

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

Topic: Iron Age, Celts, Romans

Term: 6 Year 3

Hooks: Romans

Texts: Stig of the dump All about the Romans non-fiction text

INSPIRE Day – Pride

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 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</p> <p>retrieve and record information from non-fiction</p>	<p><u>RWInc scheme</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 so far?</u></p> <p><u>LQ – Can I answer questions, justifying my answers by using evidence from the text?</u></p>	<p><u>RWInc scheme</u></p> <p><u>LQ – Can I predict what might happen next in the story?</u></p> <p><u>LQ – Can I confidently read part of a chapter to an audience? (ch 7)</u></p> <p><u>LQ – Can I answer questions justifying my answers by using evidence from the text? (ch 7)</u></p>	<p><u>RWInc scheme</u></p> <p><u>LQ- Can I find the meaning of unknown words read?</u></p> <p><u>LQ – Can I complete a character description of the main characters in the book?</u></p> <p><u>LQ – Can I read with sustained concentration and interest? (ch 8)</u></p>	<p><u>RWInc scheme</u></p> <p><u>LQ – Can I retrieve information from a text to answer questions about what I have read? (ch 8)</u></p> <p><u>LQ – Can I read with sustained interest and concentration? (ch 9)</u></p> <p><u>LQ – Can I predict how the story might end based on what I have read?</u></p> <p><u>LQ – Can I give my opinions about a story read and write a review?</u></p>	<p><u>RWInc scheme</u></p> <p><u>LQ – Can I summarise the story that I have read?</u></p> <p><u>LQ – Can I retrieve factual information from a non-fiction text?</u></p> <p><u>LQ – Can I find the meaning of unknown words read using a glossary if appropriate?</u></p> <p><u>LQ -Can I recall what I have read?</u></p>	<p><u>RWInc scheme</u></p> <p><u>LQ – Can I use an index or a contents to find specific information?</u></p> <p><u>LQ – Can I summarise what I have read?</u></p> <p><u>LQ – Can I ask and answer questions based on what I have read?</u></p>	
GPS	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Spell further homophones</p> <p>Using and punctuating direct speech</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>	<p><u>LQ – Can I spell homophones correctly and understand the meaning of each word?</u></p> <p><u>LQ – Can I identify main and subordinate clauses in sentences?</u></p> <p><u>LQ – Can I use subordinating conjunctions to extend my sentences?</u></p> <p><u>LQ – Can I write complex sentences using main and subordinate clauses?</u></p>	<p><u>LQ – Can I sort and classify words into word families?</u></p> <p><u>LQ – Can I accurately use the present perfect form of tense instead of the simple past?</u></p>		<p><u>LQ – Can I accurately use possessive apostrophes?</u></p>	<p><u>LQ – Can I correctly spell words in their contracted form?</u></p>	<p><u>LQ – Can I accurately punctuate speech?</u></p>	

		<u>LQ – Can I use complex sentences in my writing?</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</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</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</p> <p>to express time and cause using fronted adverbials</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>	<p><u>LQ – Can I use expanded noun phrases in descriptive sentences?</u></p> <p><u>LQ – Can I describe a setting using paragraphs accurately?</u></p> <p><u>LQ – Can I role play the life of an Iron Age citizen?</u></p>	<p><u>LQ – Can I annotate my work with key phrases and vocabulary?</u></p> <p><u>LQ – Can I identify the features of a diary entry?</u></p> <p><u>LQ – Can I write my own diary entry?</u></p> <p><u>LQ – Can I edit and improve my writing?</u></p>	<p><u>LQ – Can I plan a persuasive advert and include the correct features?</u></p> <p><u>LQ – Can I write a persuasive advert, following my plan carefully?</u></p> <p><u>LQ – Can I edit and improve my work?</u></p>	<p><u>LQ – Can I identify the features of a playscript?</u></p> <p><u>LQ – Can I read and perform a playscript?</u></p> <p><u>LQ – Can I plan my own playscript based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I write my own playscript based on Boudicca's rebellion?</u></p>	<p><u>LQ – Can I read and explore a range of newspaper reports and identify how they are written?</u></p> <p><u>LQ – Can I plan a newspaper report based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I write a newspaper report based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I identify how I can edit and improve my work?</u></p>		

Maths	<p>Finding the duration</p> <p>Comparing durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Draw accurately</p> <p>Horizontal and vertical</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2-D shapes</p> <p>Recognise and describe 3-D shapes</p> <p>Make 3-D shapes</p> <p>Compare mass</p> <p>Measure mass (1)</p> <p>Measure mass (2)</p> <p>Compare mass</p> <p>Add and subtract mass</p> <p>Compare volume</p> <p>Measure capacity (1)</p> <p>Measure capacity (2)</p> <p>Compare capacity</p> <p>Add and subtract capacity</p> <p>Temperature</p>	<p><u>LQ- Can I calculate time durations?</u></p> <p><u>LQ – Can I compare time durations?</u></p> <p><u>LQ- Can I calculate start and end times?</u></p> <p><u>LQ- Can I measure the time in seconds?</u></p> <p><u>LQ- Can I solve problems involving time?</u></p>	<p><u>LQ – Can I recognise angles as a measure of turn?</u></p> <p><u>LQ – Can I recognise right angles in shapes?</u></p> <p><u>LQ – Can I compare angles?</u></p> <p><u>LQ – Can I use a ruler to draw accurately?</u></p> <p><u>LQ – Can I identify horizontal and vertical lines?</u></p>	<p><u>LQ – Can I identify parallel and perpendicular lines?</u></p> <p><u>LQ – Can I recognise and describe the properties of 2d shapes?</u></p> <p><u>LQ – Can I recognise and describe the properties of 3d shapes?</u></p> <p><u>LQ – Can I make 3d shapes?</u></p>	<p><u>LQ – Can I measure mass?</u></p> <p><u>LQ – Can I compare mass?</u></p> <p><u>LQ – Can I add and subtract mass?</u></p> <p><u>LQ – Can I measure capacity?</u></p> <p><u>LQ – Can I compare capacity?</u></p> <p><u>LQ – Can I add and subtract capacity?</u></p> <p><u>LQ – Can I read and record temperature?</u></p>	<p><u>Consolidation and recap of year 3 maths areas assessed as gaps in learning.</u></p>		
	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RE	<p>I can describe Sikh worship and suggest the significance of each part of it.</p> <p>I can make clear links between the teachings of the Guru Granth Sahib and seva.</p>	<p><u>LQ – How do Sikh people worship?</u></p>	<p><u>LQ – Why is the Gurdwara the heart of the Sikh community?</u></p>	<p><u>LQ – Why do Sikhs believe in serving others?</u></p>	<p><u>LQ – Why do Sikhs believe in serving others?</u></p>	<p><u>LQ – How and why do Sikhs celebrate Vaisakhi?</u></p>	<p><u>LQ – How and why do Sikhs celebrate Vaisakhi?</u></p>	<p><u>LQ – What is important to Sikhs?</u></p>

	<p>I can describe some of the same / different things Sikhs' do which show equality in the Langar.</p> <p>I can explain what happens at Vaisakhi and why Sikhs' celebrate it.</p> <p>I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p>							
<p>Computing</p>	<p>To enter data into a graph and answer questions.</p> <p>To solve an investigation and present the results in graphic form.</p> <p>To understand the uses of PowerPoint.</p> <ul style="list-style-type: none"> • To create a page in a presentation. • To add media to a presentation. • To add animations to a presentation. • To add timings to a presentation. • To use the skills learnt to design and create an engaging presentation. <p>To understand the purpose of the Slides tool.</p> <ul style="list-style-type: none"> • To add slides to presentations. • To add media to presentations. • To format text appropriately. • To add shapes and lines to enhance a presentation. • To use the skills learnt to design and create an engaging presentation. <p>E-Safety To understand that we all have rights over the content we create</p> <p>To know that whilst the internet may be 'Free' not all content is 'Free to use'</p>	<p><u>LQ – Can I enter data into a graph and answer questions?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Can I use Microsoft Powerpoint to create a page in a presentation?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Can I add media and animate a presentation?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Can I add in timings to a presentation?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Do I know what Google slides is and can I make a presentation from a blank page?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Can I add media, shapes and lines to design my pages?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>	<p><u>LQ – Can I add animations to my google slides?</u></p> <p>E-Safety <u>LQ -Can I explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause?</u></p>

<p>History</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British history. The Roman Empire and its Impact on Britain. <i>Can I describe events from the past using dates they happened – e.g. attempted and successful invasion of the Romans?</i> <i>Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?</i></p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p><i>Can I explain how events from the past have helped shape our lives? · 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?</i> Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information <i>Can I research a specific event from the past and write about it?</i> <i>Can I use various sources of evidence IT, books, reconstructions, photos and artefacts to answer questions? · Can I recognise and use primary and secondary sources to see changes to developments in lifestyles?</i> Regularly address and sometimes devise historically valid questions about change and cause. <i>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?</i></p>	<p><u>LQ – Can I identify changes made in the Iron Age after the Bronze Age?</u></p>	<p><u>LQ – What was it like to live in The Iron Age era?</u></p> <p><u>LQ – Can I order events of the Iron age era on a timeline?</u></p>	<p><u>LQ – Who were the Celts?</u></p> <p><u>LQ – Can I label and describe a Celtic roundhouse?</u></p>	<p><u>LQ -Can I explain who the Romans were and why they wanted to invade Britain?</u></p> <p><u>LQ – Can I identify the similarities and differences between the Celts and the Romans?</u></p>	<p><u>LQ – Can I use historic sources to find out why Boudicca is famous?</u></p>	<p><u>LQ – Can I describe how Boudicca’s rebellion affected Britain?</u></p>	
<p>Geography</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <i>Can I get more confident at locating countries in the UK and Europe?</i> Locate the world’s countries, using maps to focus on Europe Describe and understand key aspects of human geography, including: types of settlement and land use, <i>Can I describe some aspects of human geography?</i></p>					<p><u>LQ – Can I locate Roman cities and towns on a British map and identify how they have changed?</u></p>	<p><u>LQ -Can I locate British cities on a map linked to Boudicca’s revolt?</u></p>	<p><u>LQ - Can I locate local Roman roads and describe how they have changed?</u></p>

	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><i>Can I begin to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using; sketching maps, plans graphs and digital technologies?</i></p>							
Art	<p>Choose fabrics/threads based on colour, texture and shape cut and shape fabric using scissors/snips create fabrics by weaving materials, i.e. grass through twigs.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Plan, design and make models from observation or imagination. use papier mache to create simple 3D effects.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials. create textures and patterns in malleable materials including clay.</p> <p>Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes draw for a sustained periods of time.</p>	<p><u>LQ – Can I prepare a loom for weaving?</u></p>	<p><u>LQ - Can I weave thread using a loom?</u></p>	<p><u>LQ – Can I design and create my own hillfort?</u></p> <p><u>LQ - Can I evaluate my work?</u></p>	<p><u>LQ – Can I design my own Roman shield?</u></p>	<p><u>LQ – Can I design a Roman mosaic?</u></p>	<p><u>LQ – Can I follow my design to make a Roman mosaic?</u></p>	
D.T	N/A	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
P.E	<p><u>Gymnastics</u> Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create a sequence.</p> <p>Describes and begins to evaluate their work using simple gym vocabulary.</p> <p>Begin to notice similarities and differences in performances.</p> <p>Using turns and change of directions whilst moving in a variety of ways.</p> <p>Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing and using equipment.</p> <p><u>Games</u> Understands tactics and composition by starting to vary in responses.</p>	<p><u>Rounders</u></p> <p><u>LQ – Can I use skills with co-ordination and control? (throwing, under arm, over arm)</u></p> <p><u>Gymnastics</u></p> <p><u>LQ – Can I hold a balance with control?</u></p>	<p><u>Rounders</u></p> <p><u>LQ – Can I use skills with co-ordination and control? (batting)</u></p> <p><u>Gymnastics</u></p> <p><u>LQ – Can I link at least two movements with transitions?</u></p>	<p><u>Rounders</u></p> <p><u>LQ – Can I understand tactics and composition by starting to vary in responses?</u></p> <p><u>Gymnastics</u></p> <p><u>LQ – Can I perform different body shapes?</u></p>	<p><u>Rounders</u></p> <p><u>LQ – Can I vary skills and actions that suit the game?</u></p> <p><u>Gymnastics</u></p>	<p><u>Rounders</u></p> <p><u>LQ – Can I work well in groups to develop a game?</u></p> <p><u>Gymnastics</u></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>							
PHSE	<p>Relationships Education - By end of primary, pupils should know:</p> <p>Families and the people who care for me (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 (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>Caring friendships (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 (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p>	<p><u>LQ – Can I express how I feel when I see a baby and understand lots of changes happen as babies grow?</u></p>	<p><u>LQ – Can I explain what a baby needs to live and grow and how they develop in the mother's uterus?</u></p>	<p><u>LQ – Can I identify how boys' and girls' bodies change on the inside during the growing up process?</u></p>	<p><u>LQ – Can I recognise ideas that I might have about parenting and family roles?</u></p>	<p><u>LQ – Can I identify what I am looking forward to in year 4?</u></p>		

	<p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and 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 (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 (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. Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (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.</p> <p>Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>							
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	(H35) about menstrual well-being including the key facts about the menstrual cycle.							
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> <p>Understand that nouns can be masculine or feminine.</p>	<u>LQ – Can I listen to and repeat verbs in French?</u>	<u>LQ – Can I accurately pronounce 5 verbs in French?</u>	<u>LQ – Can I consolidate verbs and integrate Je Peux?</u>	<u>LQ – Can I use the knowledge I have learnt to read phrases in French?</u>	<u>LQ – Can I use the knowledge I have learnt to write phrases in French?</u>		
Music	<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 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. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. 	<u>LQ – Can I listen to a piece of music and describe how it makes me feel?</u>	<u>LQ – Can I identify the instruments I hear?</u>	<u>LQ - Can I compose my own percussion rhythm?</u>	<u>LQ – Can I perform my composition to an audience?</u>	<u>LQ – Can I evaluate and improve my work?</u>		

	<ul style="list-style-type: none"> ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <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 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	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.	Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.