

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

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

Topic: Scrumdidlyumptious!

Term: 4 Year 3

Hooks: Chocolate! Following recipes. Design and make a chocolate and packaging. Design and make a sandwich. Visit to a restaurant? Bake off for charity/Dragon's Den

Texts: Charlie and the Chocolate Factory Roald Dahl Poetry (Michael Rosen Chocolate Cake)

INSPIRE Day – Comic Relief, World Book Day, NSPCC Numbers Day

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
Reading	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 discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction	LQ – Can I make predictions and links with other texts? LQ – Can I listen to parts of a story with sustained concentration and retell what I have heard? LQ – Can I answer questions about the main character based in chapter 1? LQ- Can I find evidence from the story to support my ideas?	LQ – Can I summarise a chapter read? LQ – Can I read with expression, taking notice of punctuation? LQ – Can I develop and predict my own ideas based on what I have read (design my own chocolate factory?)? LQ- Can I find evidence from the story to support my answers?	(Chapter 5 – Wonka Golden ticket notice) LQ – Can I explain why the author has chosen specific words and phrases? LQ – Can I choose words and phrases that I think support the author's ideas? LQ – Can I identify words used to describe characters in a story? LQ- Can I answer questions by retrieving information from what I have read?	LQ – Can I use adjectives to describe how I would feel from the point of view of a character? LQ – Can I make predictions based on what I have read? LQ – Can I identify punctuation in a text and explain their purpose? LQ – Can I read with fluency and expression, taking notice of punctuation?	LQ – Can I identify words that are used to describe characters? (Ch 14) LQ – Can I identify direct speech in a text? LQ – Can I read direct speech with expression? LQ – Can I retrieve information from a text to answer questions?	LQ – Can I infer information to answer questions about a text? LQ – Can I read with fluency and expression, taking notice of punctuation? LQ – Can I review a book that I have read?	

	<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>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>use further prefixes and suffixes and understand how to add them</p>	<p>LQ – Can I spell words with the suffix –ing, -er and -ed?</p> <p>LQ – Can I spell words with the suffix –ly?</p> <p>LQ – Can I spell words with the suffix –ation?</p>	<p>LQ – Can I spell words with the suffix –ful and -less?</p>	<p>LQ – Can I spell words with the suffix –ous?</p>	<p>LQ – Can I spell words with the suffix –tion, –sion, –ssion, –cian?</p> <p>LQ – Can I use apostrophes for possession?</p>	<p>LQ – Can I use the possessive apostrophe accurately in both regular and irregular plurals?</p>		
Writing	<p>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</p> <p>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 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others’ writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p>	<p>LQ – Can I expand and develop my ideas using a thesaurus?</p> <p>LQ – Can I use a range of descriptive language to describe a character from a story?</p>	<p>LQ – Can I perform a poem?</p> <p>LQ – Can I expand and develop my ideas based around a theme?</p> <p>LQ – Can I record rhyming words and couplets?</p> <p>LQ – Can I write a rhyming poem based on a theme?</p>	<p>LQ- Can I expand my vocabulary by using a thesaurus?</p> <p>LQ – Can I identify the features of persuasive writing?</p> <p>LQ – Can I develop my own ideas using my imagination?</p>	<p>LQ- Can I plan a persuasive advert?</p> <p>LQ – Can I write a persuasive advert?</p> <p>LQ – Can I present and persuade my audience, choosing appropriate language and techniques?</p> <p>LQ- Can I write a formal invitation?</p>	<p>LQ – Can I plan a story based on what I have read?</p> <p>LQ – Can I re-write a part of a story read by following my plan?</p> <p>LQ – Can I edit and improve writing?</p>	<p>LQ – How is an informal letter written?</p> <p>LQ – Can I plan an informal letter?</p> <p>LQ – Can I write an informal letter?</p> <p>LQ – Can I edit and improve my writing through proof -reading and checking?</p>	

<p>Maths</p>	<p>Measure length Measure length (m) Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter</p> <p>Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Count in fractions</p>	<p>LQ – Can I measure length using cm and mm? LQ – Can I measure length using m? LQ – Can I compare lengths (cm/mm)? LQ – Can I compare lengths (cm/m)? LQ – Can I find equivalent lengths (m/cm)?</p>	<p>LQ – Can I find equivalent lengths (mm/cm)? LQ – Can I investigate length? LQ – Can I add lengths? LQ – Can I subtract lengths?</p>	<p>LQ – Can I measure the perimeter of shapes? LQ – Can I calculate the perimeter of shapes? LQ – Can I solve problems by calculating perimeter?</p>	<p>LQ – Can I recognise equal and unequal parts? LQ – Can I identify half as two equal parts? LQ – Can I find half of an amount? LQ – Can I find a quarters of shapes, objects and quantities?</p>	<p>LQ – Can I recognise a third? LQ – Can I find thirds of quantities? LQ – Can I understand and record unit fractions? LQ – Can I understand and record non-unit fractions?</p>	<p>LQ – Can I explore and investigate equivalent fractions ($1\frac{1}{2}$ $2\frac{1}{4}$)? LQ – Can I count forwards and backwards in fractions? LQ – Can I solve problems involving fractions?</p>	
<p>Science</p>	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. Monitoring and recording setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Animals and Humans LQ – Can I explain how living things obtain food and why animals, including humans, need the right type of nutrients? LQ – How much of each type of food do we need?</p>	<p>Animals and Humans LQ – What should be included in a healthy meal? LQ – Can I sort animals based on their skeletons?</p>	<p>Animals and Humans LQ – Can I identify and name the bones of the human body?</p>	<p>Animals and Humans LQ – Can I identify and explain the three main functions of a skeleton?</p>	<p>Animals and Humans LQ – Can I investigate and record how our muscles move?</p>		

RE	<p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION</p> <p>Can I suggest what the texts about the entry into Jerusalem and death and resurrection of Jesus might mean?</p> <p>Can I give examples of what the texts studied mean to some Christians mark the Easter events in the Church communities?</p> <p>Can I describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?</p> <p>Can I make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own about the God in Christianity?</p>	LQ – What do I know about how Christians display beliefs about Holy week?	LQ – What is salvation?	LQ – How do Christians feel about the Holy week stories in the bible?	LQ – What do Christians do to remember the events written in the Gospels about Holy week?	LQ – How do Christians remember and celebrate Jesus' last week, death and resurrection?	LQ- Can I suggest ways in which the texts about the entry to Jerusalem and the death and resurrection of Jesus might mean?	
Computing	<p>I can use communication tools such as 2Email respectfully and use good etiquette.</p> <p>I can report unacceptable content and contact online in more than one way to a trusted adult.</p> <p>I understand the importance of keeping safe online and behaving respectfully.</p> <p>I can create purposeful (appropriate) content and attach this to emails.</p> <p>I can identify different ways that the internet can be used for communication.</p> <p>I can use email such as 2Email to respond to others appropriately and attach files.</p> <p><u>E-Safety Online reputation</u></p> <p>I can use a search engine to find information about me and my family</p> <p>I can use “ “ to narrow my search</p> <p>I understand that I should check the images, news and video results as well as the regular search results</p> <p>I understand what 'personal' information is</p> <p>I know that I must always ask before I share information about others online</p> <p>I can name 3 different places or people that I can go to if I am unsure if information is safe to share</p>	<p>LQ – What are the different methods of communication?</p> <p>LQ – Can I explain how to search for information about others online? E-SAFETY</p>	<p>LQ – Can I open and respond to an email?</p> <p>LQ – Can I write an email to someone using an address book?</p> <p>LQ – Can I explain how to search for information about others online? E-SAFETY</p>	<p>LQ – Can I learn how to use email safely?</p> <p>LQ - Can I give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal? E-SAFETY</p>	<p>LQ – Can I learn how to use email safely?</p> <p>LQ - Can I give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal? E-SAFETY</p>	<p>LQ – Can I add an attachment to an email?</p> <p>LQ – Can I explain who someone can ask if they are unsure about putting something online? E-SAFETY</p>	<p>LQ – Can I explore a simulated email scenario?</p> <p>LQ – Can I explain who someone can ask if they are unsure about putting something online? E-SAFETY</p>	
History		N/A	N/A	N/A	N/A	N/A	N/A	

<p>Geography</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Can I practise using maps, atlases and globes to locate countries and describe features studied – becoming more confident using each?</i></p> <p>Describe and understand key aspects of 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</p> <p><i>Can I describe some aspects of human geography?</i></p> <p>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><i>Can I get more confident at locating countries in Europe, North America and South America on a map?</i></p> <p>Name and locate counties and cities of the United Kingdom</p> <p><i>Can I get more confident locating the cities of the UK?</i></p>	<p>LQ- Where does chocolate come from?</p>	<p>LQ- What is fair trade?</p>	<p>LQ – Where does our fruit come from?</p> <p>LQ – Can I make a healthy fruit kebab using fruit from around the world?</p>	<p>LQ- Which of our foods are grown in Britain and what is seasonality?</p>	<p>LQ – Which foods are grown and produced locally?</p>		
<p>Art</p>	<p>record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>think critically about their art and design work.</p> <p>draw for a sustained periods of time.</p> <p>use a sketchbook to collect and develop ideas from a range of sources</p> <p>experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p>	<p>LQ – Can I complete an observational drawing from a different perspective?</p>						

	<p>experiment with different grades of pencil to achieve varied tone</p> <p>create texture and pattern in drawing with a range of implements.</p>							
D.T	<p>select tools and equipment suitable for the task</p> <p>explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>select materials and components suitable for the task</p> <p>describe the purpose of their products</p> <p>indicate the design features of their products that will appeal to intended users</p> <p>gather information about needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas</p> <p>share and clarify ideas through discussion</p> <p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams to</p> <p>develop and communicate their ideas</p> <p>use computer-aided design to develop and communicate their ideas</p> <p>generate realistic ideas, focusing on the needs of the user</p> <p>make design decisions that take account of the availability of resources</p> <p>that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>that a healthy diet is made up from a variety and balance of different food</p>	<p>LQ – Can I evaluate various types of bread?</p>	<p>LQ – Can I evaluate various types of sandwich fillings?</p> <p>LQ – Can I design a healthy sandwich?</p>	<p>LQ – Can I follow my design to make a healthy sandwich?</p> <p>LQ- Can I evaluate my product?</p>	<p>LQ – Can I follow a design to make my own chocolate?</p>	<p>LQ – Can I design and make my own packaging?</p>	<p>LQ – Can I evaluate and present my work?</p>	

	<p>and drink, as depicted in The Eatwell Plate</p> <p>that to be active and healthy, food and drink are needed to provide energy for the body</p> <p>identify the strengths and areas for development in their ideas and products</p> <p>consider the views of others, including intended users, to improve their work</p> <p>refer to their design criteria as they design and make</p> <p>use their design criteria to evaluate their completed products</p> <p>how well products work to achieve their purposes</p> <p>how well products meet user needs and wants</p>							
P.E	<p>Swimming:</p> <p>Develop confidence in water and enter and exit safely.</p> <p>Explore skills, actions and ideas including holding breath underwater.</p> <p>Learn a range of strokes; front crawl, backstroke, breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p> <p>Swims competently and proficiently with confidence at least 25m (by end of ks2).</p> <p>Improves control and co-ordination in water</p> <p>Evaluates own swimming noting future improvements</p> <p>Chooses appropriate strokes and equipment based on time and distance.</p> <p>Games</p> <p>Understands tactics and composition by starting to vary in responses.</p> <p>Vary skills and actions that suit the game.</p> <p>Use skills with coordination and control.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Understand movement into or closing down others' space.</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	<p>Swimming coaches</p> <p>Badminton coaches</p>	
PHSE	<p><u>Healthy Me</u></p> <p><u>Caring friendships</u></p> <p><u>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</u></p> <p><u>(R8) the characteristics of friendships, including mutual respect, truthfulness,</u></p>	<p>LQ – Do I understand how exercise affects my body and why my heart and lungs are such important organs for my body?</p>	<p>LQ – Can I give my opinion about drugs?</p>	<p>LQ - Can I identify things, people and places that I need to keep safe from and do I know who to go to for help?</p>	<p>LQ – Do I understand that medicines and some household substances can be harmful if not used correctly?</p>	<p>LQ – Do I understand how important it is to take care of my body?</p>		

	<p><u>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</u></p> <p><u>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</u></p> <p><u>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</u></p> <p><u>(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.</u></p> <p><u>Respectful relationships</u></p> <p><u>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</u></p> <p><u>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</u></p> <p><u>(R14) the conventions of courtesy and manners</u></p> <p><u>(R15) the importance of self-respect and how this links to their own happiness</u></p> <p><u>(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</u></p> <p><u>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</u></p> <p><u>Online relationships</u></p> <p><u>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</u></p>							
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<p>(R21) <u>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</u></p> <p>(R22) <u>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</u></p> <p>(R23) <u>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</u></p> <p>(R24) <u>how information and data is shared and used online.</u></p> <p><u>Being safe</u></p> <p>(R25) <u>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</u></p> <p>(R26) <u>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</u></p> <p>(R27) <u>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</u></p> <p>(R28) <u>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</u></p> <p>(R29) <u>how to recognise and report feelings of being unsafe or feeling bad about any adult</u></p> <p>(R30) <u>how to ask for advice or help for themselves or others, and to keep trying until they are heard</u></p> <p>(R31) <u>how to report concerns or abuse, and the vocabulary and confidence needed to do so</u></p> <p>(R32) <u>where to get advice e.g. family, school and/or other sources.</u></p> <p><u>Physical Health and Well-Being – By end of primary, pupils should know:</u></p>								
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	<p><u>Mental well-being</u></p> <p><u>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</u></p> <p><u>(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</u></p> <p><u>(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</u></p> <p><u>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</u></p> <p><u>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</u></p> <p><u>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</u></p> <p><u>(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</u></p> <p><u>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</u></p> <p><u>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)</u></p> <p><u>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</u></p> <p><u>Internet safety and harms</u></p>							
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<p><u>(H11) that for most people the internet is an integral part of life and has many benefits</u></p> <p><u>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being</u></p> <p><u>(H17) where and how to report concerns and get support with issues online.</u></p> <p><u>Physical health and fitness</u></p> <p><u>(H18) the characteristics and mental and physical benefits of an active lifestyle</u></p> <p><u>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</u></p> <p><u>(H20) the risks associated with an inactive lifestyle (including obesity)</u></p> <p><u>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</u></p> <p><u>Healthy eating</u></p> <p><u>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</u></p> <p><u>(H23) the principles of planning and preparing a range of healthy meals</u></p> <p><u>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</u></p> <p><u>Drugs, alcohol</u></p> <p><u>(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</u></p>								
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	<p><u>Health and prevention</u></p> <p><u>(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</u></p> <p><u>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</u></p> <p><u>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</u></p> <p><u>(H31) the facts and science relating to allergies, immunisation and vaccination.</u></p> <p><u>Basic first aid</u></p> <p><u>(H32) how to make a clear and efficient call to emergency services if necessary</u></p> <p><u>(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</u></p> <p><u>Healthy eating</u></p> <p><u>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</u></p> <p><u>(H23) the principles of planning and preparing a range of healthy meals</u></p> <p><u>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</u></p>							
French	<p>Recognise some familiar words in written form.</p> <p>Read aloud some familiar sounds, phonemes and words.</p> <p>Repeat accurately using the correct pronunciation and copy French accent.</p> <p>Communicate using single words, phrases and short sentences.</p> <p>Accurately copy some familiar, simple words and phrases.</p> <p>Identify specific sounds, phonemes and words.</p> <p>Listen carefully and respond.</p>	LQ – Can I begin to sing a nursery rhyme in French?	LQ – Can I sing a nursery rhyme from memory in French?	LQ – Can I sing a nursery rhyme from memory in French?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	

	Understand that nouns can be masculine or feminine.							
Music	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>To know five songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. <p>To choose one song and be able to talk about:</p>	LQ – Can I describe what I hear, naming some instruments?	LQ – Can I listen to a piece of music and explain how it makes me feel?	LQ – Can I play an instrument in time with others?	LQ – Can I play an instrument in time with others?	LQ – Can I improvise?	LQ – Can I perform a song?	

	<p>o Its lyrics: what the song is about</p> <p>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>o Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>o Name some of the instruments they heard in the song</p> <p>Know how to find and demonstrate the pulse.</p> <ul style="list-style-type: none"> ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know 							
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	<ul style="list-style-type: none"> ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 							
Learning Environment in corridor displays	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	