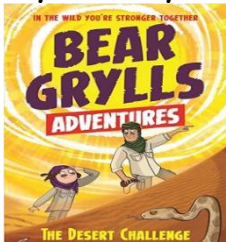
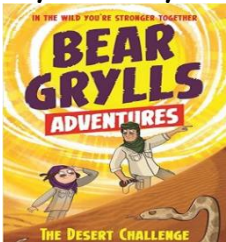
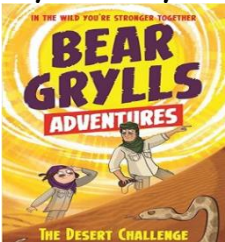
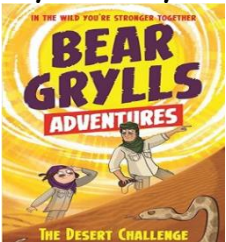
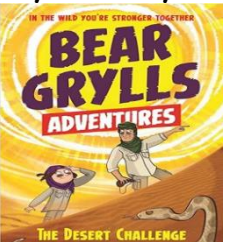




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 1 2024**  
**Phase Lower Key Stage 2 Year Group 3**



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
<b>Big Question</b>	What makes a desert, a desert?					
<b>Connected Concepts</b>	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance
<b>Book Studies</b>	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 	A Bear Grylls Adventure The Desert Challenge by Bear Grylls 
<b>Children steering learning....</b>	Do all deserts have sand? How do animals survive in the desert? How can deserts manage without water? How often would you come across an oasis in the desert? What do you need to survive in the desert? Is the desert a place that people can visit or even live? What is different and the same about deserts around the world? What are the greatest dangers of the desert? Which is the hottest and which is the coldest desert in the world? Are deserts used for anything by humans?					
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, <b>Grammar and Punctuation</b>	Persuasive adverts - Advertising desert holidays.  <b>Begin to use apostrophes for possession.</b>  <b>Understand paragraphs as a way to group related material.</b>  <b>Extend the range of sentences with more than one clause by using a wider range of</b>	Persuasive adverts - Advertising desert holidays.  <b>Understand paragraphs as a way to group related material.</b>  <u>Phase 2: Understanding as a writer.</u> Use ambitious vocabulary in effective sentences with fronted adverbials.  Use figurative language effectively in persuasive sentences.	Instructional writing - How to Survive in the Desert.  <b>Use conjunctions, adverbs and prepositions to express time and cause.</b>  <u>Phase 1: Hook and understanding as a reader.</u> Order the instructions using knowledge of structure and create drama to show how to prepare for desert.	Instructional writing - How to Survive in the Desert.  <b>Use the present perfect form of verbs in contrast to the past tense.</b>  <u>Phase 2: Understanding as a writer.</u> Use rhetorical questions effectively in instructional writing.  Write an effective set of instructions using a given plan.  <u>Assessment Indicator:</u>	Narrative writing - Adventure stories set in desert.  <b>Begin to use inverted commas to punctuate direct speech.</b>  <u>Phase 1: Hook and understanding as a reader.</u> Create an emotion graph to show the experience of a reader from different points in a text.  <u>Phase 2: Understanding as a writer.</u>	Narrative writing - Adventure stories set in desert.  <b>Understand paragraphs as a way to group related material.</b>  <u>Phase 2: Understanding as a writer.</u> Extend ideas using a broad range of conjunctions.  <u>Phase 3: Composition.</u> Write an effective adventure story.

	<p><b>conjunctions, including when, if, because, although.</b></p> <p><u>Phase 1: Hook and understanding as a reader.</u> Compare a persuasive leaflet to a non-persuasive leaflet and identify which features entice the reader.</p> <p><u>Phase 2: Understanding as a writer.</u> Identify the features of a persuasive leaflet.</p> <p>Identify use of exaggeration a persuasive leaflet.</p> <p>Use a range of clauses in persuasive sentences.</p>	<p>Plan a persuasive leaflet.</p> <p><u>Phase 3: Composition.</u> Write a persuasive leaflet for visiting a desert holiday.</p> <p><u>Assessment Indicator:</u> <i>Organise paragraphs around a theme. Use broad and varied conjunctions to extend sentences.</i></p>	<p>Identify the features of instructions.</p> <p>Identify and use ambitious vocabulary.</p>	<p><i>Use organisational features effectively. Use conjunctions to express time and cause.</i></p>	<p>Write effective dialogue for narrative.</p> <p>Use ambitious vocabulary effectively in descriptive sentences using figurative language.</p>	<p><u>Assessment Indicator:</u> <i>Use inverted commas to accurately mark direct speech.</i></p>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p><b>Measurement</b></p> <p>-Geometry</p> <p>Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>To be able to multiply and divide a 2 digit number by a single digit using a written method. Modelling and use of concrete materials to introduce chunking method for division.</p> <p>Fluency activities to practise using the method.</p> <p>Maths rehearsal sequence based on +- multiples of 10 crossing boundaries.</p>	<p>Multiplication and Division.</p> <p>Solve problems, including involving multiplication and division using both mental and expanded written methods.</p> <p>Mentally +- multiples of 10 crossing boundaries.</p>	<p>Multiplication and Division.</p> <p>Solve problems, involving multiplication and division, using both mental and expanded written methods.</p> <p>Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200.</p> <p><u>Assessment Indicator:</u> <i>Use mental and written methods for multiplication and division to solve a range of problems.</i></p>	<p>Fractions.</p> <p>Find fractions of shapes and amounts to solve problems.</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Using multiplication and division to help find fractions of shapes and amounts of non-unit fractions.</p> <p>Using number lines, images and fraction pieces to count forwards and backwards in tenths and to represent tenths as dividing by 10.</p> <p>Maths rehearsal sequence</p>	<p>Fractions.</p> <p>Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</p> <p>Using practical apparatus and images in a range of activities to add and subtract fractions with the same denominator less than 1.</p> <p>Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200</p> <p><u>Assessment Indicator:</u> <i>TO + - fractions with same denominator within a whole</i></p>	<p>Geometry.</p> <p>Draw and identify properties of 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Maths rehearsal sequence Doubles and halves of multiples of 10 up to 200</p>

				Doubles and halves of multiples of 10 up to 200.		
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<b>Light and Shadows.</b> <b>Identify sources of light</b> <b>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</b> Identify light sources and sort natural, man-made sources and not a light source.	<b>Light and Shadows.</b> <b>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</b> Discuss dangers of sunlight and identify ways to protect themselves.	<b>Light and Shadows.</b> <b>Recognise that they need light in order to see things and that dark is the absence of light.</b> <b>Use results to draw simple conclusions, make predictions.</b> Light box investigation to prove that in order to see you need a light source.	<b>Light and Shadows.</b> <b>Notice that light is reflected from surfaces</b> Understand what makes a surface reflective and understand how reflective surfaces are used in everyday life. Conduct a reflection hunt.	<b>Light and Shadows.</b> <b>Recognise that they need light in order to see things and that dark is the absence of light.</b> <b>Notice that light is reflected from surfaces.</b> <b>Ask and answer relevant questions.</b> Investigate which materials are the most translucent, transparent or opaque.  <u><b>Assessment Indicator:</b></u> <i>Define transparent, translucent and opaque.</i>	<b>Light and Shadows.</b> <b>Find patterns in the way that the size of shadows change.</b> Exploring shadows as they change throughout the day; drawing round their shadows at different times of the day.  Observational drawings of shadows when a light source (torch) is held in different positions.  <u><b>Assessment Indicator:</b></u> <i>Describe how we see objects in lights and can describe dark as the absence of light.</i>
<b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b> <b>-Health and Well-Being</b> <b>-Living in the Wider world</b>  <b>Relationships and Sex Education (RSE) and Health Education</b>	<b>PSHEE JIGSAW SOW: Relationships.</b>  <b>Demonstrate that they recognise their own worth and that of others.</b>  <b>Recognise what constitutes a positive, healthy relationship.</b> Family Roles and responsibilities - identify the roles and responsibilities of each member of the family and reflect on expectations for males and females. (Individual liberty)	<b>PSHEE JIGSAW SOW: Relationships.</b>  <b>Demonstrate that they recognise their own worth and that of others.</b>  <b>Recognise what constitutes a positive, healthy relationship.</b> Family Roles and responsibilities - identify the roles and responsibilities of each member of the family and reflect on expectations for males and females. (Individual liberty)	<b>PSHEE JIGSAW SOW: Relationships.</b>  <b>Develop strategies for keeping emotionally and physically safe including online safety.</b>  Keeping myself safe online. Know and use strategies for keeping safe on line. (Individual liberty)	<b>Sticky Knowledge.</b> <b>Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b>	<b>PSHEE JIGSAW SOW: Relationships.</b>  <b>Know there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</b>  <b>Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</b>  <b>Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</b> Being a global citizen - Understand how my needs and rights are shared by	<b>PSHEE JIGSAW SOW: Relationships.</b>  <b>Demonstrate that they recognise their own worth and that of others.</b>  <b>Recognise what constitutes a positive, healthy relationship.</b> Celebrating my web of relationships - know how to express appreciation to friends and family. (Tolerance)

					children around the world and can identify how lives may be different. (Rule of law)	
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Create actions in response to a stimulus individually and in groups. To remember, repeat and create actions to represent an idea.</p> <p><b>Assessment Indicator:</b> Create short dance phrases that communicate the idea.</p> <p>Outdoor PE Rounders.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations. To develop throwing and catching with accuracy and apply these to striking and fielding game.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Use dynamics effectively to express an idea. To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>Outdoor PE Rounders.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up. To develop bowling and learn the rules of the skill within this game.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Perform short, self-choreographed phrases showing an awareness of timing. To use choreographing ideas to develop our dance.</p> <p>Outdoor PE Rounders.</p> <p>Begin to strike a bowled ball after a bounce with different equipment. To develop batting technique and understand where to hit the ball</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Use direction to transition between formations. To use straight pathways and clear changes in direction in a line dance.</p> <p>Outdoor PE Rounders.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up. To develop fielding techniques and apply them to game situations.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Create actions in response to a stimulus individually and in groups. To use canon and unison to make our dance look interesting.</p> <p>Outdoor PE Rounders.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up. To play different roles in a game and begin to think tactically about each role.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Dance.</p> <p>Develop an understanding of formations. To use formations, canon and unison to make our dance look interesting.</p> <p><b>Assessment Indicator:</b> Use dynamic and expressive qualities in relation to an idea.</p> <p>Outdoor PE Rounders.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up. To apply skills and knowledge to compete in a tournament.</p>
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	<p><b>Creating Media</b> <b>Stop Frame Animations.</b></p> <p>To independently create an identification tool. Create a branching database to identify different types of dinosaur, based on the paper-based version that they created in Lesson 5.</p> <p>Work with a partner to test that their database works, before considering real-world applications for branching databases.</p> <p><b>Assessment Indicator:</b> Create a branching</p>	<p><b>Creating Media</b> <b>Stop Frame Animations.</b></p> <p>Stop frame animation To explain that animation is a sequence of drawings or photographs. Discuss whether we think a picture can move.</p> <p>Learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.</p>	<p><b>Creating Media</b> <b>Stop Frame Animations.</b></p> <p>To relate animated movement with a sequence of images. Make a stop-frame animation using a tablet. Predict what an animation will look like.</p> <p>Explain why little changes are needed for each frame.</p> <p>Create an effective stop-frame animation.</p>	<p><b>Sticky Knowledge-</b> <b>Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p>	<p><b>Creating Media</b> <b>Stop Frame Animations.</b></p> <p>To plan an animation. Break down a story into settings, characters and events. Create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation.</p> <p><b>Assessment Indicator:</b> Describe an animation that is achievable on screen. Create a storyboard.</p>	<p><b>Creating Media</b> <b>Stop Frame Animations.</b></p> <p>To identify the need to work consistently and carefully. Based on prior learning, use tablets to carefully create stop-frame animations, paying attention to consistency. (Mutual respect and Tolerance)</p> <p><b>Assessment Indicator:</b> Use onion skinning to help make small changes between frames.</p>

	<p>database that reflects my plan.</p> <p>Work with a partner to test my identification tool</p> <p>Suggest real-world uses for branching databases.</p>					<p>Review a sequence of frames to check work.</p> <p>Evaluate the quality of my animation.</p>
<p><b>Geography</b></p> <p><b>-Locational and Place Knowledge</b></p> <p><b>-Field Work</b></p> <p><b>-Using Globes, Maps and Plans</b></p>	<p><b>Major:</b></p> <p>Understand characteristics of deserts and how people use them.</p> <p>Understand the typical characteristics of a desert.</p>	<p><b>Major:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate and explore features of deserts.</p> <p>Earth Day.</p> <p>Identify pollution in the local area.</p>	<p><b>Major:</b></p> <p>Identify some human and physical features of deserts.</p> <p>Describe physical features of deserts.</p> <p><u><b>Assessment Indicator:</b></u></p> <p>Describe &amp; understand key aspects of physical geography, including rivers, mountains and deserts.</p>	<p><b>Major:</b></p> <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><b>Major:</b></p> <p>Understand characteristics of deserts and how people use them.</p> <p>Understand different ways that people use deserts</p> <p><u><b>Assessment Indicator:</b></u></p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p>	<p><b>Major:</b></p> <p>Understand characteristics of deserts and how people use them.</p> <p>Understand some threats and dangers of deserts.</p>
<p><b>History</b></p> <p><b>-Chronology</b></p> <p><b>-Concepts</b></p> <p><b>-Interpretation</b></p> <p><b>-Enquiry</b></p> <p><b>-Communication</b></p>					<p><b>Minor:</b></p> <p>Ask valid questions for enquiries and answer using a number of sources</p> <p>Why was the arrival of the Empire Windrush such an important story?</p> <p><u><b>Assessment Indicator:</b></u></p> <p>Make deductions from different sources e.g. text/picture/objects based on what is included.</p>	
<p><b>Religious Education, Beliefs and Values</b></p> <p><b>-Believing</b></p> <p><b>-Expressing</b></p> <p><b>-Living</b></p>	<p>EXPRESSING</p> <p>Why do people pray?</p> <p>Islam: Describe ways in which prayer can comfort and challenge believers.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Identify the important elements Muslims must consider when they pray.</p>	<p>EXPRESSING</p> <p>Why do people pray?</p> <p>Islam: Describe the practice of prayer in Islam.</p> <p>Explore Muslim accounts of what prayer means to them, identifying how their religion can sway their views, guide them and challenge them.</p> <p>(Respect and Tolerance)</p>	<p>EXPRESSING</p> <p>Why do people pray?</p> <p>Christianity: Describe the practice of prayer in Christianity.</p> <p>Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers.</p>	<p>EXPRESSING</p> <p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>EXPRESSING</p> <p>Why do people pray?</p> <p>Hinduism: Describe the practice of prayer In Hinduism.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Identify and label religious artefacts used during Hindu Prayer, exploring</p>	<p>EXPRESSING</p> <p>Why do people pray?</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Facilitate a P4C session.</p> <p>Write statements that could be true for Christians, Hindus and Muslims about prayer, and some statements that</p>

		<p><b>Assessment Indicator:</b> Describe the practice of prayer in Islam – Being Clean, being in a clean place, facing Makkah, preparing the mind, submission of body, words of prayer. Make connections between what Muslims believe about prayer and what they do when they pray. (Respect/Tolerance)</p>	<p>Identify how different artefacts are using during Christian prayer and consider how Christians would feel without these during prayer.  <b>Assessment Indicator:</b> Detail the meaning of the Lord's Prayer. Consider that Christians pray in different ways at different times Know the symbols used in Christian prayer. (Respect/Tolerance)</p>		<p>how this exemplifies Hindu beliefs and values. <b>Assessment Indicator:</b> Describe the practice of prayer in Hinduism – Shrine, Bhajans, Gayatri Mantra, Puja tray. Make connections between what Hindus believe about prayer and what they do when they pray. (Respect/Tolerance)</p>	<p>could only be true for each.  Reflect on how this experience was and what it tells them about prayer and religion. (Respect/Tolerance)</p>
<p><b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding Spring term Lessons 16- 20</p>	<p><b>Catherine Cheater SOW</b> To learn the vocabulary for clothing. Introduce the vocabulary or clothes.  Use games and matching pictures, Pass the parcel with clothes in bag.</p>	<p><b>Catherine Cheater SOW</b> To know how to use singular and plural as well as masculine and feminine for clothes. Practise describing clothes both singular and plural and use Je mets..... when describing what you are wearing.  Note that plural s is silent. Label Albert and Annick  Match me up activity clothes.</p>	<p><b>Catherine Cheater SOW</b> To create simple sentences based on clothes. Practise vocabulary for singular and plural clothes then create sentences using Voici une robe, un pantalon et un pull.  Begin to learn days of week vocabulary</p>	<p><b>Catherine Cheater SOW</b> Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><b>Catherine Cheater SOW</b> To write simple sentences based on clothes Creating sentences based on the question Qu'est-ce que c'est? Qu'est-ce que tu veux? Je veux .... s'il te plaît. Voila ... Record in books  <b>Assessment Indicator:</b> Using vocabulary of clothes correctly with singular/plural, masculine/feminine correct in simple sentences.</p>	<p><b>Catherine Cheater SOW</b> To know days of week and numbers 11-15. Numbers 11-15 practise verbally.  Add to vocabulary page the days of the week and numbers to 15.</p>
<p><b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise  Design and Technology -Design</p>	<p>Replicate work of other artists.  Form own opinions on artists work.  Know how to identify the techniques used by different artists.  Know how to compare different artists work.</p>	<p>Replicate work of artists and sculptors and designers. Appraise the work of different sculptures and designers (architects), using a range of natural and none-natural materials.  Select an image of an artist or sculptor's work, then explain and justify</p>	<p>Replicate work of artists and sculptors and designers.  Know how to use tools to sculpt clay and other mouldable materials. Select man made materials to take outside then create outdoor sculptures inspired by Hokusai's 'The Great Wave'.</p>	<p>Know how to show mirror reflections. Create mirror images of Hokusai's 'The Great Wave' experiment using different lines to recreate texture. Use mirrors to support understanding of reflection.  <b>Assessment Indicator:</b> Create mirror reflections</p>	<p>Know how to use tools to sculpt clay and other mouldable materials. Experiment by using natural and manmade tools to sculpt and score salt dough, in preparation for creating own sculptures inspired by The Great Wave.</p>	<p>Replicate work of artists and sculptors and designers.  Know how to use tools to sculpt clay and other mouldable materials. Create sculpture of The Great Wave inspired by Hokusai, using clay and natural materials.</p>

<p><b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b></p>	<p><b>Recognise when art is from different cultures.</b></p> <p>Hokusai artist study: Compare and contrast the work of Hokusai with other artists studied this year, recognising cultural aspects of art. (Tolerance) (Race)</p>	<p>their material selection before recreating.</p>	<p><b>Assessment Indicator:</b> <i>Join natural and man-made materials together using clay and other mouldable materials.</i></p>	<p><i>to see how shapes change and appear when reflected.</i></p>		<p><b>Assessment Indicator:</b> <i>Sculpt regular and irregular shapes using clay. Join natural and man-made materials together using clay and other mouldable materials.</i></p>
<p><b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b></p> <p><b>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</b> Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Learn songs and accompaniment for Come and play with the Halle event.</b></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b></p> <p><b>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</b> Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Learn songs and accompaniment for Come and play with the Halle event.</b></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b></p> <p><b>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</b> Play as part of an ensemble keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Learn songs and accompaniment for Come and play with the Halle event.</b></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b></p> <p><b>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</b> Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Learn songs and accompaniment for Come and play with the Halle event.</b></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b> Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Learn songs and accompaniment for Come and play with the Halle event.</b></p> <p><b>Assessment Indicator:</b> <i>Play a part on a tuned instrument by ear. Play the right notes with more secure rhythms. Rehearse and perform their parts within the context of the unit song.</i></p>	<p><b>Wider Opportunities-Ukulele</b></p> <p><b>Sing as part of a choir and in unison.</b></p> <p><b>Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</b></p> <p><b>Make an informed decision as to which notes to use when composing and improvising with the song.</b> Play as part of an ensemble, keeping rhythm, following direction and using dynamics, tempo and notation.</p> <p><b>Know and understand how to play a tuned instrument.</b></p> <p><b>Assessment Indicator</b> <i>Sing as part of a choir and in unison. Sing the unit songs from memory or notation. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction.</i></p>

					<i>Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture.</i>	<i>Learn songs for Come and play with the Halle event</i>
<b>Enhancements Visits and Visitors</b>		The Wizard of Oz at The Palace Theatre 25.04.24 Earth Day. Complete a litter survey in the community 22.04.24				
<b>Parental Engagement</b>						Sports Day KS2 23.05.24 9.15 am
<b>Whole School and National Events</b>	Class Photographs 17.04.24	Earth Day 22.04.24 Saint Georges Day 23.04.24				

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.