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

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

Exceeding Skills

Expected Skills

Emerging Skills

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 worskshops

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

INSPIRE Day - Visakha Puja

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Area of	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
<u>Learning</u>								
Reading	drawing inferences such as inferring							
	characters' feelings, thoughts and motives from their actions, and justifying inferences	LQ- Can I identify the	LQ – Can I predict what a	LQ – Can I analyse part of a	LQ – Can I identify specific	LQ – Can I infer and	LQ – Can I summarise what I	
	with evidence	features of a non fiction	text might be about by	text and identify specific	words chosen by the author	understand what I have	have read?	
		text?	looking at the front cover	words and phrases?	to represent and describe	read?		
	predicting what might happen from details stated and implied	LQ – Can I recall three	and blurb?	LQ – Can I find the meaning	characters or settings?	LQ – Can I summarise what I	LQ – Can I give my opinions based on what I have read?	
		facts from what I have	LQ – Can I read with	of unknown words read in	LQ – Can I read with	have read?	based off what thave read:	
	identifying main ideas drawn from more than	read?	expression, taking notice of	the dictionary?	increased fluency and		LQ – Can I review a story?	
	1 paragraph and summarising these	IO Con Luco o de	punctuation?	LO Can I road with	accuracy?	LQ – Can I read with expression, taking note of	LQ – Can I answer questions,	
	identifying how language, structure, and	LQ – Can I use a glossary to find the meaning of	LQ – Can I give my opinions	LQ – Can I read with increased fluency and	LQ – Can I answer guestions,	punctuation?	justifying my answers by	
	presentation contribute to meaning	words?	of characters based on what	accuracy?	finding evidence from the	<u>pariocaacion.</u>	using evidence from the	
			I have read so far?		text to justify my answers?	LQ – Can I identify specific	text?	
	retrieve and record information from non- fiction	LQ – Can I give my opinion on the layout of	LQ – Can I summarise what I	LQ – Can I answer questions, finding evidence from the	LQ – Can I make predictions	words and phrases for effect in a text read?		
	Tellon .	a text?	have read?	text to justify my answers?	based on what I have read?	in a text read:		
	Apply their growing knowledge of root words,							
	prefixes and suffixes	LQ – Can I read with	(Stig of the dump)					
	Read further exception words, noting the	increased accuracy and fluency?						
	unusual correspondences between spelling							
	and sound, and where these occur in the word	(Stone Age non fiction						
		text)						
GPS	understand paragraphs as a way to	LQ – Can I order words	LQ – Can I use a/an correctly	LQ – Can I write direct	LQ – Can I use a range of			
	group related material	alphabetically?	in sentences?	speech?	fronted adverbials to			
	use present perfect form of verbs	LQ – Can I use a		LO Com Lovall	extend my sentences?			
	instead of the simple past, e.g. 'He has	dictionary correctly to		LQ – Can I spell homophones?	LQ – Can I identify when			
	gone	find the meaning of words?		nomophones!	to start a new paragraph?			
					Start & Horr paragraphs			
	out to play' contrasted with 'He went out to play'	LQ – Can I spell words in their contracted form?						
	out to play							
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	begin to use inverted commas to punctuate direct speech spell homophones	LQ – Can I use the present perfect form of verbs in contrast to the simple past tense? LQ – Can I use punctuation correctly?						
Writing	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 in non-narrative material, using simple organisational devices e.g. headings make notes from several sources of information and turn them into sentences group information, often moving from general to more specific detail begin to use paragraphs to group related materials use organisational devices to aid conciseness, e.g. numbered lists or headings attempt to adopt a viewpoint imitate authorial techniques gathered from reading select and use formal and informal styles and vocabulary appropriate to the purpose/reader Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 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		LQ – Can I follow a range of instructions? LQ – Can I identify the features of instructions? LQ – Can I plan a set of instructions? LQ – Can I write a set of instructions?	LQ – Can I include speech for characters to support a story? LQ – Can I correctly punctuate direct speech in my writing?	LQ – Can I expand my vocabulary using a thesaurus? LQ – Can I write a detailed description using varied sentence structures and features learnt?	LQ – Can I plan a story based on one that I have read? LQ – Can I write the beginning of my story by following my plan? LQ – Can I write the middle of my story by following my plan? LQ – Can I write the end of the story by following my plan?	LQ – Can I record the pros and cons to an argument? LQ – Can I justify my opinions with evidence and participate in a persuasive argument? LQ – Can I identify the features of a persuasive letter? LQ – Can I plan a persuasive letter? LQ – Can I write a persuasive letter?	

	ask relevant questions to extend their		T	T	T	<u> </u>	T	
	understanding and knowledge							
	use relevant strategies to build their vocabulary							
	articulate and justify answers, arguments and opinions							
Maths	Making the whole	LQ – Can I make a whole?	LQ – Can I find fractions of amounts?	LQ – Can I order fractions? LQ – Can I add fractions?	LQ – Can I read the time to o'clock and half past?	LQ – Can I read the time to the nearest five minutes?	LQ – Can I calculate time duration?	
	Tenths	LQ – Can I find and	LQ – Can I identify and	LQ – Can I subtract	LQ – Can I read the time to	LQ – Can I read the time to	LQ – Can I calculate and	
	Count in tenths	represent tenths in different ways?	recognise equivalent fractions?	fractions?	quarter to and quarter past?	the nearest minute on an analogue clock?	compare times?	
	Tenths as decimals	LQ – Can I count in	<u>LQ – Can I compare</u>	LQ – Can I solve problems by	LQ – Can I identify the months and days of a week	LQ – Can I use am and pm	LQ – Can I calculate start and end times?	
	Fractions on a number line	tenths?	fractions?	adding or subtracting fractions?	and year?	correctly when telling the time?	LQ – Can I measure time in	
	Fractions of a set of objects (1)	LQ – Can I represent tenths as decimals?			LQ – Can I calculate passages of time?	LQ – Can I tell the time using	seconds?	
	Fractions of a set of objects (2)	LQ – Can I represent			LQ – Can I identify and	24hr clock?		
	Fractions of a set of objects (3)	<u>fractions beyond a</u> <u>whole on a number</u>			calculate the hours in a day?			
	Equivalent fractions (1)	line?						
	Equivalent fractions (2)							
	Equivalent fractions (3)							
	Compare fractions							
	Order fractions							
	Add fractions							
	Subtract fractions							
	O'clock and half past							
	Quarter past and quarter to							
	Months and years							
	Hours in a day							
	Telling the time to 5 minutes							
	Telling the time to the minute							
	Using a.m. and p.m.							
	24-hour clock							
	Finding the duration							
	Comparing durations							
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	Start and end times							
	Measuring time in seconds							
Science	Plants	<u>Plants</u>	<u>Plants</u>	<u>Plants</u>	<u>Plants</u>	<u>Plants</u>	<u>Plants</u>	
Science	Plants 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. Monitoring and recording 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	Plants LQ – Can I name the different parts of flowering plants and explain their jobs?	Plants LQ – Can I investigate what plants need to grow well?	Plants LQ – Can I record observations and present the results of my investigation using scientific language?	Plants LQ – Can I investigate how water is transported in plants?	Plants LQ – Can I name the different parts of a flower and explain their role in pollination and fertilisation?	Plants LQ – Can I understand and order the stages of the life cycle of a flowering plant?	
	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							

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	to simple scientific ideas and processes							
RE	 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. 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. 	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	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. E Safety Online Bullying I can explain why I should be kind online vs. unkind	LQ – Can I answer yes /no questions to sort objects? LQ – Can I explain why I should be kind online Vs unkind? (E-safety)	LQ – Can I complete a branching database using 2 Question? LQ – Can I explain how should act online? (E safety)	LQ – Can I create my own branching database? LQ – Can I describe how ways of how to behave towards people online (E safety)	LQ – Can I explain what.a simulation is? LQ – Can I describe and explain what bullying behaviour is? (E safety)	LQ – Can I give examples of bullying behaviour online? (E safety)	LQ- Can I analyse and evaluate simulations? LQ - Can I describe ways of getting support? (Esafety)	

	Live and have belowed a set and the	I	T	T	Г	1	T	
	I know how I should act online							
	I can explain how I make sure I am being kind online							
	I can describe appropriate ways to behave towards other people online and why this is important.							
	I can say what bullying behaviour is							
	I can describe methods people may use to bully others including online and offline methods							
	I can provide simple examples of where online bullying can take place and what it might look like							
	I can give examples of how bullying behaviour could appear online and how someone can get support.							
History	Continue to develop a chronologically secure knowledge and understanding of British history	LQ – Can I look closely at historical sources and ask question about the past?	LQ – Can I research and explain how Stone age people lived?	LQ – Can I explain what Stonehenge is and why it is famous?	LQ – Can I explore how the settlement of Skara Brae has changed over time?	LQ -Can I compare life in the Stone Age with life in the Bronze Age?	LQ – Can I explain who The Beaker People were and why they are important?	
	Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?	LQ – Can I order events in a timeline using						
	Can I describe events from the past using dates they happened? Note connections, contrasts and trends	historical vocabulary?						
	over time and develop the appropriate use of historical terms							
	Can I use a timeline in a specific time in history? Continue to develop and establish							
	clear narratives within and across periods studied. Regularly address and sometimes							
	devise historically valid questions							
	about change and cause. Can I recall the main features / events of time periods studied? Can I note							
	changes in lifestyle during prehistory – e.g. homes, tools, food?							
	Can I compare 2 groups of people during a similar period in history – devising questions about similarities							
	and differences? Regularly address and sometimes devise historically valid questions							
	about change and cause. 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.							

	hunting, homes, tools) through each era of pre history? Regularly address and sometimes devise historically valid questions about change and cause. Understand how our knowledge of the past is constructed from a range of sources. Can I recognise the part that archaeologists have had in helping us understand what has happened in the past?							
Geography		N/A	N/A	N/A	N/A	N/A	N/A	
Art	 plan, design and make models from observation or imagination. develop skills in joining, extending and modelling clay. use papier mache to create simple 3D effects experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. create different effects and textures with paint use language of and mix primary and secondary colours and use tints and shades record and explore ideas from first hand observations, experience and imagination and ideas for different purposes study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. 	LQ – Can I represent a historical artform by using a range of drawings implements to create lines and marks? (Cave paintings)	LQ – Can I use paper mache to create a 3d model? (Woolly mammoth)	LQ – Can I explore a range of collage techniques such as tearing, overlapping and layering? (Woolly mammoth)	LQ — Can I explore the work of a great artist, giving opinions on their work? (Georgia O'Keefe)	LQ – Can I use my observational skills to sketch carefully? (plants/flowers)	LQ – Can I create a piece of work based on the ideas of a great artist? (Georgia O'Keefe art piece)	
D.T		N/A	N/A	N/A	N/A	N/A	N/A	N/A

D.E.	 Children concentrate on 	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE
P.E	 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. 	LEG BY LEFT	<u>ccu by Elire</u>	eca by terre	<u>LCG By ELITE</u>	ECO BY ELITE	<u>ecd by Eine</u>	<u>ccu by cure</u>
PHSE	Relationships	LQ – Can I identify the roles	LQ – Can I identify and put	LQ – Can I identify and use	LQ – Can I explain how some	LQ – Can I empathise with	LQ – Can I express my	
PHSE	Relationships (R1) that families are important for children growing up because they can give love, security and stability (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 (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 (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 (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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.	LQ — Can I identify the roles and responsibilities of each member of my family?	LQ — Can I identify and put into practice some of the skills of friendship?	LQ — Can I identify and use some strategies to keep myself safe?	of the actions and work of people around the world help and influence my life?	LQ – Can I empathise with children whose lives are different to mine?	LQ — Can I express my appreciation to my friends and family?	
	<u>Caring friendships</u>							
	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties							
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(R9) that healthy friendships are po and welcoming towards others, and						
make others feel lonely or excluded						
(R10) that most friendships have up	s and					
downs, and that these can often be v	vorked					
through so that the friendship is rep	ired					
or even strengthened, and that resor violence is never right	ing to					
violence is never right						
(R11) how to recognise who to trust	. and					
who not to trust, how to judge when						
friendship is making them feel unha uncomfortable, managing conflict, l	ppy or					
manage these situations and how to	seek					
help or advice from others, if neede	1.					
Respectful relationships						
(D12) the immediate of country	o th are					
(R12) the importance of respecting even when they are very different fr	om					
them (for example, physically, in						
character, personality or background	ls), or					
make different choices or have diffe	rent					
preferences or beliefs						
(R13) practical steps they can take i	n a					
range of different contexts to impro	ve or					
support respectful relationships						
(D14) the consentions of countries	J					
(R14) the conventions of courtesy a manners	10					
mamers						
(R15) the importance of self-respec	and					
how this links to their own happines	S					
(P1C) that is subsult and in the subsult						
(R16) that in school and in wider so they can expect to be treated with re						
by others, and that in turn they shou	ld					
show due respect to others, including	g					
those in positions of authority						
(R17) about different types of bully	ing					
(including cyberbullying), the impa	et of					
bullying, responsibilities of bystand	ers					
(primarily reporting bullying to an a	dult)					
and how to get help						
(R18) what a stereotype is, and how	·					
stereotypes can be unfair, negative						
destructive						
(D10) (1-1)						
(R19) the importance of permission seeking and giving in relationships						
friends, peers and adults.	VILLI					
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Online relationships				1	1	1

(R20) that people sometimes behave					
differently online, including by pretending					
to be someone they are not					
(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					
we are anonymous					
(R22) the rules and principles for keeping					
safe online, how to recognise risks,					
harmful content and contact, and how to					
report them					
(R23) how to critically consider their					
online friendships and sources of					
information including awareness of the					
risks associated with people they have					
never met					
novoi met					
(D24)1 1 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
(R24) how information and data is shared					
and used online.					
Being safe					
(R25) what sorts of boundaries are					
appropriate in friendships with peers and					
others (including in a digital context)					
others (including in a digital context)					
(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					
(R27) that each person's body belongs to					
them, and the differences between					
appropriate and inappropriate or unsafe					
physical, and other, contact					
prijoseni, mid omez, commer					
(D20) how to marrond safety and					
(R28) how to respond safely and					
appropriately to adults they may					
encounter (in all contexts, including					
online) whom they do not know					
(R29) how to recognise and report					
feelings of being unsafe or feeling bad					
about any adult					
(R30) how to ask for advice or help for					
themselves or others, and to keep trying					
until they are heard					
and they are neare					
(D21) 1					
(R31) how to report concerns or abuse,					
and the vocabulary and confidence needed					
to do so					
(R32) where to get advice e.g. family,					
school and/or other sources.					
Mental well-being					
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(H1) that mental well-being is a normal part of daily life, in the same way as physical health			
(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			
(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			
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate			
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness			
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the			
benefits of hobbies and interests			
(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			
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being			
(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)			
(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.			
Internet safety and harms			
(H11) that for most people the internet is an integral part of life and has many benefits			
(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact			

ot th	of positive and negative content online on							
	heir own and others' mental and physical well-being							
oi re be	H13) how to consider the effect of their online actions on others and know how to ecognise and display respectful behaviour online and the importance of eceping personal information private							
ga	H14) why social media, some computer games and online gaming, for example, re age restricted							
ne tr pl	H15) that the internet can also be a segative place where online abuse, rolling, bullying and harassment can take place, which can have a negative impact on mental health							
in ui th	H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, elected and targeted							
	H17) where and how to report concerns nd get support with issues online.							
<u>P</u> 1	Physical health and fitness							
	H18) the characteristics and mental and physical benefits of an active lifestyle							
in	H21) how and when to seek support ncluding which adults to speak to in chool if they are worried about their lealth.							
fo Re ar Re pr Co sh Ac ar Id Li:	decognise some familiar words in written form. dead aloud some familiar sounds, phonemes and words. depeat accurately using the correct for accent. dommunication and copy French accent. dommunicate using single words, phrases and thort sentences. docurately copy some familiar, simple words and phrases. dentify specific sounds, phonemes and words. disten carefully and respond. Understand that nouns can be masculine or eminine.	LQ – Can I say the name of five fruits in their singular form?	LQ — Can I say the name of five fruits in their singular form using une and un?	LQ — Can I say the name of fruits in their plural form using les?	LQ — Can I use J'aime to say 'I like' in French?	LQ — Can I use Je n'aime pas to say 'I don't like' in French?	LQ – Can I say a full sentence in French based on what I have learnt?	
To	ringing us together – Charanga o know and be able to talk about mprovisation:	LQ – Can I sing a song in tune and in unison with others?	LQ – Can I play an instrumental part in a song and stay in time?	LQ – Can I improvise using an instrument?	LQ – Can I perform my improvisation?	LQ – Can I listen and evaluate a performance?	LQ – Can I perform to an audience?	
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distinct to the little have seed a many invested above to them. I have seed and a many one of even native contributed by the little time sample to the little time sample time sample to the little time sample t	When someone improvises, they make up	p			
No bisherhood unities are not responsed to consider the consideration of the consideration and the consideration of the consideratio					
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Included the process of the part of the pa	confidently is better than using five				
Included the process of the part of the pa	• To know that if you improvise using the				
A comparation must clied is created by you assistance that is created by you assistance and mist count in the state of th					
A compositional musice that is precised by you and legal to some auto of the production of the produc	mistake				
and locy the some way. It's the ventring a story in such be played or partnered system frontes • Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of recording corresponders Offerent ways of the surface made way of the surface Offerent ways of the surface made way of the surface way of t	To know and be able to talk about:				
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	 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. To choose one song and be able to talk about: 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 Know how to find and demonstrate the pulse. 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. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. 							
	To enjoy exploring singing solo.To sing with awareness of being 'in tune'.							
	• To have an awareness of the pulse internally when singing.							
Learning Environment in corridor displays		Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE -Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	