

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			
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Stone Age, Bronze Age, Iron Age. Who were the first people who lived in Britain?

Term: 5 Year 3

Hooks: Stone Age Day, visit to Kent Life for Stone Age workshops

Texts: Stig of the Dump, Stone Age Boy, Ugg, How to wash a woolly mammoth?, How to skin a bear?

INSPIRE Day – **Visakha Puja**

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	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <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>	<p><u>LQ- Can I identify the features of a non fiction text?</u></p> <p><u>LQ – Can I recall three facts from what I have read?</u></p> <p><u>LQ – Can I use a glossary to find the meaning of words?</u></p> <p><u>LQ – Can I give my opinion on the layout of a text?</u></p> <p><u>LQ – Can I read with increased accuracy and fluency?</u></p> <p>(Stone Age non fiction text)</p>	<p><u>LQ – Can I predict what a text might be about by looking at the front cover and blurb?</u></p> <p><u>LQ – Can I read with expression, taking notice of punctuation?</u></p> <p><u>LQ – Can I give my opinions of characters based on what I have read so far?</u></p> <p><u>LQ – Can I summarise what I have read?</u></p> <p>(Stig of the dump)</p>	<p><u>LQ – Can I analyse part of a text and identify specific words and phrases?</u></p> <p><u>LQ – Can I find the meaning of unknown words read in the dictionary?</u></p> <p><u>LQ – Can I read with increased fluency and accuracy?</u></p> <p><u>LQ – Can I answer questions, finding evidence from the text to justify my answers?</u></p>	<p><u>LQ – Can I identify specific words chosen by the author to represent and describe characters or settings?</u></p> <p><u>LQ – Can I read with increased fluency and accuracy?</u></p> <p><u>LQ – Can I answer questions, finding evidence from the text to justify my answers?</u></p> <p><u>LQ – Can I make predictions based on what I have read?</u></p>	<p><u>LQ – Can I infer and understand what I have read?</u></p> <p><u>LQ – Can I summarise what I have read?</u></p> <p><u>LQ – Can I read with expression, taking note of punctuation?</u></p> <p><u>LQ – Can I identify specific words and phrases for effect in a text read?</u></p>	<p><u>LQ – Can I summarise what I have read?</u></p> <p><u>LQ – Can I give my opinions based on what I have read?</u></p> <p><u>LQ – Can I review a story?</u></p> <p><u>LQ – Can I answer questions, justifying my answers by using evidence from the text?</u></p>		
GPS	<p>understand paragraphs as a way to group related material</p> <p>use present perfect form of verbs instead of the simple past, e.g. 'He has gone</p> <p>out to play' contrasted with 'He went out to play'</p>	<p><u>LQ – Can I order words alphabetically?</u></p> <p><u>LQ – Can I use a dictionary correctly to find the meaning of words?</u></p> <p><u>LQ – Can I spell words in their contracted form?</u></p>	<p><u>LQ – Can I use a/an correctly in sentences?</u></p>	<p><u>LQ – Can I write direct speech?</u></p> <p><u>LQ – Can I spell homophones...?</u></p>	<p><u>LQ – Can I use a range of fronted adverbials to extend my sentences?</u></p> <p><u>LQ – Can I identify when to start a new paragraph?</u></p>				

	begin to use inverted commas to punctuate direct speech spell homophones	<u>LQ – Can I use the present perfect form of verbs in contrast to the simple past tense?</u> <u>LQ – Can I use punctuation correctly?</u>						
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 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</p> <p>in non-narrative material, using simple organisational devices 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>select and use formal and informal styles and vocabulary appropriate to the purpose/reader</p> <p>Evaluate and edit by: 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 using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>		<p><u>LQ – Can I follow a range of instructions?</u></p> <p><u>LQ – Can I identify the features of instructions?</u></p> <p><u>LQ – Can I plan a set of instructions?</u></p> <p><u>LQ – Can I write a set of instructions?</u></p>	<p><u>LQ – Can I include speech for characters to support a story?</u></p> <p><u>LQ – Can I correctly punctuate direct speech in my writing?</u></p>	<p><u>LQ – Can I expand my vocabulary using a thesaurus?</u></p> <p><u>LQ – Can I write a detailed description using varied sentence structures and features learnt?</u></p>	<p><u>LQ – Can I retell a story through drama?</u></p> <p><u>LQ – Can I plan a story based on one that I have read?</u></p> <p><u>LQ – Can I write the beginning of my story by following my plan?</u></p> <p><u>LQ – Can I write the middle of my story by following my plan?</u></p> <p><u>LQ – Can I write the end of the story by following my plan?</u></p>	<p><u>LQ – Can I record the pros and cons to an argument?</u></p> <p><u>LQ – Can I justify my opinions with evidence and participate in a persuasive argument?</u></p> <p><u>LQ – Can I identify the features of a persuasive letter?</u></p> <p><u>LQ – Can I plan a persuasive letter?</u></p> <p><u>LQ – Can I write a persuasive letter?</u></p>	

	ask relevant questions to extend their understanding and knowledge							
	use relevant strategies to build their vocabulary							
	articulate and justify answers, arguments and opinions							
Maths	<p>Making the whole</p> <p>Tenths</p> <p>Count in tenths</p> <p>Tenths as decimals</p> <p>Fractions on a number line</p> <p>Fractions of a set of objects (1)</p> <p>Fractions of a set of objects (2)</p> <p>Fractions of a set of objects (3)</p> <p>Equivalent fractions (1)</p> <p>Equivalent fractions (2)</p> <p>Equivalent fractions (3)</p> <p>Compare fractions</p> <p>Order fractions</p> <p>Add fractions</p> <p>Subtract fractions</p> <p>O'clock and half past</p> <p>Quarter past and quarter to</p> <p>Months and years</p> <p>Hours in a day</p> <p>Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing durations</p>	<p><u>LQ – Can I make a whole?</u></p> <p><u>LQ – Can I find and represent tenths in different ways?</u></p> <p><u>LQ – Can I count in tenths?</u></p> <p><u>LQ – Can I represent tenths as decimals?</u></p> <p><u>LQ – Can I represent fractions beyond a whole on a number line?</u></p>	<p><u>LQ – Can I find fractions of amounts?</u></p> <p><u>LQ – Can I identify and recognise equivalent fractions?</u></p> <p><u>LQ – Can I compare fractions?</u></p>	<p><u>LQ – Can I order fractions?</u></p> <p><u>LQ – Can I add fractions?</u></p> <p><u>LQ – Can I subtract fractions?</u></p> <p><u>LQ – Can I solve problems by adding or subtracting fractions?</u></p>	<p><u>LQ – Can I read the time to o'clock and half past?</u></p> <p><u>LQ – Can I read the time to quarter to and quarter past?</u></p> <p><u>LQ – Can I identify the months and days of a week and year?</u></p> <p><u>LQ – Can I calculate passages of time?</u></p> <p><u>LQ – Can I identify and calculate the hours in a day?</u></p>	<p><u>LQ – Can I read the time to the nearest five minutes?</u></p> <p><u>LQ – Can I read the time to the nearest minute on an analogue clock?</u></p> <p><u>LQ – Can I use am and pm correctly when telling the time?</u></p> <p><u>LQ – Can I tell the time using 24hr clock?</u></p>	<p><u>LQ – Can I calculate time duration?</u></p> <p><u>LQ – Can I calculate and compare times?</u></p> <p><u>LQ – Can I calculate start and end times?</u></p> <p><u>LQ – Can I measure time in seconds?</u></p>	

	Start and end times							
	Measuring time in seconds							
Science	<p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Monitoring and recording</p> <ul style="list-style-type: none"> To be able to set up a simple practical enquiry. To be able to make systematic and careful observations. To be able to gather and record data. To be able to use results to draw simple conclusions. To be able to use straightforward scientific evidence to answer questions or to support their findings. asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related 	<p>Plants</p> <p><u>LQ – Can I name the different parts of flowering plants and explain their jobs?</u></p>	<p>Plants</p> <p><u>LQ – Can I investigate what plants need to grow well?</u></p>	<p>Plants</p> <p><u>LQ – Can I record observations and present the results of my investigation using scientific language?</u></p>	<p>Plants</p> <p><u>LQ – Can I investigate how water is transported in plants?</u></p>	<p>Plants</p> <p><u>LQ – Can I name the different parts of a flower and explain their role in pollination and fertilisation?</u></p>	<p>Plants</p> <p><u>LQ – Can I understand and order the stages of the life cycle of a flowering plant?</u></p>	

	to simple scientific ideas and processes								
RE	<ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	LQ – What do Christians believe about Pentecost?	LQ Can I discuss what the description of Pentecost in Acts 2 might mean?	LQ – Can I give examples of what Pentecost means to some Christians now?	LQ Can I make links between the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities?	LQ – Can I make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the World today?			
Computing	<p>Databases and Simulations</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern 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>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>E Safety Online Bullying</p> <p>I can explain why I should be kind online vs. unkind</p>	<p>LQ – Can I answer yes /no questions to sort objects?</p> <p>LQ – Can I explain why should be kind online Vs unkind? (E-safety)</p>	<p>LQ – Can I complete a branching database using 2 Question?</p> <p>LQ – Can I explain how should act online? (E safety)</p>	<p>LQ – Can I create my own branching database?</p> <p>LQ – Can I describe how ways of how to behave towards people online (E safety)</p>	<p>LQ – Can I explain what a simulation is?</p> <p>LQ – Can I describe and explain what bullying behaviour is? (E safety)</p>	<p>LQ – Can I explore simulations?</p> <p>LQ – Can I give examples of bullying behaviour online? (E safety)</p>	<p>LQ- Can I analyse and evaluate simulations?</p> <p>LQ – Can I describe ways of getting support? (Esafety)</p>		

	<p>I know how I should act online</p> <p>I can explain how I make sure I am being kind online</p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can say what bullying behaviour is</p> <p>I can describe methods people may use to bully others including online and offline methods</p> <p>I can provide simple examples of where online bullying can take place and what it might look like</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>							
History	<p>Continue to develop a chronologically secure knowledge and understanding of British history</p> <p><i>Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?</i></p> <p><i>Can I describe events from the past using dates they happened?</i></p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p><i>Can I use a timeline in a specific time in history?</i></p> <p>Continue to develop and establish clear narratives within and across periods studied.</p> <p>Regularly address and sometimes devise historically valid questions about change and cause.</p> <p><i>Can I recall the main features / events of time periods studied? Can I note changes in lifestyle during prehistory – e.g. homes, tools, food?</i></p> <p><i>Can I compare 2 groups of people during a similar period in history – devising questions about similarities and differences?</i></p> <p>Regularly address and sometimes devise historically valid questions about change and cause.</p> <p><i>Can I appreciate how early Brits would not have communicated / lived as we do or eaten as we do? · Can I make questions about what life would have been like for the early settlers and why and begin to picture their lives as they lived them? · Can I explain changes to early settlers lives (aspects e.g.</i></p>	<p>LQ – Can I look closely at historical sources and ask question about the past?</p> <p>LQ – Can I order events in a timeline using historical vocabulary?</p>	<p>LQ – Can I research and explain how Stone age people lived?</p>	<p>LQ – Can I explain what Stonehenge is and why it is famous?</p>	<p>LQ – Can I explore how the settlement of Skara Brae has changed over time?</p>	<p>LQ -Can I compare life in the Stone Age with life in the Bronze Age?</p>	<p>LQ – Can I explain who The Beaker People were and why they are important?</p>	

P.E	<ul style="list-style-type: none"> Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will be practising field events and different race types, specific to Year 3 in preparation for Sports Day. 	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE
PHSE	<p>Relationships</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Caring friendships</u></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>LQ – Can I identify the roles and responsibilities of each member of my family?</p>	<p>LQ – Can I identify and put into practice some of the skills of friendship?</p>	<p>LQ – Can I identify and use some strategies to keep myself safe?</p>	<p>LQ – Can I explain how some of the actions and work of people around the world help and influence my life?</p>	<p>LQ – Can I empathise with children whose lives are different to mine?</p>	<p>LQ – Can I express my appreciation to my friends and family?</p>	

<p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(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</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><u>Respectful relationships</u></p> <p>(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</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>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><u>Online relationships</u></p>								
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	<p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</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>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>(R24) how information and data is shared and used online.</p> <p><u>Being safe</u></p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) 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</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p> <p><u>Mental well-being</u></p>							
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	<p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</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> <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>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</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> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p> <p>(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)</p> <p>(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.</p> <p><u>Internet safety and harms</u></p> <p>(H11) that for most people the internet is an integral part of life and has many benefits</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact</p>							
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	<p>of positive and negative content online on their own and others' mental and physical well-being</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H14) why social media, some computer games and online gaming, for example, are age restricted</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>(H17) where and how to report concerns and get support with issues online.</p> <p><u>Physical health and fitness</u></p> <p>(H18) the characteristics and mental and physical benefits of an active lifestyle</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>							
<p>French</p>	<p>Recognise some familiar words in written form. Read aloud some familiar sounds, phonemes and words. Repeat accurately using the correct pronunciation and copy French accent. Communicate using single words, phrases and short sentences. Accurately copy some familiar, simple words and phrases. Identify specific sounds, phonemes and words. Listen carefully and respond. Understand that nouns can be masculine or feminine.</p>	<p>LQ – Can I say the name of five fruits in their singular form?</p>	<p>LQ – Can I say the name of five fruits in their singular form using une and un?</p>	<p>LQ – Can I say the name of fruits in their plural form using les?</p>	<p>LQ – Can I use J'aime to say 'I like' in French?</p>	<p>LQ – Can I use Je n'aime pas to say 'I don't like' in French?</p>	<p>LQ – Can I say a full sentence in French based on what I have learnt?</p>	
<p>Music</p>	<p>Bringing us together – Charanga</p> <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 	<p>LQ – Can I sing a song in tune and in unison with others?</p>	<p>LQ – Can I play an instrumental part in a song and stay in time?</p>	<p>LQ – Can I improvise using an instrument?</p>	<p>LQ – Can I perform my improvisation?</p>	<p>LQ – Can I listen and evaluate a performance?</p>	<p>LQ – Can I perform to an audience?</p>	

<ul style="list-style-type: none">● 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>To know and be able to talk about:</p> <ul style="list-style-type: none">● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. <ul style="list-style-type: none">● Different ways of recording compositions (letter names, symbols, audio etc.) <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● It is planned and different for each occasion● It involves communicating feelings, thoughts and ideas about the song/music <p>To know and be able to talk about:</p> <ul style="list-style-type: none">● Singing in a group can be called a choir● Leader or conductor: A person who the choir or group follow● Songs can make you feel different things e.g. happy, energetic or sad● Singing as part of an ensemble or large group is fun, but that you must listen to each other● To know why you must warm up your voice <p>To treat instruments carefully and with respect.</p>								
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	<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 choose one song and be able to talk about:</p> <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>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 sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To have an awareness of the pulse internally when singing. 							
<p>Learning Environment in corridor displays</p>		<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE -Kingdom of God</p>	<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE – Kingdom of God</p>	<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE – Kingdom of God</p>	<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE – Kingdom of God</p>	<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE – Kingdom of God</p>	<p>Science display – Green plants</p> <p>Topic display – Stone Age</p> <p>Corridor display – Term 4 topic</p> <p>RE – Kingdom of God</p>	