

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:** Could you be the next pop sensation?

**Term:** 4

**Hooks:** Dress us as a rockstar, Make your own tambourines, TTRS champion

**Texts: Fiction:** The Sound Collector – Roger McGough, The Accidental Rockstar – Tom McLaughlin

**Non-fiction** – Drum Dream Girl – Margarita Engle

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Wb 21.02.23 (4 days)	Week 2/ lesson 2 Wb 27.02.23	Week 3/ lesson 3 Wb 06.03.23	Week 4/ lesson 4 Wb 13.03.23	Week 5/ lesson 5 Wb 20.03.23	Week 6/ lesson 6 Wb 27.03.22
<b>Reading</b>	Different VIPER skills taught in conjunction with class reader and texts linking to our Potions topic. Alice in Wonderland – Lewis Carroll	<b>Drum Dream Girl</b> <b>Genre: biography writing</b>  LQ: Can you make predictions about a text? (P)  LQ: Can you summarise what you have just read? (S, R)  LQ. Can you explain the layout of the text? (E)  LQ: Can you recall events in a story? (S)  LQ: Can you sequence events? (S)	<b>Drum Dream Girl</b> <b>Genre: biography writing</b>  LQ: Can you use inference to explain a character’s motives? (I)  LQ: Can explain how the setting adds to the mood? (I)  LQ; Can you express your opinion? (E)  LQ: Can you explain your reasons? (E)  LQ: Can you investigate new vocabulary? (V)	<b>Drum Dream Girl</b> <b>Genre: biography writing</b>  LQ. Can you use a dictionary to write definitions for new vocabulary? (V)  LQ: Can you use retrieval to answer questions? (R)  LQ: Can you locate key information? (R)  LQ. Can you use inference when retrieving key information? (I, R)  LQ: Can evaluate a text? (E)	<b>The Accidental Rockstar</b> <b>Genre: story writing</b>  LQ: Can you make predictions about a text? (P)  LQ: Can you explain the genre of the text? (E)  LQ. Can you explain why the text is presented how it is? (E)  LQ: Can you summarise key information (S, R)  LQ: Can you explain your summary? (E, S)	<b>The Accidental Rockstar</b> <b>Genre: story writing</b>  LQ: Can you explain how vocabulary adds to the setting? (E, V, I)  LQ: Can you skim a text to find important vocabulary? (V, R)  LQ: Can you retrieve facts to evidence an argument? (R)  LQ: Can you summarise to write a ‘blurb’? (S)  LQ. Can you sequence a text (S)	<b>The Sound Collector</b> <b>Genre: Poetry</b>  LQ: Can you summarise a text? (S)  LQ: Can you identify ambitious vocabulary? (V)  LQ; Can you innovate new ideas based on the text given? (V)  LQ: Can you explain how the author has presented their work? (E)  LQ. Can you explain your opinion on the text? (E)

<p><b>Writing</b> English: Debate, persuasive writing, creative writing</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: Biography writing</p> <p>LQ: Can you write about someone famous?</p> <p>LQ: Can you identify the key features of a biography?</p> <p>LQ: Can you annotate the key parts of a biography?</p> <p>LQ: Can you write in the past tense?</p>	<p>Genre: Biography writing</p> <p>LQ: Can you order facts in chronological order?</p> <p>LQ: Can you use headings and subheadings accurately?</p> <p>LQ: Can you organise paragraphs around a theme?</p> <p>LQ: Can you use subordinating conjunctions in an opening paragraph?</p> <p>LQ: Can you use subordinating conjunctions in a closing paragraph?</p>	<p>Genre: Biography writing</p> <p>LQ: Can you conduct your own research of an historical figure?</p> <p>LQ: Can you use choose accurate homophones? (there, their, they're)</p> <p>LQ: Can you create a plan of your biography?</p> <p>LQ: Can you draft the beginning of your biography?</p> <p>L.O Can you draft the end of your biography?</p> <p>LQ: Can you write and present your work in neat?</p>	<p>Genre: Story writing</p> <p>LQ: Can you explore different story openers?</p> <p>LQ: Can you look at different uses of speech to open a story?</p> <p>LQ: Can you explain different types of speech?</p> <p>LQ: Can you punctuate direct speech accurately?</p> <p>LQ: Can you apply your knowledge of direct speech?</p>	<p>Genre: Story writing</p> <p>LQ: Can you generate speech-based starters?</p> <p>LQ: Can you use modifying adjectives to add detail to your writing?</p> <p>LQ: Can you plan your story beginning?</p> <p>LQ: Can you write a story opening with speech?</p> <p>LQ: Can you write a story opening with speech?</p>	<p>Genre: Poetry</p> <p>LQ: Can you collect sounds?</p> <p>LQ: Can you analyse a poem's structure?</p> <p>LQ: Can you innovate a text?</p> <p>LQ: Can you draft a poem using acquired knowledge?</p> <p>LQ: Can you present your work in neat?</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><u>Spelling knowledge:</u> the /b/ sound spelt a after w and qu; the /3:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w <u>Spelling words:</u> revisit: watch, wander, squash; work, world; warm, towards LQ: Can you identify word types? LQ: Can you identify word types?</p>	<p><u>Spelling knowledge:</u> words ending in –tion <u>Spelling words:</u> fiction, fraction, direction, attention invention, injection, action, completion, intention, <b>mention, position, question</b> LQ: Can you accurately use are / our? LQ: Can you accurately use are / our?</p>	<p><u>Spelling knowledge:</u> common exception words <u>Spelling words:</u> <b>favourite, interest, interesting, minute, often, ordinary, potatoes, separate, surprise</b> equivalent LQ: Can you use apostrophes for possession? LQ: Can you use apostrophes for possession?</p>	<p><u>Spelling knowledge:</u> prefixes: the prefixes anti- and inter- <u>Spelling words:</u> antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive LQ: Can you use apostrophes for plural possession? LQ: Can you use apostrophes for plural possession?</p>	<p><u>Spelling knowledge:</u> The suffix -ation <u>Spelling words:</u> teach: hesitation, adoration, information, sensation, preparation, admiration LQ: Can you use fronted adverbials? LQ: Can you accurately punctuate fronted adverbials?</p>	<p><u>Spelling knowledge:</u> endings that sound like /jən/, spelt –tion, –sion, –ssion, –cian <u>Spelling words:</u> physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, LQ: Can identify word types? LQ: Can you use word types?</p>

<p><b>Maths</b> <b>Maths: White Rose Scheme</b></p>	<p>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>LQs</p> <p><b>Fractions</b></p> <ol style="list-style-type: none"> <li>1. Can you explore whole numbers?</li> <li>2. Can you count in fractions beyond one?</li> <li>3. Can you partition a mixed number?</li> <li>4. Can you use number lines with mixed numbers?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>1. Can you compare and order mixed numbers?</li> <li>2. Can you explore improper fractions?</li> <li>3. Can you convert mixed numbers to improper fractions?</li> <li>4. Can you convert improper fractions to mixed numbers?</li> <li>5. Can you practise your learning on converting? (E)</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>1. Can you place equivalent fractions on a number line?</li> <li>2. Can you explore equivalent fraction families?</li> <li>3. Can you add 2 or more fractions?</li> <li>4. Can you add fractions and mixed numbers?</li> <li>5. Can you subtract 2 fractions?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>1. Can you subtract from whole numbers?</li> <li>2. Can you practise subtracting from mixed numbers? (P)</li> <li>3. Can you subtract from mixed numbers? (S)</li> <li>4. Can you consolidate your learning on fractions?</li> </ol> <p><b>Decimals</b></p> <ol style="list-style-type: none"> <li>5. Can you look at tenths as fractions?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>1. Can you see tenths as decimals?</li> <li>2. Can you place tenths on a place value grid?</li> <li>3. Can you place tenths on a number line?</li> <li>4. Can you divide a 1-digit number by 10?</li> <li>5. Can you divide a 2-digit number by 10?</li> </ol>	<p>LQs</p> <ol style="list-style-type: none"> <li>1. Can you look at hundredths as fractions?</li> <li>2. Can you see hundredths as decimals?</li> <li>3. Can you place hundredths on a place value grid?</li> <li>4. Can you divide 1- or 2-digit numbers by 100?</li> <li>5. Can you consolidate your learning on decimals?</li> </ol>
<p><b>Science</b> <b>Sound as vibrations</b></p>	<p><b>Sounds</b></p> <ul style="list-style-type: none"> <li>I can identify how sounds are made, associating some of them with something vibrating</li> <li>I can recognise that vibrations from a sound travel through a medium to the ear.</li> <li>I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>I can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Skills – asking questions</b></p> <ul style="list-style-type: none"> <li><b>Raising Questions.</b> They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.</li> <li><b>Choosing a suitable scientific enquiry.</b> They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions</li> </ul> <p><b>Monitoring and recording</b></p> <ul style="list-style-type: none"> <li><b>Observations.</b> They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.</li> <li><b>Fair testing.</b> Recognise when a simple fair test is necessary.</li> <li><b>Choosing equipment.</b> They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.</li> </ul>	<p>LQ: Can you identify how sounds are made?</p>	<p>LQ: Can you identify how you hear sounds?</p>	<p>LQ: Can you explain how vibrations cause sounds to be heard?</p>	<p>LQ: Can you explore the effect of distance on sound?</p>	<p>LQ: Can you investigate what materials absorb sound?</p>	<p>LQ: Can you create a musical instrument and explain how it works?</p>

	<ul style="list-style-type: none"> <li>• <b>Collecting data.</b> They should collect data from their own observations and measurements.</li> <li>• <b>Measuring.</b> They should use standard units.</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><b>Concluding</b></p> <ul style="list-style-type: none"> <li>• <b>Analysing data.</b> They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected.</li> </ul>						
<p>RE <b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i></p>	<ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> </ul> <p><b>Skills - expected</b></p> <ul style="list-style-type: none"> <li>• Describe some ways</li> <li>• Ask questions and suggest some of their own responses</li> <li>• Suggest why</li> <li>• Identify how</li> <li>• Make connections between stories</li> <li>• Give examples of how and suggest reasons why</li> <li>• Discuss their own and others ideas</li> <li>• Explore and suggest ideas</li> <li>• Link up some questions and answers</li> </ul> <p><b>Skills -exceeding</b></p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences</li> <li>• Discuss and present their own ideas about why</li> <li>• Express their own understanding</li> <li>• Present their own ideas about attitudes</li> <li>• Make between key concepts and the big story of the Bible</li> <li>• Consider and evaluate</li> <li>• Suggest how and why</li> <li>• Express ideas</li> </ul>	<p>LQ: Can you generate ideas about salvation?</p>	<p>LQ: What happened at the beginning of Holy Week?</p>	<p>LQ: What happened at the end of Holy Week?</p>	<p>LQ: What symbols and actions do Christians have to remember the death of Jesus?</p>	<p>LQ: What do the behaviours of Jesus' disciples teach us?</p>	<p>LQ: Why do Christians call the day Jesus died 'Good Friday'?</p>

<p><b>Computing</b></p> <p><b>Computing: Coding: Sharing and retrieving information from variables.</b></p> <p>Safety starter: self-image and identity</p>	<ul style="list-style-type: none"> <li>When turning a real-life situation into an algorithm, can children's design show that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition? Can I make more intuitive attempts to debug my programs?</li> <li>Can I use timers to achieve repetition effects that are more logical and are integrated into my program design?</li> <li>Can I explain 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their program?</li> <li>Do I understand how variables can be used to store information while a program is executing?</li> <li>Can I make use of user inputs and outputs such as 'print to screen'?</li> <li>Do my designs for my programs show that I think of the structure of a program in logical, achievable steps and am absorbing some new knowledge of coding structures? E.g. 'if' statements, repetition and variables.</li> <li>Can I trace code and use step through methods to identify errors in code and make logical attempts to correct this? E.g. traffic light algorithm in 2Code.</li> <li>In programs such as Logo, Can I 'read' programs with several steps and predict the outcome accurately. (logo)</li> </ul> <p><u>Online safety</u></p> <ul style="list-style-type: none"> <li>I can explain how my online identity can be different to the identity I present in 'real life'</li> <li>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</li> </ul>	<p>LQ: Can I begin to code?</p> <p>Safety starter: I can explain how my online identity can be different to my online identity</p>	<p>LQ: Can I vary my coding by adding in variables?</p> <p>Safety starter: I can explain how my online identity can be different to my offline identity.</p>	<p>LQ: Can I test out the effect of variables on code?</p> <p>LQ: I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p>	<p>LQ: Can I create more advanced code?</p> <p>LQ: I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p>	<p>LQ: Can I use my coding skills?</p> <p>LQ: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>LQ: Can I solve increasingly complex coding?</p> <p>LQ: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>
<p><b>History</b></p> <p><b>History of music, making comparisons between genres.</b></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Can I describe events and periods using words such as millennium, ancient, century, civilizations, 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 describe events from the past using dates when things happened?</li> <li>Can I use mathematical knowledge to work out how long-ago events happened?</li> <li>Can I describe events from the past using dates when things happened?</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>Can I study and make detailed comparisons of artefacts / photos and assess improvements over time to objects? (instruments)</li> </ul>	<p>Can you look at connections and trends of music of different generations?</p> <p>Childhood thread </p>	<p>Can you look at contrasts of music of different generations and give reasons?</p> <p>Childhood thread </p>	<p>LQ: Can you investigate the causes of change in music and compare photographic sources to see improvements?</p>	<p><b>Geography</b></p>		

<p><b>Geography</b></p> <p><b>Locating countries from around the world with different musical cultures</b></p>	<p><u>Location knowledge:</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on countries, and major cities</li> <li>Revisit: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Geographical skills and framework</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<h1>History</h1>				<p>LQ: How does a country's culture impact its music?</p>	<p>LQ: Can you identify similarities and differences across music from different countries?</p>	<p>LQ: Can you research famous carnivals?</p>
<p>Art</p>	<h2>D and T Focus</h2>							
<p><b>D.T</b></p> <p><b>Plan and design an instrument, make prototypes, research and evaluate existing products to improve and plan work.</b></p>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Use research for design ideas</li> <li>Show design meets a range of requirements and is fit for purpose</li> <li>Begin to create own design criteria</li> <li>Have at least one idea about how to create product and suggest improvements for design.</li> <li>Produce a plan and explain it to others say how realistic plan is.</li> <li>include an annotated sketch</li> <li>make and explain design decisions considering availability of resources explain how product will work</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> <li>select appropriate materials, fit for purpose; explain choices</li> <li>work through plan in order.</li> <li>realise if product is going to be good quality</li> <li>measure, mark out, cut and shape materials/components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy apply a range of finishing techniques with some accuracy</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Refer to design criteria while designing and making</li> <li>use criteria to evaluate product</li> <li>Begin to explain how I could improve original design</li> <li>Evaluate existing products, considering: how well they've</li> </ul>	<p>LQ: Can you research a range of designs?</p>	<p>LQ: Can you plan your product?</p>	<p>LQ: Can you create a detailed annotated sketch?</p>	<p>LQ: Can you compile a list of resources and equipment and explain their uses?</p>	<p>LQ: Can you construct your product?</p>	<p>LQ: Can you evaluate your product and suggest improvements?</p>	

	<p>been made, materials, whether they work, how they have been made, fit for purpose</p> <ul style="list-style-type: none"> <li>Discuss by whom, when and where products were designed</li> </ul>						
<p>P.E PE: Elite Netball</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> <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>	LQ: Can you develop passing skills?	LQ: Can you develop intercepting skills?	LQ: Can you develop challenging skills?	LQ: Can you develop footwork skills?	LQ: Can you develop shooting skills?	LQ: Can you develop tactical awareness in game situations?
<p>PHSE PSHE/SRE: Jigsaw Scheme - Healthy Me</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them</li> <li>Know which friends they value most</li> <li>Know that there are leaders and followers in groups</li> <li>Know that they can take on different roles according to the situation</li> <li>Know the facts about smoking and its effects on health</li> <li>Know some of the reasons some people start to smoke</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know some of the reasons some people drink alcohol</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> </ul> <p><b>Social and emotional skills</b></p> <ul style="list-style-type: none"> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and know-how to be assertive</li> </ul>	LQ: Can you recognise different friendship groups and your place within them?	LQ: Can you explore the different roles and responsibilities in a group?	LQ: Can you explain facts about smoking and what effect it has on peoples' health?	LQ: Can you explain facts about drinking alcohol and what effect it has on peoples' health?	LQ: Can you understand the effect of pressure from others and how to say no?	LQ: Can you understand and explain your feelings of right and wrong?

<p>French Musical instruments</p> <p>Language Angels scheme of work</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</li> <li>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>le</li> <li>la</li> <li>les</li> <li>la trompette</li> <li>la batterie</li> <li>la guitare</li> <li>la flûte à bec</li> <li>a clarinette</li> <li>la harpe</li> <li>le piano</li> <li>le triangle</li> <li>le violon</li> <li>les cymbales</li> <li>Je joue (du, de la, des)</li> </ul>	<p>LQ: Can you learn the names to 5 instruments?</p>	<p>LQ: Can you further learn names of instruments?</p>	<p>LQ: Can you revise the name of instruments?</p>	<p>LQ: Can you learn how to say 'I play' in French?</p>	<p>LQ: Can you consolidate your learning?</p>	<p>LQ: Can you revise vocabulary?</p>
<p>Music – Cheranga scheme of work</p>	<p><b>Focus Playing/performing Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>Singing in a group can be called a choir.</li> <li>A leader/conductor is the person the group follow.</li> <li>Songs can make you feel different emotions.</li> <li>Singing in a group is fun but you must listen to each other.</li> <li>To know why you must warm up your voice.</li> <li>I know about texture in music (how a solo singer makes a thinner texture than a large group).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Can I sing in unison or in simple two-parts?</li> <li>Can I demonstrate a good singing posture?</li> <li>Can I follow a leader when singing?</li> <li>Can I explore enjoying solo singing?</li> <li>Can I sing with an awareness of being 'in tune'?</li> <li>Can I have an awareness of the pulse internally when singing?</li> <li>I can re-join a song if I get lost.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> <li>Know and be able to talk about: - How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> </ul>	<p>LQ: Can I play a part in time with a song?</p>	<p>LQ: Can I play a part confidently in time with a song?</p>	<p>LQ: Can I learn to sing a well-known French song as a round?</p>	<p>LQ: Can I learn to play a tune in time with a well-known song?</p>	<p>LQ: Can I play my part confidently with a well-known tune?</p>	<p>LQ: Can I perform my part confidently with along with a well-known song?</p>



	<ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• To know and be able to talk about: -The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>• To treat instruments carefully and with respect.</li> <li>• Play parts on a tuned instrument</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> </ul>						
<p>Learning Environment in corridor displays</p>		<p>Topic: Musical instruments and cultures around the world.</p> <p>Science: Sound as vibrations</p> <p>RE: Salvation</p>					

INSPIRE DAYS –

Making our own instruments

Collecting sounds in the surrounding areas

27<sup>th</sup> February – Pancake Races

3<sup>rd</sup> March – World Book Day

8<sup>th</sup> March – Inspire Day – International Women’s Day

6<sup>th</sup> and 8<sup>th</sup> March – Parents Evenings

17<sup>th</sup> March – Sport Relief

28<sup>th</sup> March – Easter Service

31<sup>st</sup> March – Easter Egg Hunt and Year 4 worship