2-digit and 3-digit numbers</p> <p>Step 32: Subtract a 2-digit number from a 3-digit number</p> <p>Step 33: Complements to 100</p> <p>Step 34: Estimate answers</p> <p>Step 35: Inverse operations</p> <p>Step 36: Make decisions</p>	<p><u>LQ – Can I represent numbers to 100 in different ways?</u></p> <p><u>LQ – Can I partition numbers to 100 in different ways?</u></p> <p><u>LQ – Can I order numbers on a number line to 100?</u></p> <p><u>LQ – Can I count in multiples of 100?</u></p> <p><u>LQ – Can I represent numbers to 1000?</u></p>	<p><u>LQ – Can I partition numbers to 1000 in different ways?</u></p> <p><u>LQ – Do I understand that a 3 digit number has hundreds, tens and ones?</u></p> <p><u>LQ – Can I find 1, 10 or 100 more than a number?</u></p> <p><u>LQ – Can I accurately place numbers on a number line to 1000?</u></p> <p><u>LQ – Can I estimate on a number line to 1000?</u></p>	<p><u>LQ – Can I compare numbers to 1000?</u></p> <p><u>LQ – Can I order numbers to 1000?</u></p> <p><u>LQ – Can I count forwards and backwards in multiples of 50?</u></p> <p><u>LQ – Can I apply my understanding of place value?</u></p>	<p><u>LQ – Can I apply my number bonds to 10?</u></p> <p><u>LQ – Can I add and subtracts 1s?</u></p> <p><u>LQ – Can I add and subtract 10s?</u></p> <p><u>LQ – Can I add and subtract 100s?</u></p> <p><u>LQ – Can I spot the pattern?</u></p>	<p><u>LQ – Can I add 1s, crossing 10?</u></p> <p><u>LQ – Can I add 10s, crossing 100?</u></p> <p><u>LQ – Can I subtract 1s, crossing 10?</u></p> <p><u>LQ – Can I subtract 10s, crossing 100?</u></p> <p><u>LQ – Can I make connections and links in my learning between numbers and calculations?</u></p>	<p><u>LQ – Can I add 2 two digit numbers without an exchange?</u></p> <p><u>LQ – Can I subtract 2 two digit numbers without an exchange?</u></p> <p><u>LQ – Can I add 2 digit numbers, crossing 10?</u></p> <p><u>LQ – Can I add 2 digit numbers, crossing 100?</u></p> <p><u>LQ – Can I subtract 2 digit numbers, crossing 10?</u></p>	<p><u>LQ – Can I subtract 2 digit numbers, crossing 100?</u></p> <p><u>LQ – Can I add 2 digit and 3 digit numbers?</u></p> <p><u>LQ – Can I subtract a 2 digit number from a 3 digit number?</u></p> <p><u>LQ – Can I find complements to 100?</u></p> <p><u>LQ – Can I estimate my answer?</u></p>

<p>Science</p>	<p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p> <p><i>To be able to make systematic and careful observations and measurements.</i></p> <p><i>To be able to record findings as a bar chart.</i></p> <p><i>To be able to set up a simple fair test.</i></p> <p><i>To be able to make systematic and careful observations and measurements.</i></p> <p><i>To be able to make predictions for further values.</i></p>	<p><u>LQ: What are the sources of light and what causes darkness?</u></p>	<p><u>LQ- Which surfaces reflect light?</u></p>	<p><u>LQ - Can I explain how mirrors work?</u></p>	<p><u>LQ- How can we protect ourselves from the sun?</u></p>	<p><u>LQ – How is a shadow formed?</u></p>	<p><u>LQ- Can I investigate the transparency of materials?</u></p>	<p><u>LQ – How do shadows change shape or size?</u></p>
<p>RE</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p> <p><i>Identify some similarities and differences</i></p> <p><i>Discuss and present their own ideas about why</i></p> <p><i>Express their own understanding</i></p> <p><i>Present their own ideas about attitudes</i></p> <p><i>Make between key concepts and the big story of the Bible</i></p>	<p><u>LQ: How is the bible organised?</u></p>	<p><u>LQ: Who did God choose to lead his people?</u></p>	<p><u>LQ: What is the link between Noah and the covenant?</u></p>	<p><u>LQ: Why do Christians make promises when they get married?</u></p>	<p><u>LQ: How do people try to live the way God wants?</u></p>	<p><u>LQ: Who are the people of God?</u></p>	

	<p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>							
Computing	<p>I can break an open-ended problem up into smaller parts.</p> <p>I can put programming commands into a sequence to achieve a specific outcome.</p> <p>I keep testing my program and can recognise when I need to debug it.</p> <p>I can use repeat commands.</p> <p>I can describe the algorithm I will need for a simple task.</p> <p>I can detect a problem in an algorithm which could result in unsuccessful programming.</p> <p>I can explain what is meant by trusting someone online</p> <p>I can give examples of what 'liking' someone online means and how it can be done</p> <p>I understand and can explain the difference between trusting and liking someone online.</p> <p>I understand that there are places online that are for sharing interests and can name at least an example.</p> <p>I understand what it means to communicate online</p> <p>I know that when communicating online some people use a different 'language' to when they are speaking face to face</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p>	<p><u>LQ: Can I write a code for a program (2chart)?</u></p> <p><u>LQ – Can I explain what is meant by the term, 'identity'?</u></p>	<p><u>LQ: Can I design and write a program that simulates a physical system?</u></p> <p><u>LQ – Can I explain how people can represent themselves online in different ways?</u></p>	<p><u>LQ: Can I use the 'if' command in programming?</u></p> <p><u>LQ – Can I explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)?</u></p>	<p><u>LQ: Can I use a variable to create a timer?</u></p> <p><u>LQ-Can I describe ways people who have similar likes and interests can get together online?</u></p>	<p><u>LQ: Can I explore the use of the 'repeat' command?</u></p> <p><u>LQ - Can I explain what it means to 'know someone' online and why this might be different from knowing someone offline?</u></p>	<p><u>LQ: Can I debug simple programs?</u></p> <p><u>LQ- Can I explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with?</u></p>	

	I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an <b>avatar</b> ; social media).							
History	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>				<u>LQ – Can I use historical sources to research a historic figure’s achievements?</u>	<u>LQ – Can I use historical sources to research the life of a historical figure?</u>	<u>LQ-Who are our war heroes?</u>	<u>LQ-Who are our war heroes?</u>
Geography		<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Art	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Create texture and pattern in drawing with a range of implements.</p> <p>Create printing blocks using relief or impressed method</p> <p>Develop print techniques i.e. mono-printing, block printing, relief or impressed method create repeating patterns</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>Create different effects and textures with paint</p>	<u>LQ – Can I blend and mix colours to create a background?</u>	<u>LQ – Can I create a collage using chosen materials?</u>	<u>LQ – Can I explore the technique of screen printing using stencils to create a repeated pattern?</u>	<u>LQ – Can I choose colours for effect to create a background based on the style of pop art?</u>			
D.T	<p>Use simple design criteria to help develop their ideas Designing –</p> <p>Generate ideas by drawing on their own experiences</p> <p>Use knowledge of existing products to help come up with ideas</p> <p>Measure, mark out, cut and shape materials and components</p>	<u>LQ – Can I use my knowledge, experience and ideas to design and create hero and villain top trump cards?</u>	<u>LQ – Can I give my opinions of existing products and use these to generate my plan?</u>	<u>LQ – Can I plan and design a superhero mask?</u>	<u>LQ – Can I follow my plan to create a superhero mask by measuring, marking out, cutting and shaping materials?</u>	<u>LQ – Can I evaluate my product and suggest ways in which it can be improved?</u>	<u>LQ – Can I use my understanding of shadows to make a shadow puppet and theatre by assembling, joining and combining materials?</u>	<u>LQ – Can I evaluate my own and others’ work and suggest ways in which it could be improved?</u>

	<p>Assemble, join and combine materials and components</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p>							
P.E	<p>Children learn how to outwit their opponents and score when playing invasion games.</p> <p>Children play competitive games, modified so appropriate for Year 3, for example tennis, netball and football.</p> <p>They develop skills in finding and using space to keep the ball.</p> <p>They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p>	<p><u>LQ- Can I follow rules to play a game safely?</u></p> <p><u>LQ- Can I play in a team?</u></p>	<p><u>LQ- Can I pass the ball accurately to my partner?</u></p> <p><u>LQ- Can I pass the ball using a chest pass?</u></p>	<p><u>LQ- Can I pass the ball using a bounce pass?</u></p> <p><u>LQ- Can I pass the ball using an overhead pass?</u></p>	<p><u>LQ: Can I use a range of passes accurately?</u></p> <p><u>LQ: Can I use a range of passes accurately?</u></p>	<p><u>LQ: Can I use a range of passes accurately?</u></p> <p><u>LQ- Can I use a range of skills to defend?</u></p>	<p><u>LQ- Can I use a range of skills to defend with greater accuracy?</u></p> <p><u>LQ- Can I attack and defend safely in a small team game?</u></p>	<p><u>LQ- Can I follow the rules to play a game?</u></p>
PHSE	<p>Being me in my world</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example,</p>	<p><u>LQ: How does your body feel when you feel proud? What makes you feel proud?</u></p>	<p><u>LQ: Can I recognise how my body feels when I am sad, scared or happy?</u></p>	<p><u>LQ: What are our rights and responsibilities to help everyone one in our school?</u></p>	<p><u>LQ: Why do we need rewards and consequences in school?</u></p>	<p><u>LQ: How does what I do affect others?</u></p>	<p><u>LQ: How does what I do affect others?</u></p>	

	<p>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous</p> <p>Being safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p> <p>Mental well-being</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>							
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	<p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>							
<b>French</b>	<p>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>Write familiar words &amp; short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.</p> <p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p>	<u>LQ: Where is France and how do French people live?</u>	<u>LQ: Can I say how I feel or ask how someone feels in French?</u>	<u>LQ: Can I say what my name is in French?</u>	<u>LQ: Can I ask your name is in French?</u>	<u>LQ – Can I listen to and recognise familiar French words learnt?</u>	<u>LQ: Can I count to 10 in French?</u>	<u>LQ: Can I read and identify numbers to 10 in French?</u>
<b>Music</b>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p> <p>Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use musical dimensions together to compose music.</p> <p>Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound</p>	<u>LQ: Can I learn the correct lyrics to a song and sing in tune with others?</u>	<u>LQ: Can I listen to film music and describe what I hear and how it makes me feel?</u>	<u>LQ: Can I understand and use musical dimensions such as pitch and dynamics when describing music that I hear?</u>	<u>LQ: Can I represent sounds on a graphic score?</u>	<u>LQ: Can I compose a melody using a range of tuned and untuned instruments?</u>	<u>LQ: Can I use a change of dynamics or tempo in my composition to add effect?</u>	<u>LQ: Can I perform my composition to an audience?</u>

	<p>quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>							
<p><b>Learning Environment in corridor displays</b></p>		<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>	<p><u>Heroes and Villains</u></p> <p><u>Science : Light</u></p> <p><u>RE: The People of God</u></p>