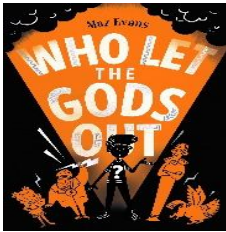
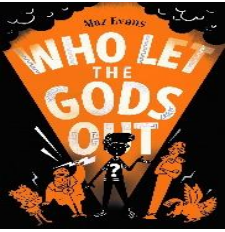
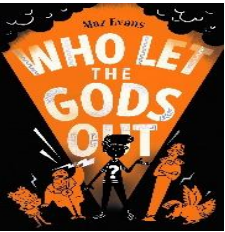
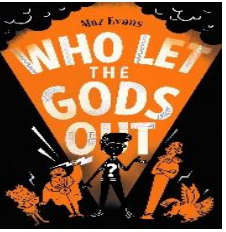
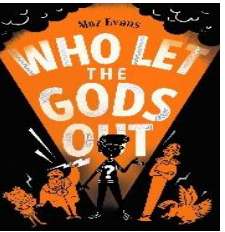
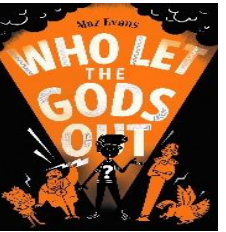
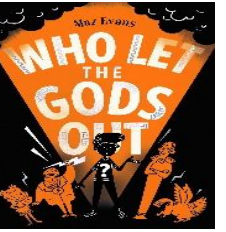




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2023**  
**Phase Upper Key Stage 2 Year Group 5**



	Week 1 Wk Beg 02.01	Week 2 Wk Beg 09.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 06.02	Week 7 Wk Beg 13.02
<b>Big Question</b>	<b>What cultural comparisons can we make across our continent?</b>						
<b>Weekly Questions</b>	What is Europe?	How are capital cities chosen and what are their names? What are the largest tourist attractions across Europe? Which countries were founded first?	What do other countries in Europe look like? What biomes are found across Europe? What food is eaten traditionally across Europe? What is the history of the Royal family across Europe?	What is the furthest country in Europe from where we live?	How long do people travel to visit different places in Europe? How vast is the time difference? How are traditions celebrated across Europe?	How does the weather change across our continent? Why do people choose to inhabit certain countries? How was our local area affected by war?	How are capital cities chosen and what are their names? What are the largest tourist attractions across Europe? Which countries were founded first?
<b>Key Concepts</b>	<b>Culture/Cuisine/Power/Geographical features/Tourism</b>						
<b>Book Studies</b>	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 	Who let the Gods out? Maz Evans 
<b>Children steering learning....</b>	Begin to explore our big question through exploring the cover, blurb and title of our class text.	Find facts about Europe that we did not know before. Discover why different countries became part of Europe.	Write a non-chronological report about Europe. Use maps to be able to identify countries, continents and capital cities.	Understand who the royal family are and why they are so important to our country. Identify leaders of different countries and compare them to ours.	Write poems about Europe. Make food using our understanding of European cuisine. Know how long it will take us to get to different countries across Europe.	Use a compass when looking at directions. Consider the impact of different countries going to war.	Write a menu using our knowledge of European cuisine. Know how the war has impacted Europe today.

<p><b>English Reading</b> -Word reading -Comprehension</p> <p><b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Develop fluency through reading aloud as a class and in small groups, using knowledge of phonics to decode unfamiliar words.</p> <p><b>Non-Chronological Reports:</b></p> <p><b>Phase 1 – Hook</b> Explore our continent through an immersive hook in order to explore countries, culture and history.</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Draw upon prior knowledge of inference and retrieval in order to accurately differentiate between the two.</p> <p><b>Non-Chronological Reports</b></p> <p><b>Phase 1 – Understanding as a Reader</b> Understand non-chronological report on Europe as a reader through exploration of PEE and VIPERS skills.</p> <p><b>Phase 2 – Understanding as a Writer</b> Identify the features needed for non-chronological reports, as well as defining ambitious and subject specific vocabulary to use in context. Use stylistic sentence types in order to produce high-quality sentences that are cohesive.</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Develop inference skills further and accurately construct PEE paragraphs, drawing upon knowledge of the text.</p> <p><b>Non-Chronological Reports</b></p> <p><b>Phase 3 – Planning, Writing and Editing</b> Plan a non-chronological report, drawing upon WAGOLL's and research conducted across the two weeks. Composition and editing – Children write their own non-chronological report, drawing upon prior knowledge and knowledge gained in the Literacy cycle in order to produce a quality piece of writing. Children to prioritise information in order to identify what is and is not necessary to add to the report.</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Compare and identify relevant themes of the text.</p> <p><b>Cinquain Poems</b></p> <p><b>Phase 1 – Hook</b> Explore cinquain poetry through observation of a variety of different videos performed by professional poets.</p> <p><b>Phase 1 – Understanding as a Reader</b> Understand cinquain poetry as a reader through exploring content and retrieval of key information.</p> <p><b>Phase 2 – Understand as a Writer</b> Explore ambitious and subject specific vocabulary relevant to cinquain poems about Europe. Identify relevant features and apply them to own sentences.</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Further develop VIPERS skills, both generating and answering questions relevant to each skill.</p> <p><b>Cinquain Poems</b></p> <p><b>Phase 3 – Planning, Writing and Editing</b> Plan and write cinquain poems using prior learning. Edit and improve poems, responding to purple polish and success criteria.</p> <p><u>Assessment Indicator: Complete independent final poem assessed against TAFs.</u></p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Determine the meaning of unfamiliar vocabulary using contextual clues within the text.</p> <p><b>Persuasive Writing – Menu Writing</b></p> <p><b>Phase 1 – Hook</b> Taste and evaluation food from countries within Europe in preparation for menu writing.</p> <p><b>Phase 1 – Understand as a Reader</b> Understand menu writing as a reader, identifying good and poor examples and explaining why.</p> <p><b>Phase 2 – Understand a Writer</b> Draw upon prior knowledge of persuasive features and identify those relevant to menu writing. Define and use ambitious vocabulary in context before using higher-level sentence structures.</p>	<p><b>Whole Class Text – Who Let The Gods Out?</b> Write in the role of a character through exploration of thoughts and feelings.</p> <p><b>Persuasive Writing – Menu Writing</b></p> <p><b>Phase 3 – Planning, Writing and Editing</b> Plan persuasive menu writing using WAGOLL's and paragraph plans for support. Present menus to class, focusing on oracy skills.</p>
<p><b>Oracy</b> -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p><b>Use non-verbal methods to maintain the interest of the listener.</b> Use drama to explore our continent.</p>	<p><b>Communicate detailed information clearly, using precise and ambitious vocabulary.</b> Explore the thoughts and feelings of a character using conscience alley.</p>	<p><b>Communicate detailed information clearly, using precise and ambitious vocabulary.</b> Use oracy role cards to discuss our weekly questions (generated by children).</p>	<p><b>Communicate detailed information clearly, using precise and ambitious vocabulary.</b> Use oracy role cards (with focus on multi-role) to continue discussions of weekly questions.</p>	<p><b>Ask questions to explore and develop ideas.</b> Begin to use concept mapping to explore key concepts related to our big question.</p>	<p><b>Make relevant contributions</b> Work as part of a group to make connections and links between concepts, focusing on cohesion and language choices.</p>	<p><b>Discuss their own and others ideas.</b> Exchange links and connections between concepts with others, drawing upon knowledge gained over the course of the half term to elaborate.</p>

<p><b>Mathematics</b>  <b>Number</b>  -Number and Place Value  -Addition and Subtraction  -Multiplication and Division  -Fractions</p> <p><b>Measurement</b>  -Geometry  Properties of shapes  -Geometry Position and Direction</p>	<p>Add and subtract numbers with more than 4 digits, including mixed number of digits.  Children to develop fluency through calculating totals and differences.</p>	<p>Add and subtract numbers with more than 4 digits, including mixed number of digits.  Children to develop fluency through calculating totals and differences.</p>	<p>Solve multi step problems and use rounding to check answers.  Children to solve word problems in various contexts involving money.  Use estimating and rounding to check solutions.  Generalise patterns.</p>	<p>Identify equivalent fractions.  Use fraction walls (visual representations) to recognise equivalence linked to times tables knowledge.  Use of toolkits for fluency and word problems.</p>	<p>Recognise and compare fractions  Children to compare fractions based on their denominators and recognise when they are less/more than 1.  Convert to the same denominator.</p>	<p>Children to do maths arithmetic and reasoning papers.</p>	<p>Recognise improper and mixed number fractions.  Understand the link between these two fraction forms and solve problems involving missing numbers and patterns.</p>
<p><b>Science</b>  -Working Scientifically to observe, connect, respond  -Biology  -Chemistry  -Physics</p>		<p>Describe the changes as humans develop to old age.  How humans age - changes that occur.</p>	<p>Describe the changes as humans develop to old age.  How humans age - positives and negatives.</p>		<p>Describe the life process of reproduction in some animals.  Links between gestation periods and life spans - present data.</p>	<p>Describe the life process of reproduction in some animals.  Links between gestation periods and life spans - present data.</p>	<p>Describe the life process of reproduction in some animals.  <i>Assessment indicator:</i>  Describe differences between life cycles of humans, plants and animals.</p>
<p><b>Personal, Social, Health and Economic Education</b>  -Relationships  -Health and Well-Being  -Living in the Wider world</p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Understand that money is necessary to help achieve some of our dreams.  Children to generate dreams and goals for the future.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Know about a range of jobs and explore how much money people make from certain jobs.  Children to rank jobs from what they deem most important to least important before exploring the salaries of different job roles.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Identify jobs we would like to do, what motivates us and what we need to do to achieve our goals.  Children to identify their ideal job before moving onto identify what they would need in order to be successful in this career.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Describe the dreams and goals of young people in a culture different to mine.  Children to discuss the lives of children in other cultures and make comparisons about their dreams and goals.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Understand that communicating with someone in a different culture means we can learn from each other.  Children to discuss what we may be able to offer other countries.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Identify a range of ways to support each other.  Children to build upon ideas from previous week about ways in which we can support other countries.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals  Encourage one another to support young people here and abroad to meet their aspirations and suggest ways in which we may do this.  Discuss and research ways in which we can support children from other countries and cultures.  <i>Assessment Indicator:</i>  Encourage peers to support young people.</p>

<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>-Gymnastics</li> <li>-Dance</li> <li>-Games</li> <li>-Athletics</li> <li>-Swimming</li> </ul>		<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 1: To develop an awareness of what your body is capable of.</p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 1: To develop the fast catch volley.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 2: To develop speed and stamina.</p> <p><u>Assessment Indicator:</u> <u>Analyse fitness scores to identify areas for improvement.</u></p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 2: To be able to volley the ball using a set shot.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 3: To develop strength using my own body weight.</p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 3: To develop the dig and understand when to use it.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 4: To develop co-ordination through skipping.</p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 4: To keep a continuous rally going over the net.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 5: To perform actions that develop agility.</p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 5: To develop the underarm serve and learn the rules of serving.</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE - Fitness Lesson 6: To develop control whilst balancing.</p> <p><u>Assessment Indicator:</u> <u>Understand what maximum effort looks and feels like and determined to achieve it.</u></p> <p><b>Get Set 4 PE SOW</b> Outdoor PE - Volleyball Lesson 6: To apply the rules, skills and tactic learnt to play in a volleyball tournament.</p> <p><u>Assessment Indicator:</u> <u>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</u></p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>-Code</li> <li>-Connect</li> <li>-Communicate</li> <li>-Collect</li> </ul>	<p>Use a form to record information Creating a paper-based database.</p>	<p>Use a form to record information Order, sort and group data cards to answer questions.</p>	<p>Explain how grouping and then sorting data allows it to be used to answer questions. Use a computer data base to sort information by fields.</p>	<p>Explain that specific data can be selected. Use grouping and sorting to answer questions.</p>	<p>Use search tools within a database. Use AND and OR to select data.</p>	<p>Explain that computer programs can be used to compare data visually. Select appropriate charts to present data.</p>	<p>Apply knowledge of a database to ask and answer real-world questions. Ask Qs which need more than one field to answer them (real world context)</p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Locational and Place Knowledge</li> <li>-Field Work</li> <li>-Using Globes, Maps and Plans</li> </ul>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries. Locate countries and capitals using the contents and index quickly (atlas skills)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries Identify the names of different capital cities and compare culture and monuments.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Explore maps and photographs of different capital cities across Europe and compare what</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position of different capital cities on a map of Europe using coordinates.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries. Measure the distance between London and other capital cities using the scale on a map.</p>	<p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE) 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the Europe. Create a temperature graph to compare the hottest and coldest countries in Europe.</p>

			information can be retrieved from each. Describe the features studied.		Use scales on a map to measure distance.	Write directions for an explorer who is sailing between countries in Europe.	
<b>History</b> - Chronology - Concepts - Interpretation - Enquiry - Communication		Continue to develop understanding of the concurrence of civilisations around the world Create a chronological timeline of events documenting the order different European cities were colonised.	Continue to develop understanding of the concurrence of civilisations around the world Use historical sources to pose questions about the most influential royal families across European history.	Continue to develop understanding of the concurrence of civilisations around the world Research to answer questions about the most influential royal families across European history. (England, Scotland, Spain, France, Germany)	Use primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints. Look at the impact of European colonialism on The Maya, Aborigines.	Understand the impact events undertaken by empires had on later civilisations. Look at the impact on wars across Europe and explore the lasting allies and enemies as a result of wars.	Understand the impact events undertaken by empires had on later civilisations. Explore how the wars of Europe has had an impact on our local area.
<b>Religious Education, Beliefs and Values</b> - Believing - Expressing - Living	Living -What helps you through the journey of life? What helps Muslims through the journey of life?  Understand and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Children introduced to the Five Pillars of Islam.	Living - What is the key belief of Muslims? How does this affect their life?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to focus on the pillar Shahahdah.  Children to identify what matters to them and what does not.  <i>Assessment Indicator:</i> U2.6 Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that they are an expression of Ibadah (worship and belief in action).	Living - Why does prayer matter to Muslims?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to focus on the pillar Salah.  Children to retrieve information in order to accurately recall what goes into Muslim prayer and consider what a Muslim might be thinking during prayer.  <i>Assessment Indicator:</i> Identify ways that respect is shown to Allah, the Prophet Muhammad and the holy Qur'an. - Removing shoes, washing before prayer, a clean prayer	Living - How is charity important to Muslims? How is charity important to you?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to focus on the pillar Zakah.  Children to retrieve information from a text to identify why Zakah is important to Muslims.	Living - Why do Muslims fast?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to generate questions about Sawm - fasting during Ramadan.	Living - Why do Muslims want to go on pilgrimage?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to understand Hajj through exploration of clips.	Living - Where do people get advice and guidance from?  Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong. Children to complete concept map in order to highlight learning so far.

			<i>mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly.</i>				
<b>Modern Foreign Languages-French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>	Developing accurate pronunciation and intonation. Understand the main points and some of the detail from short written texts or passages in clear printed script. Recap greetings. Recap months sequentially. Explore a non-fiction text. L1 Y5	Developing accurate pronunciation and intonation. Understand the main points and some of the detail from short written texts or passages in clear printed script. Recap greetings and date. Ask and respond to Qs using dates. Develop phonics knowledge and use of adverbs in sentences (orally) L2 Y5	Write a few short sentences with support using expressions which they have clearly learnt. Recap greetings and dates. Recap numbers 2x table in French Explore non fiction text Q&A Develop phonics knowledge Chn write sentences involving animals with a writing frame. L3 Y5	Developing accurate pronunciation and intonation. Recap greetings, dates, 0-31 and 3x table in French. Listen to and read from a non fiction text. Orally create sentences using new vocabulary. Develop meaning when speaking through tone and gestures. L4 Y5	Developing accurate pronunciation and intonation. Recap greetings, dates. Identify language listening to a non fiction text being read. Develop phonic knowledge. Numbers 32-39. Say sentences aloud including plural animals. L5 Y5	Write a few short sentences with support using expressions which they have clearly learnt, developing accurate pronunciation and intonation. Recap greetings and dates from memory. Q&A from non fiction text - say answer with correct pronunciation. Numbers 40-49. Phonic knowledge (s). Revise colours as adjectives - position in sentences. Write own sentences to recap. L6 Y5	Write a few short sentences with support using expressions which they have clearly learnt, developing accurate pronunciation and intonation. Recap greetings and dates from memory. 5x table. Q&A from non fiction text - say answer with correct pronunciation. Numbers 50-60. Phonic knowledge (v/j).
<b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b>	Artist - Natalia Rak Skill Focus - Painting Research the work of an artist and use this knowledge to replicate a style. Emulate the work of Natalia Rak through creating a mood board.	Artist - Natalia Rak Skill Focus - Painting Refer to artists, architects and designers for inspiration and to explain choices in their work. Research the work of an artist and use this knowledge to replicate a style. Children to critically evaluate the work of Natalia Rak, drawing comparisons to prior learning and knowledge of Banksy.	Artist - Natalia Rak Skill Focus - Painting Understand complementary colours. Use cool and warm colours effectively. Children to practise different painting techniques, focusing on complementary colours.	Artist - Natalia Rak Skill Focus - Painting Understand complementary colours. Use cool and warm colours effectively. Children to design their own artwork in the style of Natalia Rak.	Artist - Natalia Rak Skill Focus - Painting Understand complementary colours. Use cool and warm colours effectively. Children to create their own images in the style of Natalia Rak.	Artist - Natalia Rak Skill Focus - Painting Understand complementary colours. Use cool and warm colours effectively. Children to create their own images in the style of Natalia Rak. <u>Assessment Indicator:</u> <u>Artwork inspired by Natalia Rak, looking at the use of colour and complementary colours.</u>	Artist - Natalia Rak Skill Focus - Painting Understand complementary colours. Use cool and warm colours effectively. Children to evaluate their artwork against that of Natalia Rak, drawing comparisons and identifying areas of success and improvement.

<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>-Design</li> <li>-Make</li> <li>-Evaluate</li> <li>-Food Technology</li> </ul>		<p><b>Evaluating</b> Carry out sensory evaluations of a range of relevant products and ingredients.</p> <p>Record the evaluations using tables/graphs/charts such as star diagrams. Children use first hand and secondary sources to carry out relevant research into foods from across Europe, including personal/cultural preferences, ensuring meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.</p>	<p><b>Design</b> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.</p>	<p><b>Design</b> Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.</p> <p>Ask children to generate a range of ideas encouraging innovative responses.</p> <p>Agree on design criteria that can be used to guide the development and evaluation of the children's product.</p>	<p><b>Make</b> Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge.</p>	<p><b>Make</b> Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>Make, decorate and present the food product appropriately for the intended user and purpose. Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.</p> <p>Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</p>	<p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>-Listen and Appraise</li> <li>-Singing</li> <li>-Instruments</li> <li>-Improvisation</li> <li>-Composition</li> </ul>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Recognise musical styles and any important musical features that distinguish the style. Freedom Is Coming Part 1</p> <p>Appraising and Listening</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Freedom Is Coming Part 2</p> <p>Appraising and Listening</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. All Over Again Part 1</p> <p>Listening and Singing</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Explore improvisation within a major scale. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). All Over Again Part 2</p> <p>Composing and Improvising</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor. Do You Ever Wonder?</p> <p>Appraise, Sing and Perform</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>- Respond to a leader or conductor. Do You Ever Wonder?</p> <p>Performing</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 3 - How Does Music Improve Our World?</p> <p><u>Assessment Indicator</u> <u>Perform, record and evaluate</u></p>

<b>Enhancements Visits and Visitors</b>				Bible Encounters Assembly 27.01.23		European Food Tasting Day 08.02.23	
<b>Parental Engagement</b>						Parent Participation - Top Trumps Battle/Parents vs. Children European Quiz 15.02.23	
<b>Whole School and National Events</b>		Staff Team Member for the day 12.01.23	Chinese New Year 22.01.23 Year 1 Charity event: 20.01.23 Ukraine Appeal - add a yellow accessory to show the Ukrainian Flag			Children's Mental Health Week - Let's Connect. Safer Internet Day 07.02.23 February	

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.