



Through the ages –Term 3 – Class Jellyfish



<p style="text-align: center;">History – Through the ages!</p> <p style="text-align: center;">Intent.</p> <p>Children will learn about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p>		<p style="text-align: center;">Art & Design – Every picture tells a story (Yr4)</p> <p style="text-align: center;">Intent</p> <p>Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored</p>		<p style="text-align: center;">Science - Electricity</p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Children will learn about common appliances that run on electricity. They will construct simple circuits; identifying and naming basic parts. Children will predict and test if lamps will work in a series circuit and when using switches. Children will predict and test some common conductors and insulators, associating that metals can be good conductors.</p>		<p style="text-align: center;">Computing</p> <p style="text-align: center;">Intent</p> <p style="text-align: center;">Photo editing</p> <p>Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>		<p style="text-align: center;">RE -</p> <p style="text-align: center;">Buddha’s teachings.</p> <p style="text-align: center;">Can the teachings of Buddha make the world a better place?</p> <p style="text-align: center;">Intent</p> <p>Children will learn about the teachings of the Buddha and explore what he taught about change and greed.</p>	
<p style="text-align: center;">National curriculum links</p> <p>Changes in Britain from the stone age to the Iron age.</p>		<p style="text-align: center;">National curriculum links</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p style="text-align: center;">National curriculum links</p> <p>Programme of study – Year 4 – Electricity</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">identify common appliances that run on electricity</p> </div> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p style="text-align: center;">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 style="text-align: center;">National curriculum links</p> <p style="text-align: center;">(Areas of Enquiry) Discovery RE</p> <ul style="list-style-type: none"> Beliefs, teaching and sources. Identity, diversity and belonging. Values and commitment. 	
<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time. Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. It has well preserved, interconnected houses made of stone. Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter. 		<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>I can understand and recognise the story behind a painting.</p> <p>I know that art can be created based on an emotion or to evoke a feeling.</p>		<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>Electricity is generated using energy from natural sources such as the Sun, oil, water and wind.</p> <p>Some appliances use batteries and some use mains electricity. For example, toasters, kettles, irons, washing machines, headlights</p> <p>A complete circuit is a loop that allows the electrical current to flow through wires. It contains a battery (cell), wires and an appliance that requires electricity to work (such as a bulb, motor or buzzer). A switch controls the flow of the electrical current around the circuit. When the switch is off, the current cannot flow. This is not the same as an incomplete circuit.</p> <p>Materials that allow electricity to pass through a create a complete circuit are called electrical conductors. Materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.</p>		<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>To recognise that digital images can be manipulated To recognise that digital images can be changed for different purposes To use an application to change the whole of a digital image To use an application to change part of a digital image To change the composition of a digital image by rotating and flipping To change the composition of a digital image by cropping To adjust colours of a digital image To apply filters to a digital image To use clone, copy, and paste to change the composition of a digital image To add text to a digital image To choose the most appropriate tool for a particular purpose</p>		<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>The focus of this unit is some of the Buddha’s teachings namely the Three Marks of Existence and the Noble Eightfold Path. The Three Marks of Existence/universal truths (enquiry focus is on the first 2). Dukkha (suffering) is everywhere all the time. Anicca – the belief that nothing lasts, everything changes. Anatta (the belief that there is no ‘self’). Noble Eightfold Path. Right Viewpoint – You should look at life in the right way (i.e. being positive). Right Thought - You should think about others, not just yourself. Right Speech – You should talk to people properly, with respect. Right Action – You should act in a way that does not hurt people e.g. no stealing. Right Living – Your job must help, not harm other people or animals. Right Effort - You should do the best that you can. Right Awareness - You should be sensitive to the needs of others. Right Concentration - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation.</p>	
<p style="text-align: center;">Key progression skills Yr 3</p> <p>I can use a range of information to ask and answer</p>	<p style="text-align: center;">Key progression skills Yr 4</p> <p>I can answer questions about the past selecting</p>	<p style="text-align: center;">Key progression skills</p>		<p style="text-align: center;">Key progression skills</p> <p>PZAZ focus areas for whole school KS2 – Gathering data and analysis (Y3)</p>		<p style="text-align: center;">Key progression skills</p> <p>Use art programs & online tools to modify photos for a specific purpose using a range of effects.</p>		<p style="text-align: center;">Key progression skills</p> <p>I can talk about the main similarities in religions. I can identify how the religion is expressed in different ways. (Y3)</p>	

<p>questions about the past.</p> <p>I can use dates and historical terms to describe historical periods,</p>	<p>information from a wide range of sources.</p> <p>I can describe the key characteristics and features of a range of different periods of history.</p>		<p>Can list the types of data that can be gathered in investigations (1 week)</p> <p>Can decide the type of data being gathered in investigations (1 week)</p> <p>Can complete provided results tables (3 weeks)</p> <p>Draw and complete own results tables (2 weeks)</p> <p>With help, draw a graph with an appropriate scale on the axes (2 weeks)</p> <p>Identifying trends in the data gathered from investigations (1 week)</p>	<p>Explore & begin to evaluate the use of multimedia to enhance communication.</p> <p>Look at own work & consider how it can be improved for effectiveness.</p>	<p>I can talk about matters of right and wrong, I can recognise and talk about my own values and those of others. (Y3)</p> <p>I can make links between values and commitments and my own attitudes and behaviour. (Y4)</p>
<p>Implementation</p> <ul style="list-style-type: none"> Children to look at the time period of the stone and to the iron age and place it on a timeline of historical topics that they have previously learnt about. Children will learn, was Stone Age man simply a hunter and gatherer, concerned only with survival? Children will understand that Britain was once covered in ice. They know that the earliest settlers were hunter gatherers and lived in caves. Children will learn how different life was in the Stone Age when man started to farm. What can we learn about life in the Stone Age from a study of Skara Brae. Children will investigate why is it so difficult to work out why Stonehenge was built. How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle? 	<p>Implementation</p> <ul style="list-style-type: none"> My parents: Children analyse David Hockney's, 'My Parents', describing the piece, including the formal elements (shape, form, tone, texture, pattern, colour) to someone who can't see the painting before acting out the scene within it. The Dance: Unpicking and analysing Paula Rego's 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of the painting. Table for ladies: To help understand the story behind this Edward Hopper painting, children create a role-play to view the work from another perspective. Children's games: Pupils explore Brueghel's painting, 'Children's Games' before recreating it as a photo collage, but with a modern twist. Fiona Rae: Developing their understanding of abstract art, children discuss the story behind Fiona Rae's work and create their own piece to represent the same themes. 	<p>Implementation</p> <ul style="list-style-type: none"> Vocab assessment & Children will identify common appliances that run on electricity at home and around the school. Children will identify and name the basic components in a circuit (cells, wires, bulbs, switches and buzzers) and construct a circuit so that the components work (Activity Build a circuit activity 4.4 PZAZ) Children will identify and draw diagrams of circuits using pictorial representations (not circuit symbols as this is a Y6 requirement) (Activity Circuit Diagrams 4.4 activity PZAZ) Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (The Switch activity 4.4 PZAZ) Children will learn what conductors and insulators do and recognise some common conductors and insulators (Conductor or Insulator activity 4.5 PZAZ) Vocab post - assessment and end composite activity 	<p>Implementation</p> <ul style="list-style-type: none"> National Online Safety – Copyright and ownership Introduce learners to the concept of editing images. Explore rotation, crop an image and use an image editor to make these changes. Learners discuss image composition. Pupils look at the effect that different colours and filters can have on an image. They choose appropriate effects to fit a scenario. They then edit the images using different effects. Pupils are introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They explore how parts of a photo can be removed or duplicated using cloning. Pupils consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible. Pupils learn how to use different tools to select areas of an image. Learners then use copy and paste within one image and between two images to produce a combined image. Pupils apply all the skills learnt so far. They review images and considering what makes an image look real or made up. Learners will then plan their own image. Learners review image created in Lesson 5. Review and make changes to image. Add text to image. 	<p>Implementation</p> <ul style="list-style-type: none"> Is the World a wonderful place? Children will discuss what is wonderful about the World and will consider if everyone experiences the World in the same way. The life of Buddha. Children will revisit the story of Buddha and will focus on two of the truths that Buddhists believe Siddhata taught - a) the belief that everything changes and people don't want it to and b) that suffering is caused by selfishness. Does everything in life change? Children will listen to the story 'Kisa and the mustard seed'. The children will then consider that Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared. Does being greedy and selfish cause suffering? Children will listen to the story 'Buddha and the Angry Elephant' and will consider that living a good life without being selfish or greedy would make the world a better place. To help people know what to do and not to do Buddha gave people the 8-fold path. What have you learnt about the teachings of Buddha? Children will have the opportunity to show their learning and understanding of the Buddha's teachings on change, greed and suffering by completing an evaluation activity sheet. Is The World suffering? Children will consider ways in which The World might be suffering and what they could do to help. 	
<p>End composite</p> <p>Pupils to compare 2 artists' reconstructions are asked, based on these images PLUS their own knowledge to explain the main changes that took place between the 2 periods shown: one Middle Stone Age, the other Iron Age.</p>	<p>End composite</p> <p>Children will produce different elements of artwork to represent the artists that they explore.</p>	<p>End composite</p> <p>Create simple presentations to record on Seesaw outlining the key knowledge from their KO's</p>	<p>End composite</p> <p>Review images and consider what makes an image look real or made up. Learners chose an image and edit them for own project. Review and evaluate.</p>	<p>End composite</p> <p>Children to complete an evaluation worksheet.</p>	

Impact

Children to have a clear understanding of what made each age different and how it shaped the eras that came

Impact

Children to be able to describe differences between artists' work.

Impact



Children be able to confidently name appliances that use electricity. They will be able to name components of a simple circuit and explain how a circuit works when lighting up a bulb using a switch.

Impact

Children can use a range of skills when editing photos and add text to an image.

Impact

Children will have a deeper understanding of the teachings of Buddha and the effect that this has on the lives of Buddhists and the people around them.

 <p style="text-align: center;">Music Stop! Intent</p> <p>In this unit children will listen to grime style of music and write lyrics linked to a theme.</p>	<p style="text-align: center;">PSHE Yr3 Dreams and Goals Intent</p> <p>In this unit the class 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 talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which 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>	<p style="text-align: center;">PSHE Y4 Dreams and Goals Intent</p> <p>In this unit, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p style="text-align: center;">PE Intent Dance Year 4</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. Pupils will develop confidence in performing.</p>	 <p style="text-align: center;">MFL Food Glorious Food Intent</p> <p>Children will be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others when talking about preparing and eating food.</p>
<p style="text-align: center;">National curriculum links 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 style="text-align: center;">National curriculum links By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (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. • (R14) The conventions of courtesy and manners. • (R15) The importance of self-respect and how this links to their own happiness. • (H2) That there is a normal range of emotions 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 	<p style="text-align: center;">National curriculum links By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (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. • (R14) The conventions of courtesy and manners. • (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. • (H2) That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • (H3) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p style="text-align: center;">National curriculum links</p> <p>perform dances using a range of movement patterns</p>	<p style="text-align: center;">National curriculum links</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>
<p style="text-align: center;">Key knowledge components (taken from KO')</p> <p>I can Listen and appraise- Stop! Grime style of music. I can focus on the voices and instruments they can hear. (digital/electronic sounds, turntables, synthesisers, drums I can Use the glocks and recorders play and copy back up to 2 notes C and D.</p> <p>I can Sing and rap in unison and in parts.</p> <p>I can compose own rapped lyrics about bullying or another topic or theme that you decide</p> <p>I can perform and share- The performance will include one or more of the following: Improvisations , Compositions , Rapped lyrics that they have composed.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Knowledge:</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 <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can break down a goal into small steps 	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to share in the success of a group • Know that hopes and dreams don't always come true <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Have a positive attitude 	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Children will use a range of grammar structures to practise a set of vocabulary groups.</p> <p>Children will learn a variety of vocabulary to enable them to talk about food.</p> <p>Children will be able to apply their learning to have short conversations.</p>

	<ul style="list-style-type: none"> • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition 	<ul style="list-style-type: none"> • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is 		
<p><u>Key progression skills</u></p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music • When you talk try to use musical words. <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 in simple two-parts. • To demonstrate a good singing posture • To follow a leader when singing • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. <p>Playing</p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – 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 experience leading the playing by making sure everyone plays in the playing section of the song. <p>Improvisation</p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges</p> <p>Composition</p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • 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 • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why 	<p><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<p><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt Disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others 	<p><u>Key progression skills</u></p> <ul style="list-style-type: none"> -Can structure and perform dances -Show imaginative response to stimuli through choice of movement – be able to refine and repeat within a dance -Explore and develop new actions whilst working with a partner or small group -Perform with expression -Can link actions -Can describe and make suggestions to improve dance -Link actions to make dance phrases with group -Can respond imaginatively to create movement -Can structure dance phrases with a group -Can work with others to refine and practise -Show an awareness of themselves, others and audience 	<p><u>Key progression skills</u></p> <p>Follow along and repeat key words from a song, rhyme or poem.</p> <p>Use the visual cues and context to follow the gist of a short text.</p> <p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>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).</p> <p>Identify adjective and noun position.</p>

<p>Implementation</p> <ul style="list-style-type: none"> Children will listen and appraise different Grime music. Children will use the glocks or recorders to play and copy back up to 2 notes. Children will sing in unison and rap. Children will play instrumental parts using up to 3 notes. Children will improvise and compose own rapped lyrics. 	<p>Implementation</p> <ul style="list-style-type: none"> Children will stay motivated when doing something challenging. <ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success Children will keep trying even when it is difficult. <ul style="list-style-type: none"> I can identify a dream/ambition that is important to me Children will work well with a partner or in a group. <ul style="list-style-type: none"> I can face new learning challenges and work out the best ways for me to achieve them Children will have a positive attitude. <ul style="list-style-type: none"> I can be motivated and enthusiastic about achieving our new challenge Children will work hard to achieve their own dreams and goals. <ul style="list-style-type: none"> I can evaluate my own learning process and identify how it can be better next time Children will identify different ways that they can play for things and keep track of money. <ul style="list-style-type: none"> I can recognise how and why people decide to spend their money 	<p>Implementation</p> <ul style="list-style-type: none"> Children will stay motivated when doing something challenging. <ul style="list-style-type: none"> I can tell you about some of my hopes and dreams Children will keep trying even when it is difficult. <ul style="list-style-type: none"> I understand that sometimes hopes and dreams do not come true and that this can hurt Children will work well with a partner or in a group. <ul style="list-style-type: none"> I know that reflecting on positive and happy experiences can help me to counteract disappointment Children will have a positive. <ul style="list-style-type: none"> I know how to make a new plan and set new goals even if I have been disappointed Children will help others to achieve their goals. <ul style="list-style-type: none"> I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group Children will know they must work hard to achieve my own dreams and goals. <ul style="list-style-type: none"> I can identify the contributions made by myself and others to the group's achievement 	<p>Implementation</p> <p>- THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>- THEME: The Spy To choose actions which relate to the theme.</p> <p>- THEME: The Spy To develop a dance using matching and mirroring.</p> <p>-THEME: Carnival To learn and create dance moves in the theme of carnival.</p> <p>-THEME: Carnival To develop a carnival dance using formations, canon and unison.</p> <p>-THEME: Carnival To develop a dance phrase and perform as part of a class performance.</p>	<p>Implementation</p> <ul style="list-style-type: none"> The Very Greedy Dog - Children will listen to a familiar story in French. Please May I Have? - Children will use determiners for identifying quantities in making polite requests. Preferences – Children will learn to understand key features and patterns of basic grammar and will be able to state preferences about food. What Colour Is It? - Children will learn to describe food by colour orally and in writing. What did he eat? - Children will learn to describe objects by size. They will begin to place adjectives appropriately before or after the noun they modify. Children will begin to understand that adjective spelling depends on number and gender. I'm Hungry! - Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.
<p>End composite</p> <p>The class will perform their lyrics for the theme of bullying. They may add choreography and explain how they learnt the song and why. Record the performance and talk about it afterwards explaining how it made them feel.</p>	<p>End composite</p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)</p>	<p>End composite</p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Potato people: Piece 5)</p>	<p>End composite</p> <p>To develop a dance phrase and perform as part of a class performance.</p>	<p>End composite</p> <p>Children will have a conversation with a friend in French, discussing what type of food they like and describing the food that they talk about.</p>
<p>Impact</p> <p>Pupils will recognise grime music. They will compose their own lyrics linked to a theme and be able to use vocabulary linked to grime music and reflect on what they have enjoyed and didn't enjoy.</p>	<p>Impact</p> <p>Pupils will explain the different ways that help them learn and what they need to do to improve. Pupils can explain how these feelings can be stored in their internal treasure chest and why this is important.</p>	<p>Impact</p> <p>Pupils will plan and set new goals even after a disappointment. Pupils can explain what it means to be resilient and to have a positive attitude.</p>	<p>Impact</p> <p>Pupils will develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will create characters and narrative through movement and gesture. Pupils will take inspiration from a range of stimuli and work both individually, in pairs and in small groups.</p> <p>Pupils will learn to consider how best to use movement to communicate ideas, issues, feelings and thoughts. Through having the opportunity to perform they will develop self-confidence. They will also have the opportunity to provide feedback and use feedback to improve their own work.</p>	<p>Impact</p> <p>Children will be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>