



## Uk Regions –Autumn 2 – Sea Turtle Class



<p style="text-align: center;"><b>Geography – UK Regions</b></p> <p style="text-align: center;"><b>Intent.</b></p> <p>Children to explore the 4 regions of the UK focusing on their physical and human features, geographical features of the UK land impacts the work of the people living in certain areas. Children will also look at energy use in the UK with a focus on gain and understanding of the advantages and disadvantages of Wind energy,</p>	<p style="text-align: center;"><b>Design and Technology – Textiles:</b></p> <p style="text-align: center;"><b>Stuffed Toys</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children to design a stuffed toy and learn the skills of safely cutting fabric, independently threading a needle, learning blanket stitch and using this to create a securely fastened stuffed 3D toy from their original 2D design drawing.</p>	<p style="text-align: center;"><b>Science – Evolution and Inheritance</b></p> <p style="text-align: center;"><b>PZAZ</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Pupils should be introduced to the idea that characteristics are passed from parents to their offspring. Pupils should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example how peppered moths have adapted. Pupils might find out about the work of theorist Charles Darwin and how he developed his ideas on evolution.</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics.</p> <p style="color: red;"><b>Purple Mash</b> <b>3D Modelling 5.6</b> <b>2Design &amp; Make</b></p>	<p style="text-align: center;"><b>RE -</b></p> <p style="text-align: center;"><b>Christianity – Do Christmas</b></p> <p style="text-align: center;"><b>celebrations and traditions help</b></p> <p style="text-align: center;"><b>Christians understand who Jesus was</b></p> <p style="text-align: center;"><b>and why he was born?</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>-Name and locate counties 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.</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>-Describe and understand key aspects 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 .</p> <p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p><b>Design:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Programme of study – Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p style="text-align: center;"><u>National curriculum links</u></p> <p style="text-align: center;"><u>(Areas of Enquiry) Discovery RE</u></p> <ul style="list-style-type: none"> <li>Beliefs, teachings and sources.</li> <li>Meaning, purpose and truth.</li> </ul>
<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>The United Kingdom includes England, Scotland, Wales and Northern Ireland.</p> <p>Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</p> <p>The UK has many physical features, including mountain ranges, rivers and coastlines.</p> <p>There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Children to know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</p> <p>Children to understand that it is easier to finish simpler designs to a high standard.</p> <p>Children to know that soft toys are often made by creating appendages separately and then attaching them to the main body.</p> <p>Children to know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p><b>Evolution</b> Evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics. This is because offspring are not identical to their parents. It occurs when there is competition to survive. This is called natural selection. Difference within a species (for example between parents and offspring) can be caused by inheritance and mutations. Inheritance is when characteristics are passed on from generation to the next. Mutations in characteristics are not inherited from the parents and appear as new characteristics. Evidence of evolution comes from fossils -these are compared to living creatures from today, palaeontologists can compare similarities and differences.</p> <p><b>Adaptation</b> Adaptation is when animals and plants have evolved so that they have adapted to survive in their environments.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>2D: Something that has only two dimensions; height and width.</p> <p>3D: Something that has three dimensions; height, width and depth.</p> <p>3D Printing The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.</p> <p>Points The points on a 3D net which create the corners of the 3D shape.</p> <p>Net: What a 3D shape would look like if it was unfolded and opened out flat.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Christians celebrate the arrival of Jesus as God's Son.</p> <p>God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son and sent his angel, Gabriel, to ask this of her. This is called the annunciation.</p> <p>Mary agreed to allow this to happen and Jesus was born in Bethlehem. Mary was a virgin, so this was a miracle.</p> <p>This is the Christian concept of "incarnation": God becoming man or literally being "made flesh".</p>

		<p>Some environments provide challenges yet some animals and plants have adapted to survive there. Sometimes adaptations can be disadvantageous. One example of this can be the dodo, which became extinct as it lost its ability to fly through evolution. When adaptations are more harmful than helpful, these are called maladaptation.</p>		
<p><b>Key progression skills</b>  <b>Geographical Enquiry</b>  Use a range of equipment and maps to conduct independent fieldwork.  <b>Geography skills and field work</b>  Locate a city in the UK using six-figure grid referencing. Map a route to other locations in Europe and beyond.  <b>Location and place knowledge</b>  Identify and describe the links and relationships that connect localities both within and beyond the UK.  <b>Sustainability</b>  Talk about and describe the ways in which groups try to manage an environment's sustainability. Describe how decisions made about places and environments can impact on the lives of the people who live there.</p>	<p><b>Key progression skills</b>  <b>Design</b> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams.  <b>Make</b> - Select and use tools and equipment for a range of uses. E.g., cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tack during textile work.  Join and combine a range of materials and ingredients using appropriate methods. E.g., beating, rubbing in, drilling, gluing, sewing, screwing.  <b>Evaluate</b> – Show a clear understanding of the specification and use this to inform decisions. Justify decisions about materials and methods of construction.</p>	<p><b>Key progression skills - WS</b>  <b>PZAZ focus areas for whole school KS2</b></p> <p>Can define the 3 Types of Variable (1 week)  Can name 5+ of the 3 types of Variable (1 week)  Can construct questions from chosen variables (1 week)  Can identify variables from questions (1 week)  Can justify a prediction (1 week)  Can list equipment needed to carry out an investigation (1 week)  Can write a method for an investigation (1 week)  Can identify risks and mitigation procedures associated with an investigation (1 week)  Can produce a full plan for an investigation (2 weeks)</p>	<p><b>Key progression skills</b></p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of their own work and the work of others.</li> <li>Identify the purpose for selecting an appropriate online tool.</li> <li>Look at own work &amp; consider how it can be improved for effectiveness.</li> </ul>	<p><b>Key progression skills</b></p> <ul style="list-style-type: none"> <li>I can use increasingly wide vocabulary to explain the impact of beliefs on individuals and communities.</li> <li>I can explain what inspires and influences me.</li> <li>I can express my own and others' views on the challenges of belonging to a religion.</li> </ul>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>What is unique about each of the UK's countries? Children to compare and contrast the different countries of the UK.</li> <li>Where do people live in the UK? Children to identify where they live in the UK and locate the UK's major cities</li> <li>-What are the main physical features of the UK? Children to identify physical characteristics of the UK.</li> <li>-How do human activities affect the UK's landscape? Children to explain how human activities have affected the UK's landscape</li> <li>-What work do people in the UK do? Children to describe and explain the sorts of industries in which people in the UK work</li> <li>-How can the UK manage its energy needs? Children to understand the different types of energy sources used in the UK. To evaluate the advantages and disadvantages of wind energy</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Knowledge Catch – assessment activity to find out what they know about textiles and sewing prior to the unit.</li> <li>Designing a stuffed toy – Children to decide upon a simple shape on which to base their stuffed toys and record the materials that they will use to create it.</li> <li>Blanket stitch – Children to be introduced to and practise blanket stitch, including practising cutting material and threading a needle.</li> <li>Details and appendages – Children to add any extra items, appendages and decorative stitches before assembling their stuffed toys using blanket stitch.</li> <li>Stuffed toy assembly - Using a blanket stitch, children stuff and sew their toys to complete them.</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Pre-teaching vocabulary assessment</li> <li>Children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Sweets and Liquorice 6.9 PZAZ) then Peppered Moths 6.9 PZAZ)</li> <li>Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Inheritance game 6.10 PZAZ or previously used activity) then (Model insects 6.10 PZAZ)</li> <li>Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (The Children of Mr. Men and Little Miss 6.10 PZAZ)</li> <li>Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (The Message then Darwin's Mockingbirds 6.11 PZAZ)</li> <li>Post-teaching vocabulary assessment</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Pupils will be introduced to the concept of 3D modelling by creating a range of 3D shapes that they select and move.</li> <li>Pupils will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions.</li> <li>Pupils will develop their understanding of manipulating digital 3D objects. They will rotate objects in three dimensions, duplicate objects, and then use grouping and ungrouping to manipulate many objects at once. Use these skills to create their own 3D name badge.</li> <li>Pupils will be introduced to the dimensions of shapes in Tinkercad which will enable them to accurately resize and move shapes. Introduction to placeholders which can be used to create holes in objects.</li> <li>Pupils will see how computer-based 3D design is used in architecture to plan buildings. Explore real world structures and identify the shapes that they include. Plan their own 3D building design.</li> <li>Pupils will create a computer 3D model based on their design. They will evaluate their model and that of another learner.</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>What is a celebration? - Children will discuss what a celebration is and consider if celebrating Christmas makes you a Christian.</li> <li>What activities and traditions do we have around the time of Christmas? - Children will consider what traditions Christians follow at Christmas time and reflect on whether these traditions help Christians to understand what they are celebrating.</li> <li>What are the key messages that we can learn from the Christmas story and other sources about the significance of Jesus' birth to Christians? - Children will listen to the Christmas story from Luke 2: 1-20 and compare to other interpretations from the internet e.g. <a href="http://www.biblesociety.org.uk/search/christmas">www.biblesociety.org.uk/search/christmas</a>.</li> <li>Christians celebrate the arrival of Jesus as God's Son - The Incarnation. Where can we see this demonstrated in Christmas traditions and celebrations? - Children will conduct a survey to establish what people around them do to celebrate Christmas.</li> <li>Does it matter if people are celebrating Christmas or giving gifts to one another without really thinking about the cause? - Children will analyse their surveys and compile the results as a class.</li> <li>Children will complete an activity sheet considering the question, 'Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?' - Can you design a piece of art that reflects the Christian belief that Jesus is both human and God? - Children will create a piece of artwork encompassing the knowledge they have learnt and reflecting Christian beliefs.</li> </ul>

<p><b><u>End composite</u></b> Create a report for a Asian company that is considering setting-up business in the UK, transporting tasty snacks to shops and cafes around the country.</p>	<p><b><u>End composite</u></b> Children to safely and successfully produce a blanket stitched, 3D stuffed toy from their own 2D design.</p>	<p><b><u>End composite</u></b> To explain their understanding of adaptation using voice record on Seesaw.</p>	<p><b><u>End composite</u></b> To create a 3D model and evaluate it.</p>	<p><b><u>End composite</u></b> Children will create a piece of artwork that reflects the Christian belief that Jesus is both human and God</p>
<p><b><u>Impact</u></b> Children to have gained an in depth knowledge about the regions of the UK and their human and physical features. Also to have developed an understanding of different energy sources focusing on wind energy.</p>	<p><b><u>Impact</u></b> Children to have acquired the knowledge of planning, designing, creating and evaluating a blanket-stitched, stuffed toy including key skills of cutting textiles, threading a needle and sewing blanket stitch.</p>	<p><b><u>Impact</u></b> Pupils will know that characteristics are passed from parents to their offspring. Pupils will know that variation in offspring over time can make animals more or less able to survive in particular environments, for example how peppered moths have adapted. Pupils will know out about the work of theorist Charles Darwin and how he developed his ideas on evolution.</p>	<p><b><u>Impact</u></b> s will make accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p><b><u>Impact</u></b> Children will be able to retell the Christmas story and to compare information from different sources. Children will also be able to discuss Christian beliefs and explain what significance Christmas celebrations and traditions have in helping Christians to understand who Jesus was and why he was born.</p>

<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Classroom Jazz 2</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>In this unit children will listen and appraise Blues and Jazz music. They will use glocks or recorders to play instrumental parts and then improvise in either a blues or in a Latin American style.</p>	<p style="text-align: center;"><b>PSHE – Celebrating Differences</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>In this unit, the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>	<p style="text-align: center;"><b>PE Dodgeball</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Pupils participate in games and a dodgeball tournament. Children are taught the importance of being honest whilst playing to the rules. Children learn officiating skills and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>	<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;"><b>Hobbies and Pets</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn how to construct simple negative verb form 'I do not' and will also learn more verbs in the first person singular, including, for example: to understand, to like, to play, to read etc.</p>
<p style="text-align: center;"><a href="#">National curriculum links</a></p> <p>-Pupils should be taught to sing and play musically with increasing confidence and control. -Play and perform using their voices and playing musical instruments in increasing accuracy, fluency, control and expression.</p>	<p style="text-align: center;"><a href="#">National curriculum links</a></p> <p><b>By the end of Primary pupils should know:</b></p> <ul style="list-style-type: none"> <li>• (R3) that others' families, either in school or in the wider world, sometimes look different from their family</li> <li>• but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>• (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• (R15) the importance of self-respect and how this links to their own happiness</li> <li>• (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• (R19) the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	<p style="text-align: center;"><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p style="text-align: center;"><a href="#">National curriculum links</a></p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> </ul>
<p><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise: Bacharach Anorak and Meet The Blues.</li> <li>• Using glocks or recorders play using the notes C, D, E, F, G, A, B + C.</li> <li>• Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</li> <li>• Improvise in a Blues style using the notes C, Bb, G, F + C.</li> </ul>	<p style="text-align: center;"><a href="#">Key knowledge components (taken from KO's)</a></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of their own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> </ul>	<p style="text-align: center;"><a href="#">Key knowledge components (taken from KO's)</a></p> <ul style="list-style-type: none"> <li>• To recap on the rules of dodgeball and apply them to a game.</li> <li>• To develop throwing at a moving target.</li> <li>• To use jumps, dodges and ducks to avoid being hit.</li> <li>• To develop officiating skills and referee a dodgeball game.</li> </ul>	<p style="text-align: center;"><a href="#">Key knowledge components (taken from KO's)</a></p> <ul style="list-style-type: none"> <li>• To greet others and respond politely.</li> <li>• To count from 11 – 20</li> <li>• To describe when and how you like to play.</li> <li>• To describe what you do at breaktime.</li> <li>• To describe your hobbies</li> <li>• To describe which pets you have.</li> </ul>

<ul style="list-style-type: none"> <li>Perform and share and talk about it after.</li> </ul>			
<p style="text-align: center;"><u>Key progression skills</u></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Use musical words when talking about the songs.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> <p><b>Games</b> Find the pulse, clap back rhythms, lead the class by inventing rhythms.</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> <p><b>Improvisation</b> Play and copy back, play and improvise, improvisation.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>	<p style="text-align: center;"><u>Key progression skills</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that being different could affect someone's life</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know that people can hold power over others individually or in a group</li> <li>Know why some people choose to bully others</li> <li>Know that people with disabilities can lead amazing lives</li> <li>Know that difference can be a source of celebration as well as conflict</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Empathise with people who are different and be aware of my own feelings towards them</li> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>Appreciate people for who they are</li> <li>Show empathy</li> </ul>	<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> <li>Use a range of techniques when passing, eg high, low bounced, fast, slow.</li> <li>Change direction and speed when dribbling the ball.</li> <li>Show growing consistency and control in games</li> <li>Apply skills effectively in different types of game</li> <li>Defend effectively, slowing games down and making it hard to find space</li> <li>Evaluate performance and decide what they need to practise</li> <li>Identify how they and others are more or less effective in different parts of games. Use information to decide what they need to practise</li> <li>Know how to make the most of strengths and weaknesses in games</li> </ul>	<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> <li>Follow along and repeat key words from a song, rhyme or poem.</li> <li>Use the visual cues and context to follow the gist of a short text.</li> <li>Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction.</li> <li>Copy words and short phrases accurately.</li> <li>Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).</li> <li>Use the high-frequency verb forms in the 1st person (eg j'ai, je suis) confidently.</li> </ul>

<ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>			
<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>Children will Listen and Appraise Bacharak Anorak and Meet the Blues.</li> <li>Children will listen for style indicators and describe the structure.</li> <li>Children will describe the musical dimensions.</li> <li>Children will Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.</li> <li>Children will Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</li> <li>Children will improvise in a Blues style using the notes C, Bb, G, F + C.</li> <li>Children will perform and share and include one or more of the following: Improvisations • Instrumental performances • Compositions</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>Children will understand there are different perceptions about what normal means.</li> <li>Children will understand how being different could affect someone’s life</li> <li>Children will explain some of the ways in which one person or a group can have power over another</li> <li>Children will know some of the reasons why people use bullying behaviours</li> <li>Children will give examples of people with disabilities who lead amazing lives</li> <li>Children will explain ways in which difference can be a source of conflict and a cause for celebration</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>Children will recap the rules of dodgeball and apply them to a game.,</li> <li>Children will develop their skills when throwing at a moving target.</li> <li>Children will jump, dodge and duck to avoid being hit.</li> <li>Children will develop the skill of catching to get an opponent out.</li> <li>Children will learn to block using a dodgeball.</li> <li>Children will elect and apply tactics in the game.</li> <li>Children will develop officiating skills and referee a dodgeball game.</li> </ul>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>Useful phrases</li> <li>Numbers 11-20</li> <li>I like to play</li> <li>In the playground</li> <li>Hobbies</li> <li>Pets</li> </ul>
<p><u>End composite</u></p> <p>To perform and share and possibly add some choreography.</p>	<p><u>End composite</u></p> <p>To create the Hall of Fame display.</p>	<p><u>End composite</u></p> <p>Children to apply the skills they have learnt to compete in a dodgeball tournament.</p>	<p><u>End Composite</u></p> <p>Children will prepare a short speech to introduce themselves and give information about their hobbies and pets.</p>
<p><u>Impact</u></p> <p>Pupils will be able to listen and appraise blues and jazz music sharing their thoughts about what they enjoyed or didn’t enjoy. They will use instruments to create a performance involving improvisation, instrumental performances and composition.</p>	<p><u>Impact</u></p> <p>Pupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if we become involved (directly or indirectly) in a bullying situation. Pupils can explain why racism and other forms of discrimination are unkind.</p>	<p><u>Impact</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit.</p>	<p><u>Impact</u></p> <p>Children will understand how to construct simple negative verb form ‘I do not’ and will also have learnt more verbs in the first person singular. Children will be able to introduce themselves and give additional information about their hobbies and pets</p>