



CREATIVE CURRICULUM MEDIUM TERM PLAN YEAR 3

TERM	Urban Pioneers	Predator	Tremors	Gods and Mortals	Flow	Tribal Tales
SCIENCE	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement Name and locate certain bones in the body 	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants 	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes Learn some facts about the sun Learn the names of the planets of our solar system recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows changes.
	<p>INVESTIGATION: What material are magnetic? Which magnet is the strongest? On which surface do we need the most force to make the object move?</p> <p>SCIENTIFIC ENQUIRY</p> <ul style="list-style-type: none"> Given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries. Talk about criteria for grouping, sorting and classifying; and use simple keys Make systematic and careful observations Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them Take accurate measurements using standard units Learn how to use a range of (new) equipment, such as newton meters Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations. 	<p>INVESTIGATION: Do people with long legs always jump further than people with short legs?</p> <p>SCIENTIFIC ENQUIRY</p> <ul style="list-style-type: none"> Given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Make systematic and careful observations Take accurate measurements using standard units Collect and record data from their own observations and measurements in a variety of ways: tables, standard units, labelled diagrams, and help to make decisions about how to analyse this data With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations. 	<p>INVESTIGATION: Permeability / Hardness of rocks.</p> <p>SCIENTIFIC ENQUIRY</p> <ul style="list-style-type: none"> Raise their own relevant questions about the world around them Given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries. Talk about criteria for grouping, sorting and classifying; and use simple keys Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Make systematic and careful observations Learn how to use a range of equipment, such as pipettes, magnifying glasses. Collect and record data from their own observations and measurements in a variety of ways: notes, and tables, drawings With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations. 	<p>INVESTIGATION:</p> <p>SCIENTIFIC ENQUIRY</p>	<p>INVESTIGATION: Transportation of nutrients from the root to the leaves. Investigating the requirements for life in plants.</p> <p>SCIENTIFIC ENQUIRY</p> <ul style="list-style-type: none"> Raise their own relevant questions about the world around them Given a range of scientific experiences including different types of science enquiries to answer questions Start to make own decisions about the most appropriate type of scientific enquiry they might use to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them Collect and record data from their own observations and measurements in a variety of ways: tables, drawings, labelled diagrams, and help to make decisions about how to analyse this data With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations. 	<p>INVESTIGATION: Which material would best protect our eyes from the sun?</p> <p>SCIENTIFIC ENQUIRY</p> <ul style="list-style-type: none"> Raise their own relevant questions about the world around them Given a range of scientific experiences including different types of science enquiries to answer questions Start to make own decisions about the most appropriate type of scientific enquiry they might use to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them Take accurate measurements using standard units Collect and record data from their own observations and measurements and help to make decisions about how to analyse this data With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations.

COMPUTING	<p>Connecting Computers To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network</p>		<p>Branching Databases To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database</p>		<p>Animation To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation</p>		<p>Sequence in Music To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description</p>		<p>Desktop Publishing To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing</p>		<p>Events and Actions To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge</p>	
	HISTORY	SUBSTANTIVE KNOWLEDGE	<p>NC Conduct a local history study. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>CORE KNOWLEDGE Analyse a range of historical information to explain how a national or international event has impacted the locality. (Invention of the Railway and finding Ore in the Cleveland Hills)</p> <p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. (mining and railway)</p>		<p>NC Learn about the Roman Empire and its impact on Britain. (Pompei)</p> <p>CORE KNOWLEDGE Explain the cause and effect of a significant historical event.</p>	<p>NC Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>CORE KNOWLEDGE The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Explain the cause and effect of a significant historical event. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>		<p>NC Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>CORE KNOWLEDGE Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.</p> <p>Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>				
SUBSTANTIVE CONCEPTS (transferable knowledge)		<p>Develop the use of appropriate subject terminology such as industry, empire, settlement, population, ancestor, civilisation, immigrant, global, local, migration.</p>		<p>Develop the use of appropriate subject terminology such as civilisation, city, archaeology, artefact, evidence.</p>	<p>Develop the use of appropriate subject terminology such as empire, civilisation, artefact, democracy, monarch, global, invention, museum, significant, slave, ancient, change, continuity, warrior</p>		<p>Develop the use of appropriate subject terminology such as, civilisation, settlement, artefact, excavation, archaeology, trade, agriculture, settler, stone age, change, chronology, period.</p>					

	<p>DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)</p>	<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Continuity and change Describe and begin to make links between main events, situations, and changes within and across different periods and societies. Identify and give reasons for historical, events, situations and changes. Similarities and differences Identify some of the results of historical events, situation and changes. Significance Identify and begin to describe historically significant people and events in situations.</p>		<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Identify and give reasons for historical, events, situations and changes. Similarities and differences Identify some of the results of historical events, situation, and changes.</p>	<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Continuity and change Describe and begin to make links between main events, situations and changes within and across different periods and societies. Similarities and differences Identify some of the results of historical events, situation and changes. Identify and begin to describe historically significant people and events in situations. Describe some of the similarities and differences between different periods.</p>		<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Continuity and change Describe and begin to make links between main events, situations and changes within and across different periods and societies. Similarities and differences Identify and give reasons for historical, events, situations and changes. Identify some of the results of historical events, situation and changes.</p>
<p>GEOGRAPHY</p>	<p>Locate the world's countries using maps to focus on Europe (UK). Concentrating on environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time. Describe and understand key aspect of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Local Visit) Use the four points of a compass, symbols and keys to build their knowledge of the United Kingdom.</p>	<p>Identify the position and significance of Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries using maps to focus on Europe, North and South America. Concentrating on environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Describe and understand key aspects of human geography including volcanoes and earthquakes.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European. Use maps, atlases, globes and digital computer mapping to locate countries.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Local Visit)</p>	<p>Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water. Use the four points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p>	

RE	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard . Identify how and say why it makes a difference in people's lives to believe in God. Describe some things we cannot see but do believe in. Give simple reasons for their own ideas and metaphors about God. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? Give simple reasons for their own views and ideas about God. Think of reasons why some people believe in God and some do not. Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah Describe the Shahadah, the Muslim statement of faith in one God Describe the symbolism of Hindu murtis / statues of the gods and goddesses. Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. Know some of the artefacts religious people might use when they talk to God or pray. Understand that prayer is a way religious believers believe they can communicate with God. Consider questions such as 'Why is it hard to talk about God?' Describe, with examples, the influence believing in God has on the lives of believers.</p>	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Describe what Christians and/or people from other religions believe makes their book sacred or holy. Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Describe some things that Christians find helpful about reading their Bible? Look for similarities and differences between their own ideas about God and some Christian ideas Find out more about the ways Christians think of God and see the world Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. Describe Jesus' teaching about forgiveness.</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>Connect the story of the unforgiving servant with an example of Christian life or action. Connect the story of the feeding of the five thousand with an example of Christian life or action. Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. Identify the most important parts of Easter for Christians and say why they are important</p>	<p>Describe the practice of prayer in the religions studied. 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. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>Describe and outline some ways Christians pray, including using the Lord's Prayer. Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p>
	<p>Children will create: Landscape sketches</p>	<p>Children will create:</p>	<p>Children will create: 3d images in the style of Hokusai</p>	<p>Children will create:</p>	<p>Children will create: Aerial landscapes, experimenting with colour, texture and form.</p>	<p>Children will create:</p>
	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, shade, shape and pattern. Draw for a sustained period of time at their own level.</p>		<p>Make a simple papier Mache object. Construct a simple clay base for extending and modelling other shapes. Join clay adequately and work reasonably independently. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.</p>		<p>Mix a variety of colours and know which primary colours make secondary colours. Use more specific colour language e.g. tint, tone, shade, hue. Experiment with different effects and textures inc.. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Plan and create different effects and textures with paint according to what they need for the task.</p>	
KNOWLEDGE OF ARTWORKS AND ARTISTS	KNOWLEDGE OF ARTWORKS AND ARTISTS	KNOWLEDGE OF ARTWORKS AND ARTISTS	KNOWLEDGE OF ARTWORKS AND ARTISTS	KNOWLEDGE OF ARTWORKS AND ARTISTS	KNOWLEDGE OF ARTWORKS AND ARTISTS	
ART AND DESIGN						

D&T

		<p>Prior learning</p> <ul style="list-style-type: none"> • Explored and used mechanisms such as flaps, sliders and levers. • Gained experience of basic cutting, joining and finishing techniques with paper and card. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 		<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. • Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer-aided design (CAD), such as 2D Primary by Tec soft. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project. 		<p>Prior learning</p> <ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.
	<p>PROJECT: (purpose and user)</p>	<p>PROJECT: (purpose and user) To create a Christmas Cards for a family member.</p>	<p>PROJECT: (purpose and user)</p>	<p>PROJECT: (purpose and user) Pack lunch box for a Hoplite</p>	<p>PROJECT: (purpose and user)</p>	<p>PROJECT: (purpose and user) Sandwich snacks for a picnic</p>

MFL			<p>A New Start I can pronounce greetings in French I can ask and answer about feelings I can introduce my name in French I can say some numbers between 1 and 10 I can recall numbers to 10 I can say 4 different colours in French</p>	<p>Calendar and Celebrations I can say some colours linked to Autumn I can understand and say some days of the week in French I can remember and try to write some days of the week in French I can learn some months of the year I can understand, say and try to write some months of the year</p>	<p>Animals I like and don't like I can remember some colours and numbers I can say 4 animals in French I can say and read 4 animals in French I can say what my favourite animal is I can recognise some plural nouns for animals I can understand a simple story</p>	<p>Carnival colours ,playground games I can learn about French traditions and take part in carnival celebrations I can say and write some numbers between 1 and 15 I can ask and answer 'how old are you?' I can take part in a simple dialogue about myself using familiar questions I can read and write dates in French I can understand and use Easter-related vocabulary</p>
MUSIC	<p>LET YOUR SPIRIT FLY 1 Listen & Appraise:</p> <ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening Improvise in the lessons and as part of the performance Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. <p>2 Musical Activities:</p> <ul style="list-style-type: none"> Using Glocks and/or recorders copy back, play, invent rhythmic and melodic patterns. Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance. <p>3 Perform & Share</p> <ul style="list-style-type: none"> Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. 	<p>GLOCKENSPIEL 1 Musical Activities using Glocks</p> <ul style="list-style-type: none"> Learn to play and read the notes C, D, E + F. Learn to play these tunes: ● Easy E ● Strictly D ● Play Your Music ● Drive ● Dee Cee's Blues ● What's Up ● D-E-F-initely ● Roundabout ● March of the Golden Guards ● Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. <p>2 Perform & Share</p> <ul style="list-style-type: none"> Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it? The performance will include one or more of the following: Improvisations, Instrumental performances and Compositions 	<ul style="list-style-type: none"> THREE LITTLE BIRDS Listen & Appraise: Three Little Birds (Reggae) Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics. Teacher Assessment – Three Little Birds – Year <ul style="list-style-type: none"> Musical Activities using glocks and/or recorders. Warm-up Games copy back, play, invent rhythmic and melodic patterns. rhythm patterns. C, sometimes with D and reading notes. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. G + A. Improvise in the lessons and as part of the performance Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. <ul style="list-style-type: none"> Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 	<p>THE DRAGON SONG 1 Listen and Appraise:</p> <ul style="list-style-type: none"> The Dragon Song (Pop) Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? <p>2 Musical Activities using glocks and/or recorders</p> <ul style="list-style-type: none"> Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use as part of the performance. <p>3 Perform & Share</p> <ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 	<p>BRINGING US TOGETHER 1 Listen and Appraise: Bringing Us Together (Disco)</p> <ul style="list-style-type: none"> Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? <p>2 Musical Activities using glocks and/or recorders</p> <ul style="list-style-type: none"> Warm-up Games copy back, play, invent rhythmic and melodic patterns. Rhythm patterns C and sometimes A and reading notes Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G. <p>3 Perform & Share</p> <ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it? 	<p>REFLECT REWIND AND REPLAY</p> <p>Consolidate your learning and perform</p> <ul style="list-style-type: none"> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. <p>Musical learning focus:</p> <ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

	<p>Being Me in My World In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p> <ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<p>Celebrating Difference Puzzle In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p> <ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<p>Dreams and Goals Puzzle In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> <ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner • Know how to evaluate their own learning progress and identify how it can be better next time • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<p>Healthy Me Puzzle In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why their hearts and lungs are such important organs • Know a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice 	<p>Relationships Puzzle In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways 	<p>Changing Me Puzzle This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p> <ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can identify changes they are looking forward to in the next year
--	---	--	--	--	---	--

					<ul style="list-style-type: none"> • Can use Solve it together in a conflict scenario and find a win-win outcome • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	
PE	<p><u>Multi Skills/Invasion Games</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments and be successful over a variety of distances. Apply simple tactics and overcome obstacles in game situations</p> <p>Competent in the FUNdamentals of movement and can select and apply these to outwit opponents in game situations</p> <p>Show an awareness of how the body functions/changes during exercise and start to recognise the impact of activity on health</p>	<p><u>Gymnastics</u></p> <p>Demonstrate changes of direction, speed & level in competitive environments or during performances</p> <p>Moves in a fluent and expressive manner showing control</p> <p>Plan perform and repeat sequences of movements and peer learn.</p> <p>Start to identify between moderate and vigorous activities and list health benefits of activity.</p>	<p><u>Dance</u></p> <p>Demonstrate changes of direction, speed & level in competitive environments or during performances</p> <p>Moves in a fluent and expressive manner showing control</p> <p>Plan perform and repeat sequences of movements and peer learn.</p> <p>Start to identify between moderate and vigorous activities and list health benefits of activity.</p>	<p><u>Cricket</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments and be successful over a variety of distances. Apply simple tactics and overcome obstacles in game situations</p> <p>Is familiar with batting skills and can begin to select and apply these to outwit opponents in game situations</p> <p>Displays an understanding of fair play, respect and working well with others</p>	<p><u>Orienteering</u></p> <p>Can follow a map as part of a team and follow a planned route</p> <p>Can recognise key landmarks in school grounds using the key on a map</p> <p>Show an awareness of how the body functions/changes during exercise and start to recognise the impact of activity on health</p>	<p><u>Athletics</u></p> <p>Demonstrate changes of direction & speed during competition</p> <p>Competent in FUNdamentals of movement</p> <p>Demonstrates an understanding of how the body changes/functions during exercise.</p>