

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

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

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

**Topic:** Can we walk, talk and live like Egyptians?

**Term:** 1

**Hooks:** *Mummify a tomato, design and create your own canopic jars, sift through Egyptian poo*

**Texts: Fiction:** Goosebumps 'The curse of the Mummy.' RL Stine

**Non-fiction** – Everything: Ancient Egypt – National Geographic kids

Area of Learning	Skill/ Small steps	Week 1 Wb 05.09.22	Week 2 Wb 12.09.22	Week 3 Wb 19.09.22	Week 4 Wb 26.09.22	Week 5 Wb 03.10.22	Week 6 Wb 10.10.22	Week 7 Wb 17.10.22
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	<p><b>The curse of the mummy</b></p> <p>Genre: fiction</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain a character's motives using inference? (E, I)</p> <p>LQ: Can you use locate key information? (R)</p> <p>LQ: Can you summarise what you have read? (S, R)</p>	<p><b>The curse of the mummy</b></p> <p>Genre: fiction</p> <p>LQ: Can you infer how a character is feeling? (I)</p> <p>LQ: Can you explain how the setting and vocabulary adds to the mood? (V,I)</p> <p>LQ: Can you retrieve information? (R)</p> <p>LQ: Can you locate key information? (R)</p>	<p><b>The curse of the mummy</b></p> <p>Genre: fiction</p> <p>LQ: Can you predict what will happen next in a text? (P)</p> <p>LQ: Can you use inference when retrieving key information? (I, R)</p> <p>LQ: Can you use a dictionary to look up definitions for new words? (V)</p> <p>LQ: Can you evaluate an author's choice of words? (E)</p>	<p><b>Everything Ancient Egypt</b></p> <p>Genre: Non-chronological report</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ: Can you explain how and why the text is presented in the book? (E)</p> <p>LQ: Can you summarise a text? (S)</p>	<p><b>Everything Ancient Egypt</b></p> <p>Genre: Non-chronological report</p> <p>LQ: Can you skim a text to find important vocabulary? (V, R)</p> <p>LQ: Can you retrieve facts? (R)</p> <p>LQ: Can you locate key information (R)</p> <p>LQ: Can you evaluate a text? (E)</p>	<p><b>Everything Ancient Egypt</b></p> <p>Genre: Persuasion – advertising</p> <p>LQ: Can you appraise an advert? (E)</p> <p>LQ: Can you retrieve key information from a text? (R)</p> <p>LQ: Can you summarise an advert with only key facts? (S)</p> <p>LQ: Can you use a dictionary to look up definitions for new words? (V)</p> <p>LQ: Can you use ambitious vocabulary? (V)</p>	<p><b>Everything Ancient Egypt</b></p> <p>Genre: Persuasion – advertising</p> <p>LQ: Can you explain what emotive language has been used and why (E,V,I)</p> <p>LQ: Can you identify and use emotive language? (V)</p> <p>LQ: Can you identify and use exaggeration? (V)</p>

<p><b>Writing English: Non-chronological report, fictional writing, persuasive texts</b></p>	<p>- Plan writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors</p>	<p>Genre: Fiction LQ: Can you generate ideas using adjectives to describe?  LQ: Can you use inference skills to visualise and describe a character?  LQ: Can you use expanded noun phrases to add detail?  LQ: Can you use conjunctions to help summarise?  LQ: Can you write in role?</p>	<p>Genre: Fiction LQ: Can you generate ideas for the next part of a narrative?  LQ: Can you use appropriate tone and intonation?  LQ: Can you choose and develop an idea?  LQ: Can you innovate the beginning of the next chapter?  LQ: Can you write the next part of the story?  (internal monologue)</p>	<p>Genre: NCR LQ: Can you identify key parts of a NCR?  L.O Can you label and explain the key features of a NCR?  LQ: Can you identify subheadings?  LQ: Can you use subheadings?  LQ: Can you distinguish between facts and opinion?</p>	<p>Genre: NCR LQ: Can you identify clauses?  LQ: Can you use commas to separate clauses?  LQ: Can you innovate an opening paragraph?  LQ: Can you research a key subject?  LQ: Can you share ideas?</p>	<p>Genre: NCR LQ: Can create a plan for your NCR?  LQ: Can you use resources to improve a plan?  LQ: Can you write the beginning of an NCR?  LQ: Can you write the end of an NCR?  LQ: Can you use editing to uplevel your work?</p>	<p>Genre: Persuasion – advertising LQ: Can you identify the features of a persuasive advert?  LQ: Can you generate a range of persuasive vocabulary?  LQ: Can you write persuasively using the prefix super?  LQ: Can you use hyperbole to persuade?  LQ: Can you create a persuasive advert?</p>	<p>Genre: Poetry LQ: Can you identify a poem's features?  LQ: Can you identify alliteration?  LQ: Can you use alliteration to describe a noun?  LQ: Can you complete your poem?</p>
<p>GPS</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b> determiner pronoun, possessive pronoun adverbial</p>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>The /i/ sound spelt y other than at the end of words</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>myth, gym, pyramid, mystery, Egypt</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Possessive apostrophe with singular proper nouns</li> </ul> <p><b>Other focus (Word class):</b></p> <ul style="list-style-type: none"> <li>Adjectives, nouns, adverbs and verbs</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>the /r/ sound spelt wr at the beginning of words.</li> <li>homophones and other words that are often confused</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>writing, written, wrong, wrap, peace/piece, main/mane, fare/fair heard/herd</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Possessive apostrophe with singular proper nouns</li> </ul> <p><b>Other focus (Capital letters):</b></p> <ul style="list-style-type: none"> <li>Used for sentence starters and proper nouns.</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>the /l/ or /əl/ sound spelt –le at the end of words; the /l/ or /əl/ sound spelt –el at the end of words; the /l/ or /əl/ sound spelt –al at the end of words; words ending in –il</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>actual, material, natural, possible, special</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural possession</li> </ul> <p><b>Other focus (Grammar):</b></p> <ul style="list-style-type: none"> <li>Standard English verb inflections</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>common exception words</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>certain, circle, decide, medicine, notice, recent</li> <li>(revisit actual, material, natural, possible, special)</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural possession</li> </ul> <p><b>Other focus (Grammar):</b></p> <ul style="list-style-type: none"> <li>Standard English verb inflections</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>the /s/ sound spelt c before e, i and y</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>centre, century, certain, circle, decide, notice,</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>words with endings sounding like /ʒə/ or /tʃə/ (spelt –sure and –ture)</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>treasure, measure, pleasure, closure</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> </ul>	<p><b>Spelling knowledge:</b></p> <ul style="list-style-type: none"> <li>words ending with –gue and –que</li> </ul> <p><b>Spelling words:</b></p> <ul style="list-style-type: none"> <li>league, tongue, antique, unique</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>

<p><b>Maths</b> <b>Maths:</b> <b>White Rose</b> <b>Scheme</b></p>	<p><u>W.R. Small Steps Progression– Autumn Block 1 (place value)</u></p> <ul style="list-style-type: none"> <li>Represent / partition numbers to 1000</li> <li>Number line to 1000 / 10,000</li> <li>Thousands</li> <li>Represent / partition numbers to 10,000</li> <li>Find 1, 10, 100, 1000 more/less</li> <li>Estimate on a number line</li> <li>Order and compare numbers to 10,000</li> <li>Roman Numerals</li> <li>Round to the nearest 10, 100 and 1000</li> </ul> <p><u>W.R. Small Steps Progression– Autumn Block 1 (addition and subtraction)</u></p> <ul style="list-style-type: none"> <li>Add and subtract 1, 10, 100 and 1000</li> <li>Add 2 4-digit numbers with / without exchange</li> <li>Subtract 2 4-digit numbers with / without exchange</li> <li>Efficient subtraction</li> <li>Estimate answers</li> <li>Use checking strategies</li> </ul>	<p><b>Place value (4 weeks)</b></p> <p>LQs</p> <ol style="list-style-type: none"> <li>Can you represent numbers to 1000?</li> <li>Can you partition numbers to 1000?</li> <li>Can you use a number line to 1000?</li> <li>Can you use place value to identify thousands?</li> <li>Can you represent numbers to 10,000?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>Can you partition numbers to 10,000?</li> <li>Can you use flexible ways to partition?</li> <li>Can you find 1, 10, 100 or 1000 more or less?</li> <li>Can you use a number line to 10,000?</li> <li>Can you estimate on a number line to 10,000?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>Can you estimate on a number line to 10,000?</li> <li>Can you compare numbers to 10,000?</li> <li>Can you order numbers to 10,000?</li> <li>Can you identify roman numerals?</li> <li>Can you use roman numerals?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>Can you round to the nearest 10?</li> <li>Can you round to the nearest 100?</li> <li>Can you round to the nearest 1000?</li> <li>Can you round to the nearest 10, 100 or 1000?</li> <li>Can you consolidate your place value knowledge?</li> </ol>	<p><b>Addition and Subtraction (3 weeks)</b></p> <p>LQs</p> <ol style="list-style-type: none"> <li>Can you add and subtract 1s, 10s, 100s and 1000s?</li> <li>Can you add 2 4-digit numbers with no exchange?</li> <li>Can you add 2 4-digit numbers with one exchange?</li> <li>Can you add 2 4-digit numbers with more than one exchange?</li> <li>Can you subtract 2 4-digit numbers with no exchange?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>Can you subtract 2 4-digit numbers with an exchange?</li> <li>Can you subtract 2 4-digit numbers with an exchange?</li> <li>Can you subtract 2 4-digit numbers with more than one exchange?</li> <li>Can you subtract 2 4-digit numbers with more than one exchange?</li> <li>Can you use efficient methods for subtraction?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>Can you estimate answers?</li> <li>Can you estimate answers?</li> <li>Can you use strategies to check your calculations?</li> <li>Can you use strategies to check your calculations?</li> <li>Can you consolidate your learning on addition and subtraction?</li> </ol>
<p><b>Science</b> <b>Science:</b> <b>Animals including humans - digestion</b></p>	<p><u>Unit of work</u> <u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><u>Working scientifically</u> <u>Monitoring and recording</u></p> <ul style="list-style-type: none"> <li><b>Secondary sources.</b> They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> <li><b>Recording.</b> They should make decisions as to how to record. They should record in notes, drawings, labelled diagrams, bar charts and simple tables. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.</li> </ul>	<p>Reason raisin: Does digestion start when you swallow?</p> <p>LQ: Can you label parts of the digestive system?</p>	<p>Reason raisin: Which is bigger- the large or small intestine?</p> <p>LQ: Can you explain the functions of parts of the digestive system?</p>	<p>N/A – extended writing.</p> <p>LQ: Can you use scientific vocabulary in a recount?</p>	<p>Reason raisin: Can a pair of tights help us understand digestion?</p> <p>LQ: Can you use your learning in a practical investigation?</p> <p>make poo</p>	<p>Reason raisin: Can you get energy from plants?</p> <p>LQ: Can you explore the stages of a food chain?</p>	<p>Reason raisin: Are all food chains linear?</p> <p>LQ: Can you interpret a range of food chains?</p>	<p>Reason raisin: Does a habitat effect a food chain?</p> <p>LQ: Can you construct your own food chain?</p>

<p>RE</p> <p><b>What do Christians learn from the Creation story?</b></p>	<ul style="list-style-type: none"> <li>God the Creator cares for the creation, including human beings.</li> <li>As human beings are part of God's good creation, they do best when they listen to God.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>[Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</li> </ul>	<p>LQ: Can you identify the wonder in nature?</p>	<p>LQ: Can you identify the wonder in man-made items?</p>	<p>LQ: Can you retell the Creation Story?</p>	<p>LQ: Can you explain how the Bible explains 'The Fall'?</p>	<p>LQ: What does the story of Adam and Eve teach us?</p>	<p>LQ: What behaviours do Christians show for God the Creator?</p>	<p>LQ: What does the Creation story teach us about the correct way to behave?</p>
<p>Computing</p> <p><b>Safety starter: Privacy and security.</b></p> <p><b>Digital literacy: Using search engines</b></p>	<ul style="list-style-type: none"> <li>Can I explore key concepts relating to online safety using concept mapping such as 2Connect?</li> <li>Can I help others to understand the importance of online safety?</li> <li>Can I understand the function, features and layout of a search engine? Can I appraise selected webpages for credibility and information at a basic level?</li> <li>Can I explore key concepts relating to online safety using concept mapping such as 2Connect?</li> <li>Can I help others to understand the importance of online safety?</li> <li>Do I know a range of ways of reporting inappropriate content and contact?</li> </ul>	<p>LQ: Can you locate information on a search results page?</p> <p>Safety starter: I can describe strategies for keeping personal information private, depending on context.</p>	<p>LQ: Can you locate information on a search results page?</p> <p>Safety starter: I can describe strategies for keeping personal information private, depending on context.</p>	<p>LQ: Can you use a search effectively to find out information?</p> <p>Safety starter: I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p>	<p>LQ: Can you use a search effectively to find out information?</p> <p>Safety starter: I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p>	<p>LQ: Can you assess the safety of information sources?</p> <p>Safety starter: I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure</p>	<p>LQ: Can you assess whether information sources are reliable and trustworthy?</p> <p>Safety starter: I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>LQ: Can you put your work into action?</p> <p>Safety starter: I know what the digital age of consent is and the impact this has on online services asking for consent.</p>
<p>History</p> <p><b>Earliest civilisations; comparison with modern and ancient Egypt</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can I describe events and periods using words such as millennium, ancient, century, civilisations, kingdoms, settlers, effects, changes, legacy?</li> <li>Can I use a timeline within a specific period in history to set out the order things happened?</li> <li>Can I begin to see the overlap between periods in history – e.g. Ancient Egyptians – across many periods?</li> <li>Can I describe events from the past using dates when things happened?</li> <li>Can I suggest why certain events happened as they did in history?</li> <li>Can I appreciate how items found belonging to the past help us to build an accurate picture of how people lived in the past?</li> <li>Can I study and make detailed comparisons of artefacts / photos and assess improvements over time to objects? (instruments)</li> <li>Can I, through research, identify similarities and differences between given periods in history?</li> <li>Can I research two versions of an event and say how they differ –</li> </ul>	<p>LQ: Can you locate Egypt in time and place?</p>	<p>LQ: How was life different for men and women, boys and girls in Ancient / modern Egypt?</p> <p>Childhood thread </p> <p>mummify a tomato</p>	<p>LQ: How and why were the Great Pyramids constructed?</p> <p>Architecture thread </p>	<p>LQ: How and what did Ancient Egyptians trade?</p> <p>Jobs / Trade Thread </p>	<p style="text-align: center; font-size: 2em;"><b>Geography</b></p>		

	<p>e.g. Tutankhamen's death / Alfred in the marshes?</p> <ul style="list-style-type: none"> <li>Can I use various sources to piece together information about a period in history – Egyptians – tombs / secondary sources?</li> </ul> <p><b>4 history threads</b></p> <p><b>Childhood</b></p> <ul style="list-style-type: none"> <li>What was life like for people in the Egyptian times.</li> <li>How did people (and therefore children) live and where did they live?</li> </ul> <p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>The phenomenon of The Great Pyramids – how did they move them?? Noting the advances</li> </ul> <p><b>Jobs, economy and trade</b></p> <ul style="list-style-type: none"> <li>What and how did Ancient Egyptians trade?</li> </ul>							
<p><b>Geography</b></p> <p><b>Rivers, water cycle,</b></p>	<ul style="list-style-type: none"> <li>Can I locate countries in Europe and Africa?</li> <li>Can I locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones and their significance?</li> <li>Can I describe some aspects of physical geography?</li> <li>Revise y3 - Mountains / volcanoes / earthquake</li> <li>Y4 - water cycle, vegetation belts, climate zones</li> <li>Can I confidently use 2 of these 3 – maps, atlases, globes or digital computer mapping to locate countries studied and describe features studied?</li> </ul>	LQ: Can you locate Egypt in time and place?	<b>History</b>			LQ: Can you identify the features of a river system?	LQ: Can you explain the three stages of a river?	Can you understand the process of the water cycle?
<p><b>Art</b></p> <p><b>Clay sculpture – canopic jars</b></p> <p><b>Record and develop ideas for mastery:</b></p>	<ul style="list-style-type: none"> <li>I know how to sculpt clay and other mouldable materials</li> <li>I can explain some of the features of art from historical periods</li> <li>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>	LQ: Can you research and plan a canopic jar?	LQ: Can you create your own canopic jar?	LQ: Can you add historical details to your jar?	LQ: Can you evaluate your design and suggest improvements?	LQ: Can you plan and sketch your sunset painting	LQ: Can you blend and mix paints to create an atmosphere?	LQ: Can you include other materials in your work?
D.T		<b>Art</b>						
<p><b>P.E</b></p> <p><b>Football</b></p>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas in a way which suits the game.</li> <li>Shows confidence in ball skills in various ways and can link them together.</li> <li>Uses skills with coordination and control.</li> <li>Takes part in competition with a strong understanding of tactics.</li> <li>Works well in a group to develop various games.</li> </ul>	LQ: Can you develop increased ball control?	LQ: Can you vary control and pace?	LQ: Can you develop your skills of challenging and intercepting?	LQ: Can you develop your skills of tackling?	LQ: Can you develop co-operation and teamwork skills?	LQ: Can you develop all of your skills?	LQ: Can you use the skills you have learned in a mini game situation?



	<ul style="list-style-type: none"> <li>Compares and comments on skills using technical vocabulary.</li> <li>Can make suggestions on how to differentiate games.</li> <li>Apply basic skills for attacking and defending.</li> <li>Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.</li> </ul>							
<p>PHSE PSHE/SRE: Jigsaw Scheme - Being Me</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know that their own actions affect themselves and others</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> </ul> <p><b>Social and emotional skills</b></p> <ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	LQ: Can you help others feel welcome?	LQ: Can you make our school community a better place?	LQ: Can you understand everyone's right to learn?	LQ: Can you care about others' feelings?	LQ: Can you show how to work well with others?	LQ: Can you explain why schools have rules and policies?	LQ: Can you devise our own learning charter?
<p>French French: Les salutations</p>	<p><b>Knowledge</b></p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <ul style="list-style-type: none"> <li>I can say hello (formally and informally)</li> <li>Say my name in French</li> <li>I can ask how someone is feeling and reply</li> <li>I can say goodbye and see you soon.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Les salutations</li> <li>Bonjour</li> <li>Salut</li> <li>Je m'apelle</li> <li>Ca va</li> <li>Ca va bien</li> <li>Ca va mal</li> <li>Comme ci comme ca</li> <li>Au revoir</li> <li>A plus tard</li> </ul>	LQ: Can you say hello in French?	LQ: Can you say your name in French?	LQ: Can you find out how someone is feeling?	LQ: Can you tell someone how you feel?	LQ: Can you say goodbye in French?	LQ: Can you extend your goodbye?	LQ: Can you consolidate your learning?

<p><b>Music</b> <b>Recorders</b> <b>linking to</b> <b>Cheranga</b> <b>music</b></p>	<ul style="list-style-type: none"> <li>To confidently move to the pulse.</li> <li>Talk about the music and how it makes them feel.</li> <li>When you talk try to use musical words.</li> <li>Pulse: Finding the pulse – the heartbeat of the music.</li> <li>Rhythm: the long and short patterns over the pulse.</li> <li>To sing in unison and in simple two-parts.</li> <li>To know how to demonstrate a good singing posture.</li> <li>Play any one, or all 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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	<p>LQ: Can you hold a recorder correctly to play a simple rhythm and treat the instrument with respect?</p>	<p>LQ: Can you play an instrument in time to a given pulse?</p>	<p>LQ: Can you play 2 or 3 notes on the recorder using notation to guide you?</p>	<p>LQ: Can you use to hands on the recorder to play/copy notes?</p>	<p>LQ: Can you play a part (amongst 2 given parts) in time with others?</p>	<p>LQ: Can you perform a part (one of 2)?</p>	<p>LQ: Can you improvise a tune based on the notes you have learnt this term?</p>
<p><b>Learning Environment</b> <b>in corridor</b> <b>displays</b></p>		<p>RE: What can we learn from the creation story?</p> <p>Topic: Ancient Egyptians</p> <p>Science: Animals including humans (digestion)</p>						

**INSPIRE DAYS –**

- *Mummify a tomato*
- *Design and create your own canopic jars*
- *Make poo*
- *INSPIRE DAY- Black History 21.10.22*