



Climate Zones –Autumn 2 – Jellyfish Class



Geography - Climate Zones Intent.	Design and Technology – Structures: Constructing a castle Intent	Science - Forces and Magnets Y3 PZAZ Intent	Computing - Animation Intent	RE - Christianity – Has Christmas lost its true meaning? Intent
<p>Children will explore different climate zones from around the world. They will look at longitude and latitude, the equator and how this has an impact on a country's climate.</p>	<p>Children will learn about the features of a castle. They will plan an intended design for their own castle model using nets to make neat 3D shapes, then stack shapes and recyclable materials to make the structures of each castle. Children to learn how to create a stable castle base to which, facades and other decorative features can be created and fixed, to realise their original planned intended design.</p>	<p>Pupils will observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing)</p> <p>Pupils will compare how different things move and group them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions. Children will explore and sort materials into those that are magnetic and those that are not.</p>	<p>Pupils will use a range of techniques to create a stop frame animation using tablets. They will then apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p style="text-align: center;">Purple Mash Unit 4.6 Animation</p>	<p>Children will learn what the true meaning of Christmas is to Christians and compare this to what Christmas means for them.</p>
<p>National curriculum links</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Describe and understand key aspects of: physical geography, including: climate zones. 	<p>National curriculum links</p> <p>Design -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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Extension activity)</p> <p>Make - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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>Evaluate - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>National curriculum links</p> <p>Programme of study – Forces and Magnets (Y3)</p> <ul style="list-style-type: none"> compare how things move on different surfaces 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 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>National curriculum links</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>National curriculum links (Areas of Enquiry) Discovery RE</p> <ul style="list-style-type: none"> Beliefs, teaching and sources Meaning, purpose and truth
<p>Key knowledge components (taken from KO's)</p> <ul style="list-style-type: none"> Climate is the average daily and seasonal weather patterns over a long period of time. The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is. <p>As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.</p>	<p>Key knowledge components (taken from KO's)</p> <p>To understand that wide and flat based objects are more stable.</p> <p>To understand the importance of strength and stiffness in structures.</p> <p>To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose.</p> <p>To know that a facade is the front of a structure.</p> <p>To understand that a castle needed to be strong and stable to withstand enemy attack.</p>	<p>Key knowledge components (taken from KO's)</p> <p>Forces are pushes and pulls These forces change the motion of an object Forces make objects move, speed up, slow down or even stop. Forces can act in opposite directions to each other. When an object moves across a surface friction acts as an opposite force. Friction is a force that holds back the motion of an object. More friction on a surface makes objects slow down. Gravity causes an object to drop to the ground. Objects move differently depending on the surface of the object and the surface it is on.</p> <p>Magnets Magnets produce an are od force around them called a magnetic field. When objects enter the magnetic field, they will be attracted or repelled if they are magnetic. When magnets repel, they push each other away. When magnets attract, they pull together. Objects that are magnetic are attracted to a magnet (Iron and steel are magnetic, aluminium and copper are non-magnetic) The end of magnets are called poles (North and South) Opposite poles attract. If you place magnets so the same poles face each other, the magnets will move away from each other (repel)</p>	<p>Key knowledge components (taken from KO's)</p> <p>To discuss what makes a good animated film or cartoon.</p> <p>To learn how animations are created by hand.</p> <p>To find out how animation can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations.</p> <p>To be introduced to 'stop motion' animation.</p> <p>Onion Skinning A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly</p> <p>Stop motion A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.</p>	<p>Key knowledge components (taken from KO's)</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.</p> <p>He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem.</p> <p>This is the Christian concept of "incarnation": God becoming man or literally being "made flesh".</p> <p>Jesus was born in a stable and was visited by a variety of people from very different social classes.</p>

<p>Key progression skills</p> <p>Geographical Enquiry Select appropriate sources of primary and secondary information to support investigation. Location and place knowledge Support reasons for the physical and human features of a location with factual evidence. Identify and describe the links and relationships that connect localities both within and beyond the UK. Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone. Human and Physical Identify an increasing range of physical processes, e.g. climate zones and biomes. Give simple explanations for the location of human and physical features within a locality.</p>	<p>Key progression skills</p> <p>Design - Use research to develop the design of functional and appealing products. Record plan by drawing labelled sketches or writing and discuss this whilst working. Make – Think ahead about the order of their work and plan tools and materials needed e.g., weighing scales, glue gun, ruler. Consider working characteristics of materials. Evaluate – Check their work as it develops and modify approach in light of progress. Identify strengths and areas to improve in their own design. Identify what does and does not work in the product. Technical knowledge – Create shell or frame structure and make structures more stable.</p>	<p>Key progression skills</p> <p>PZAZ focus areas for whole school KS2</p> <p>Can define the 3 Types of Variable (1 week) Can name at least 3 Independent Variables (1 week) Can name at least 3 Independent, 1 Dependent Variable and 1 Control Variable (1 week) Can name 3 each of Independent, Dependent and Control Variables (1 week) Can construct questions from chosen variables (1 week) Can identify variables in questions (1 week) Can make a prediction (1 week) Can justify a prediction (1 week) Can list the equipment needed to carry out an investigation (1 week) Can write a method for an investigation (1 week)</p>	<p>Key progression skills</p> <p>Begin to use software to create movement & patterns on a screen Use templates to make electronic books individually and in pairs. Explore the effects of sound and music in animation and video. Understand that there are online tools that can help them create and communicate. Look at own work & consider how it can be improved for effectiveness.</p>	<p>Key progression skills</p> <p>I can talk about why religion is important for some people and give examples. (Year 3) I can make links between beliefs and sources, including religious stories and sacred texts. (Year 4) I can identify the impact religion has on believers' lives. (Year 4) I can identify what influences me. (Year 3) I can identify what influences me. I can make links between aspects of my own and others' experiences. (Year4)</p>
<p>Implementation</p> <ul style="list-style-type: none"> -Why does a place's location in the world affect its climate? Children to identify the different lines of latitude and explain how latitude is linked to climate. -What on earth is a climate zone? Children to locate different climate zones and explore the differences between the Northern and Southern Hemispheres. -How is the climate in the UK different from that in the tropics? Children to compare temperate and tropical climates. -How does the climate vary around the world? Children to explore weather patterns within a climate zone. -What is the weather like on a typical day for places in different climate zones? Children to write a weather forecast for a typical day in your choice of climate zone. Children to compare the climates of Seville and Santiago -What is special about each climate zone? Identify the characteristics of each climate zone 	<p>Implementation</p> <ul style="list-style-type: none"> Knowledge Capture – Children to show their understanding of these key questions: What are the features of a castle? How can paper be used to form a model castle? After learning the features of a castle, children to design one of their own, deciding which 3D shapes they need to create it with consideration to the castle's stability and strength. Children to follow a design specification to create a castle, labelling their drawings with the shapes and subsequent nets and recycled materials they will use to make it. Children to construct nets to make 3D shapes to use in the construction of their castles over the following lessons. Children to create a stable castle base using stiffening skills where necessary. Children to then make and attach the specific features of their designs, decorating and adding facades to complete their intended design project. Children to consider their final product and evaluate its success against their original design criteria and suggest potential adaptations to their design that could improve the finished product. 	<p>Implementation</p> <ul style="list-style-type: none"> Pre – Assessment vocabulary check Children will compare how things move on different surfaces and the affect friction has on objects (Activity Ramps and Cars 3.9 PZAZ) Children will observe the magnetic field on iron filings using a bar magnet (exploratory lesson; take photos, short films and describe in books) Children will describe the 2 poles on the magnets and predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Activity Polar Opposites 3.10 PZAZ – this will also cover observe how magnets attract or repel each other and attract some materials and not others) Children will test, 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. IF TIME ALLOWS, Can you identify if all metals are magnetic. (Activity Magnetic Materials 3.10 PZAZ - this will also cover observe how magnets attract or repel each other and attract some materials and not others) Post-Assessment Vocabulary check 	<p>Implementation</p> <p>Pupils will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.</p> <p>Develop animation knowledge and apply this to make a stop-frame animation using a tablet.</p> <p>Pupils will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week.</p> <p>Pupils will use tablets to carefully create stop-frame animations, paying attention to consistency.</p> <p>Pupils will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p> <p>Pupils will add other media and effects into their animations, such as music and text.</p>	<p>Implementation</p> <p>What does Christmas mean to us?</p> <ul style="list-style-type: none"> Children will discuss what Christmas means to them and share their ideas as a class. <p>What does Christmas mean for Christians?</p> <ul style="list-style-type: none"> Children will explore a variety of meaningful Christmas objects such as an Advent candle, Advent calendar, Christmas tree, Nativity scene etc. and learn why each item is meaningful to Christians. <p>The Christmas Story</p> <ul style="list-style-type: none"> Children will listen to the Christmas story and consider the significance of the wise men, Shepherds, star, gifts etc. <p>What is the true meaning of Christmas?</p> <ul style="list-style-type: none"> Children will work as a class to create decorations to decorate two Christmas trees. The first tree will be decorated with non-Christian aspects of Christmas (that might be meaningful to the children) such as gifts, cards, meals, family etc The second tree will be decorated with aspects of Christmas that are meaningful to Christians such as a star, angel, gold etc. <p>What gift would you give to the World for Christmas?</p> <ul style="list-style-type: none"> Children to create poems about their Christmas gift/wish for the World. <p>What is the true meaning of Christmas to Christians?</p> <ul style="list-style-type: none"> Children to complete an activity sheet and to consider if Christmas has lost its true meaning.
<p>End composite</p> <p>Children to choose a climate zone and write to persuade someone to live there.</p>	<p>End composite</p> <p>Children to produce a stable castle model construction with a decorated façade, based upon their original design.</p>	<p>End composite</p> <p>Using bar magnets children will be able to explain what the 2 end parts are called and how they work.</p>	<p>End composite</p> <p>Children to create a story-based animations and add other types of media to their animation, such as music and text.</p>	<p>End composite</p> <p>Children to complete an activity sheet considering both the Christian and non-Christian aspects of Christmas and to consider whether or not Christmas has lost its true meaning.</p>
<p>Impact</p> <p>Children will be able to describe the main features of a castle. Children will be able to explain the planning and design process in creating their castle model and show their understanding of creating a stable structure.</p>	<p>Impact</p> <p>Children will be able to talk about forces and what a force is. They will use their knowledge from lessons to talk about how magnets work and what materials are magnetic and how they know this.</p>	<p>Impact</p> <p>Children will be able to create story-based animations and add other types of media to their animation, such as music and text. They will be able to define key computing vocabulary such as Onion Skinning and stop Motion</p>	<p>Impact</p> <p>Children will be able to retell the Christmas story, identify the Christian aspects of Christmas and discuss the true meaning of Christmas.</p>	

<p align="center">Music</p> <p align="center">Dancing in the street</p> <p align="center">Intent</p> <p>In this unit children will listen and appraise 'dancing in the street' a Motown piece of music as well as other Motown pieces. They will learn the vocabulary linked to Motown music and will use the instruments to improvise and compose.</p>	<p align="center">(Y3) PSHE – Celebrating Difference</p> <p align="center">Intent</p> <p>In this 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>	<p align="center">(Y4) PSHE – Celebrating Difference</p> <p align="center">Intent</p> <p>In this unit, the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>	<p align="center">PE Handball</p> <p align="center">Intent</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking.</p>	<p align="center">MFL - Hobbies and Pets</p> <p align="center">Intent</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 align="center"><u>National curriculum links</u></p> <p align="center">By the end of KS1 pupils should:</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - improvise and compose music for a range of purposes using the inter-related dimensions of music. -listen with attention to detail and recall sounds with increasing aural memory. -use and understand the staff and other musical notations. -appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. -develop an understanding of the history of music. 	<p align="center"><u>National curriculum links</u></p> <p align="center">By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (R1) that families are important for children growing up because they can give love, security and stability • (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends • (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • (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 • (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 	<p align="center"><u>National curriculum links</u></p> <p align="center">By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (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 • (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 • (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships • (R15) the importance of self-respect and how this links to their own happiness • (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 • (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 • (R20) that people sometimes behave differently online, including by pretending to be someone they are not • (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard • (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so • (R32) where to get advice e.g. family, school and/or other sources 	<p align="center"><u>National curriculum links</u></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p align="center"><u>National curriculum links</u></p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences.

	<ul style="list-style-type: none"> • (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships • (R14) the conventions of courtesy and manners • (R15) the importance of self-respect and how this links to their own happiness • (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 • (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 • (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive • (R20) that people sometimes behave differently online, including by pretending to be someone they are not • (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard • (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so • (R32) where to get advice e.g. family, school and/or other sources • (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their 	<ul style="list-style-type: none"> • (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private 		
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	<p>own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <ul style="list-style-type: none"> (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 			
<p>Key knowledge components (taken from KO')</p> <ul style="list-style-type: none"> Listen and appraise a Motown piece of music 'Dancing in the Street', focusing on the structure and voices they can hear. Use the glocks and recorders play and copy back up to 3 notes F G and A. Singing in unison and with backing vocals. Play instrumental parts using up to 2 notes. Improvise using up to 3 notes D E and F. Compose a simple melody using simple rhythms. Perform and share using, improvisations, instrumental performances and compositions. 	<p>Key knowledge components (taken from KO's)</p> <p>Knowledge:</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 <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> 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 	<p>Key knowledge components (taken from KO's)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different 	<p>Key knowledge components (taken from KO's)</p> <p>Year 3: I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words.</p> <p>Year 4: I can throw, catch, dribble and shoot the ball with increasing control. I can use simple tactics to help my team gain possession. I share ideas and work with others to manage our game.</p>	<p>Key knowledge components (taken from KO's)</p> <ul style="list-style-type: none"> To great others and respond politely. To count from 11 – 20 To describe when and how you like to play. To describe what you do at breaktime. To describe your hobbies To describe which pets you have.
<p>Key progression skills</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. <p>Games</p> <p>Find the pulse, copy back rhythms, lead the class with a rhythm, copy back 2 and 3 note riffs.</p> <p>Singing</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. <p>Playing</p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. 	<p>Key progression skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> 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 Know that conflict is a normal part of relationships 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 some words are used in hurtful ways and that this can have consequences <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment 	<p>Key progression skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different 	<p>Key progression skills</p> <p>Control and accuracy</p> <p>Use a range of skills to help keep possession and control of the ball</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently with others</p> <p>Know and understand the concept of attacking and defending Ability to select good attacking and defending tactics</p> <p>Developing roles within a team</p> <p>Be able to explain rules in games</p> <p>Know how to use space in games</p>	<p>Key progression skills</p> <ul style="list-style-type: none"> Follow along and repeat key words from a song, rhyme or poem. Use the visual cues and context to follow the gist of a short text. Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction. Copy words and short phrases accurately. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). Use the high-frequency verb forms in the 1st person (eg 'j'ai, je suis) confidently.

<ul style="list-style-type: none"> ● 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. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session <p>Improvisation</p> <p>Play and copy back, play and improvise and improvisation.</p> <p>Composition</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 				
<p>Implementation</p> <ul style="list-style-type: none"> ● Children will listen and appraise different Motown music. ● Children will use the glocks or recorders to play and copy back up to 3 notes. ● Children will sing in unison and with backing vocals. ● Children will play instrumental parts using up to 3 notes. ● Children will improvise and compose simple rhythms. 	<p>Implementation</p> <ul style="list-style-type: none"> ● Children will understand that everybody's family is different and important to them. ● Children will understand that differences and conflicts sometimes happen among family members. ● Children will be able to explain what it means to be a witness to bullying. ● Children will understand that witnesses can make situation better or worse by what they do. ● Children will recognise that some words are used in a hurtful way. ● Children will be able to recall a time when their words affected someone's feelings and what the consequences were. 	<p>Implementation</p> <ul style="list-style-type: none"> ● Children will understand that, sometimes, we make assumptions based on what people look like. ● Children will understand what influences them to make assumptions based on how people look. ● Children will know that sometimes bullying is hard to spot and to know what to do if they think bullying is going on but not sure. ● Children will explain why witnesses sometimes join in with bullying and sometimes don't tell. ● Children will identify what is special about themselves and to value the ways in which they are unique. ● Children will be able to explain a time when their first impression of someone changed when they got to know them. 	<p>Implementation</p> <ul style="list-style-type: none"> ● I will begin to throw and catch while on the move. ● I will learn how to move towards goal or away from a defender. ● I will develop accuracy when shooting. ● I will apply individual and team defending skills ● I will use a change of direction and speed to lose a defender and move into space. ● I will maintain possession when in attack. 	<p>Implementation</p> <ul style="list-style-type: none"> ● Useful phrases ● Numbers 11-20 ● I like to play ● In the playground ● Hobbies ● Pets
<p>End composite</p> <p>To perform and share using Improvisations, instrumental performances and compositions.</p>	<p>End composite</p> <p>To create the Hall of Fame display.</p>	<p>End composite</p> <p>To create the Hall of Fame display.</p>	<p>End composite</p> <p>Handball tournament</p>	<p>End Composite</p> <p>Children will prepare a short speech to introduce themselves and give information about their hobbies and pets.</p>
<p>Impact</p> <p>Pupils will recognise the structure of Motown music. Use vocabulary linked to Motown music and reflect on what they have enjoyed and didn't enjoy.</p>	<p>Impact</p> <p>Pupils can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Pupils can tell</p>	<p>Impact</p> <p>Pupils can tell you a time when their first impression of someone changed as they got to know them. Pupils can also explain why bullying might be difficult to spot and what to do</p>	<p>Impact</p> <p>Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will</p>	<p>Impact</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.</p>

	<p>you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>about it if they're not sure. Pupils can explain why it is good to accept themselves and others for who we are.</p>	<p>understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p>	<p>Children will be able to introduce themselves and give additional information about their hobbies and pets</p>
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