# Year Y34 Spring – Cycle 1

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|---|
| **Science** | **Sp1: Forces and Magnets**<br><br>**Endpoint:**<br>By the end of this unit of work, pupils will understand what a force is and, in particular, how friction affects moving objects. They will also understand magnets and how they attract and repel one another. | **L1:**<br>A force is a push or a pull. They make things move, slow them down or make them stop.<br><br>There are many different types of force. By looking at objects that move, we can work out how they are affected by forces.<br><br>**L2:**<br>Friction is a force between two materials that are sliding or trying to slide across each other. It works in the opposite direction to the moving object and slow it down.<br><br>The amount of friction depends on the materials the surfaces are made from. The rougher the surface the more friction there is.<br><br>**L3/L4:**<br>Friction is very useful – it stops us slipping over; allows vehicles to accelerate, turn or brake; and makes roads safer.<br><br>Friction can also be dangerous – it produces heat which can lead to fires, and it can wear down parts of machines causing them to break.<br><br>**L5:**<br>Magnets are special materials that can attract certain types of metal.<br><br>These materials have a force called magnetism, which makes them pull (attract) or push (repel) objects made of certain types of metal. | Compare how different things move and group them together.<br><br>Raise questions and carrying out tests to find out how far things move on different surfaces and gather and record data to find answers their questions.<br><br>Look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.<br><br>Observe how magnets attract or repel each other and attract some materials and not others.<br><br>Describe magnets as having 2 poles.<br><br>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.<br><br>**NC Relevant Working Scientifically Skills:**<br><br>Set up simple practical enquiries, comparative and fair tests.<br><br>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.<br><br>Gather, record, classify and present data in a variety of ways to help in answering questions. | **L1:**<br>Force<br>Push<br>Pull<br>Move<br>Stop<br>Slow down<br>Speed up<br>Change direction<br><br>**L2:**<br>Friction<br>Surface<br>Slide<br>Material<br>Rough<br>Smooth<br>Plastic<br>Wood<br>Metal<br>Paper<br>Ceramic<br>Question<br>Fair test<br>Method<br>Conclusion<br>Design<br><br>**L3/4:**<br>Useful<br>Dangerous<br>Experiment<br>Investigate<br>Record |

| | | Magnets have two ends called poles - a north pole and a south pole.<br><br>If you bring the north pole of one magnet close to the south pole of another, they will attract each other. But if you try to put the north pole of one magnet near the north pole of another, they will repel (push) each other away. | Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br><br>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br><br>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | **L5:**<br>Magnet<br>Pole<br>Attract<br>Repel |
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| | **Sequence of Lessons:**<br>1) To understand what a force is and identify how they affect different moving objects<br>2) To learn about friction by investigating how objects move on different surfaces<br>3) To reflect up on how friction is useful and when it can be dangerous<br>4) To use my understanding of friction to design a moving machine<br>5) To experiment with magnets, their poles and how they attract or repel each other | | | |
| | **Sp2: Forces and Magnets**<br><br>**End Point:**<br>By the end of this unit of work, pupils will understand what materials magnets attract, how magnetism differs from other forces and the everyday uses of magnets. | **L1:**<br>Magnets are special materials that can attract certain types of metal.<br><br>**L2:**<br>Some magnets are stronger than others. We can work out which magnets are stronger by preparing an investigation. However, this must be a fair test.<br><br>**L3:**<br>Magnetism is different to some other forces – it doesn't need contact between two objects. It makes things move without touching them.<br><br>**L3/L4:**<br>Magnets are used in many everyday things. You can find them in things like refrigerator doors, magnetic toys, and even some types of trains that use magnets to levitate above the tracks. They're also used in compasses to help us find our way because the needle in a compass is a tiny magnet that points to the Earth's North Pole. | Observe how magnets attract or repel each other and attract some materials and not others.<br><br>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.<br><br>Explore the strengths of different magnets and find a fair way to compare them.<br><br>Sort materials into those that are magnetic and those that are not.<br><br>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.<br><br>Identify how these properties make magnets useful in everyday items and suggest creative uses for different magnets.<br><br>Relevant Working Scientifically Skills:<br><br>Set up simple practical enquiries, comparative and fair tests. | **L1:**<br>Magnet / magnetic<br>Attract<br>Repel<br>Poles (north / south)<br>Material<br>Plastic<br>Wood<br>Metal<br>Paper<br>Ceramic<br>Metal<br><br>**L2:**<br>Investigate<br>Record<br>Question<br>Fair test<br>Method<br>Conclusion<br><br>**L3/4:**<br>Compass<br>North Pole |

| | | | South Pole<br>Experiment<br>Design |
|---|---|---|---|
| | | Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.<br><br>Gather, record, classify and present data in a variety of ways to help in answering questions.<br><br>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br><br>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br><br>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | |

**Sequence of lessons:**
1) To investigate which materials magnets attract
2) To investigate the strength of different types of magnet
3) To be able to explain how magnetism is different to some other forces
4) To reflect on how magnets are useful in everyday life
5) To use my knowledge of magnetism to create a simple device

## History

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|
| **Ancient Egypt**<br><br>**End Point:**<br><br>By the end of this unit of work, pupils will understand when and where Ancient Egypt existed, how it survived due to the River Nile and the role which | **L1:**<br>Ancient Egypt is the name given to a civilisation that existed from around 3000 BCE to 300 BCE – this is nearly 3000 years or 30 centuries!<br><br>Ancient Egypt was located in north eastern Africa in the country we now call Egypt.<br><br>**L2:**<br>The River Nile ran through Ancient Egypt. It was very important for many reasons: it provided drinking water, it | Understand that a timeline can be divided into BCE (before the Common Era) and CE (the Common Era).<br><br>Create timelines for a topic using dates accurately. Explore differences between the lives of people living at the same time.<br><br>Answer questions about how and why events and people from the past are significant. | **L1:**<br>Egypt<br>Ancient<br>Ancient Egypt(ian)<br>BCE / BC<br>CE / AD<br>Civilisation<br>Location<br>Africa<br><br>**L2:** |

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| power and religion played in the civilisation. They will be able to articulate the technological achievements of the Ancient Egyptians and how these were used. | flooded regularly and made the land fertile for crops and it allowed for transport and trade.<br><br>**L3:**<br>Ancient Egyptian society was very strict and ordered. It was ruled by the pharaoh and his nobles. There were also priests, soldiers, scribes, craftsmen, farmers and slaves. Each person had a clear role they were expected to fulfil.<br><br>**L4:**<br>Ancient Egyptians believed in many gods who did different things. Temples were run by priests who performed rituals, offerings and prayers.<br><br>Ancient Egyptians took great care in preparing for death and many people were mummified and buried with objects they required for the afterlife.<br><br>**L5:**<br>The pyramids are some of the most spectacular objects left behind by the Ancient Egyptians – these were where pharaohs were buried. They would have been incredibly hard to build, but there were many inventions to help such as ramps and levers. | Begin to express opinions about the significance of people and events from the past.<br><br>Construct relevant questions about history and begin to suggest how these might be answered.<br><br>Use a wide range of sources (written, visual or oral) to learn more about the past.<br><br>Begin to understand and be aware of the difference between primary and secondary sources. | River Nile<br>Drinking water<br>Flood<br>Farmland<br>Crops<br>Fertile<br>Trade<br><br>**L3:**<br>Society<br>Strict<br>Pharaoh<br>Noble<br>Priest<br>Soldier<br>Scribe<br>Craftsmen<br>Farmer<br>Slave<br>Role<br><br>**L4:**<br>Religion<br>Gods<br>Temple<br>Ritual<br>Offering<br>Prayer<br>Death<br>Afterlife<br>Mummy / mummify<br>Pyramid<br>Tomb<br><br>**L5:**<br>Inventions<br>Ramp<br>Lever |

**Sequence of Lessons:**

1) To investigate when and where Ancient Egypt was located

2) To understand how the River Nile affected Ancient Egyptian life

3) To find out about the pharaohs and Ancient Egyptian society (BV: Democracy)

4) To investigate Ancient Egyptian religion and beliefs about death (BV: Tolerance and Mutual Respect / PC: Religion)

5) To find out about Ancient Egyptian technology and the construction of the pyramids

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|---|
| **Geography** | **Natural Disasters**<br><br>**End Point:**<br>By the end of this unit of work, pupils will understand some key natural disasters, in particular, earthquakes, volcanoes and tsunamis, and how these can affect people's lives. | **L1:**<br>A natural disaster is a sudden and extreme event caused by nature. Some are caused by changes in the weather; others are caused by the earth's movements.<br><br>There are many different types of natural disaster. For example, volcanoes, earthquakes, hurricanes, floods and tsunamis.<br><br>**L2:**<br>An earthquake is when the ground suddenly shakes because the Earth's surface is moving. This happens deep underground, where big pieces of the Earth, called tectonic plates, slowly push against each other.<br><br>**L3:**<br>A volcano is a mountain that can erupt, sending out hot, melted rock called lava, along with ash and gases, from deep inside the Earth. Volcanoes form because the Earth's surface has cracks, and sometimes pressure builds up underneath. When the pressure gets too strong, the volcano erupts.<br><br>**L4:**<br>A tsunami is a huge wave that happens in the ocean, usually caused by an underwater earthquake. When the ground under the sea suddenly moves, it pushes a large amount of water, creating a series of powerful waves. | Be able to name and locate world countries including those in Europe and The Americas using maps.<br><br>Be able to identify the position of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.<br><br>Begin to describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.<br><br>Make models, annotated drawings and field sketches to record observation.<br><br>Use atlases, maps and globes.<br><br>Locate photos of features on maps.<br><br>Recognise some patterns on maps and begin to explain what they show.<br><br>Give maps a title to show their purpose.<br><br>Use thematic maps. | **L1:**<br>Natural disaster<br>Weather<br>Earth<br>Volcano<br>Earthquake<br>Hurricane<br>Flood<br>Tsunami<br><br>**L2:**<br>Surface<br>Tectonic plate<br>Tremor<br>Vibrate<br>Richter Scale<br>Ring of Fire<br><br>**L3:**<br>Erupt<br>Lava<br>Ash<br>Gas<br>Crater<br>Ven<br><br>**L4:**<br>Sea/ocean<br>Beach<br>Wave<br>Increase |

Some areas are more affected by more earthquakes, volcanoes and tsunamis because they are located on points of the earth where lots of tectonic plates meet.

**L5:**
Natural disasters can affect people in many serious ways. They can damage homes, schools, and buildings, leaving people without a safe place to live.  After a disaster, it often takes time for communities to rebuild and recover. In some areas, people build special buildings which can withstand disasters.

**L5:**
Damage
Displace
Rebuild
Recover

**Sequence of Lessons:**
1) To understand what a natural disaster is and the different types
2) To investigate how, why and where earthquakes happen
3) To investigate how, why and where volcanoes erupt
4) To investigate how, why and where tsunamis take place
5) To reflect upon how natural disasters affect people

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|---|
| **DT** | **Pop Up Books**<br><br>**End Point:**<br>By the end of this unit of work, pupils will have learnt how to construct a number of mechanisms out of paper and card which work within a simple pop-up book. This will have been designed based up simple design criteria with children considering the audience of their product. | **L1:**<br>The invention of the printing press bu Johannes Gutenberg changed the world – before this machine, books had to be handwritten and there were very few available. However, once they could be printed quicker and more easily, there were far more books and more people learnt to read.<br><br>Pop-up books are a type of book which include mechanisms that allow certain parts of the book to be raised from the page. They are typically aimed at younger children with bright, colourful images and simple text.<br><br>Before we beginning designing our own product it is important to evaluate existing products to find ideas and inspiration for our own design.<br><br>**L2:** | Explore and evaluate existing products in relation to their purposes and whether they are well-designed.<br><br>Name and describe the materials that a product is made from and offer some reasons why.<br><br>Develop design criteria for a product when working with others.<br><br>Generate a number of initial ideas which include information about materials to be used.<br><br>Develop and communicate these ideas through annotated diagrams, templates and mock-ups providing some information about how their product will work.<br><br>Develop an ordered plan for the steps they will take to create their product. | **L1:**<br>Pop-up book<br>Evaluate<br>Audience<br>Materials<br>Suitable<br>Product<br><br>**L2:**<br>Mechanism<br>Concertina<br>Wheel<br>Rotate<br>Split pin<br>Lever<br>Accurate<br><br>**L3:**<br>Design |

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| It is possible to make a number of different pop-up mechanisms. For example, concertinas, folding pop-ups, wheels and levers. These are all made in different ways and need different pieces of equipment.<br><br>When using scissors, it's really important to cut safely. Scissors and paper must be held correctly. To make our cutting accurate, the paper should be cut from the centre of the scissors (not the tips) and rotated.<br><br>**L3:**<br>Before making a product, it is important to design it. To know what to include, we follow 'design criteria'. These are a list of things that we should include in our design.<br><br>Planning includes thinking about the materials needed, the colours which will be used and the order we will follow. Sometimes designers make more than one plan and choose their favourite.<br><br>**L4:**<br>When making a product, it's important to make sure that we follow our plan and don't make sudden changes.<br><br>**L5:**<br>When designers finish making a product, they evaluate it. This means think about what we have done well and what could be made even better in the future. | Use mechanical systems in their products including pulleys, levers and linkages and explain how they work.<br><br>Choose tools and utensils independently.<br>Make measurements independently with some level of accuracy (nearest cm).<br><br>Select from a range of materials and components according to their functional properties and aesthetic qualities.<br><br>Independently cut and score materials with increasing accuracy.<br><br>Join and combine materials with increasing accuracy selecting the adhesives they will use.<br><br>Add colour and simple patterns to finish their products considering their choices in terms of the target audience.<br><br>Evaluate their products against more detailed design criteria giving reasons for their thoughts and suggesting improvements<br><br>Understand the iterative process and that this sometimes requires repeating stages of the design cycle. | Design criteria<br>Plan<br>Process<br>Annotate<br><br>**L5:**<br>Evaluate |

**Sequence of Lessons:**
1) To discuss and evaluate a range of pop-up books
2) To practise making a range of mechanisms for a pop-up book
3) To plan my pop-up book based on a
4) To begin making my own pop-up book
5) To finish making and evaluate my own pop-up book

**NB: The mechanisms the children should practise are concertinas, a folding pop-up, a rotating wheel and a lever (see old planning from 22/23 for details of these). The completed book should be a non-fiction book with each page containing brief information about an aspect of Ancient Egyptian life – for example, the pyramids.**

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|---|
| **Art** | **Mask Making**<br>**Pablo Picasso**<br><br>**End Point:**<br>By the end of this unit of work, pupils will have made a simple sculptural mask using papier mache. They will have been influenced by the work of Picasso, who they will have learnt was influence by traditional African masks. | **L1:**<br>Pablo Picasso was a Spanish artist who lived between 1881 and 1973. He was very famous, especially for inventing a new form of painting called 'cubism'.<br><br>Cubism is a form of painting where artists don't try to be realistic. They try to paint things as if they are seen from many different positions or perspectives.<br><br>Picasso was influenced by masks made in Africa. He used these to influence the shapes of the faces in his paintings.<br><br>Before we beginning a piece of art it is important to evaluate other artists' work to find ideas and inspiration.<br><br>**L2:**<br>Sculpture is a way of creating 3D artworks which can be viewed from all angles.<br><br>Papier mache is a way of making sculpture. Shapes are made from scrunched up pieces of newspaper. These are then covered with strips of newspaper dipped in glue or a paste made of flour and water.<br><br>When papier mache is dry, it can be painted over with poster paints.<br><br>**L3:**<br>Before artists make a piece of art, they often plan it. They make a simple sketch with notes (annotations) around the edge giving information about colour, shapes and materials. They might make more than one plan and choose their favourite. It is important that we follow our plan and don't make sudden changes.<br><br>**L5:**<br>When artists finish making a piece of art, they evaluate it. | Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time.<br><br>Learn about and explain the work of a range of artists, the ways in which they have created art and key details from their life stories.<br><br>Discuss and write evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences. with reasons based on colour, line and shape.<br><br>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including some annotations about their feelings towards their work and some basic features of it including colour, line and shape.<br><br>Understand that sculpture is a way of creating 3D artworks which can be viewed from all angles.<br><br>Use basic cardboard frames for layering techniques.<br><br>Develop a plan for a final piece based on the media being used and the artist being studied including information about colour, line and shape.<br><br>Manipulate malleable materials like clay in a variety of ways including rolling, shaping, kneading and imprinting and add simple patterns and detail using basic carving tools.<br><br>Use basic finishing techniques like smoothing and adding colour. | **L1:**<br>Pablo Picasso<br>Painting<br>Sculpture<br>Mask<br>Cubism<br>Position<br>Perspective<br>Influence<br>Mask<br>Evaluate<br>Inspiration<br><br>**L2:**<br>Papier mache<br>Scrunched<br>Strips<br>Glue<br>Paste<br>Flour<br><br>**L3:**<br>Plan<br>Sketch<br>Notes / annotations<br>Colour<br>Shape<br>Materials<br><br>**L5:**<br>Evaluate |

This means think about what we have done well and what could be made even better in the future.

**Sequence of Lessons:**
1) To study and evaluate a range of paintings by Pablo Picasso and his influences
2) To practise using papier mache
3) To plan my mask
4) To begin to make my mask
5) To finish making my mask and evaluate it

**NB: When practising using papier mache in L2, pupils should practise using papier mache in a quick and easy way – for example, layering over a ball of paper backed on cardboard to make a raised ball.**

## Computing

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|
| **Sp1: Sequencing Sounds**<br><br>**End Point:**<br>By the end of this unit of work, pupils will have become familiar with the basics of Scratch and been able to use this to program a representation of a piano. They will understand the concepts of input, outputs and sequences and use these to create their final outcome. | **L1:**<br>Scratch is a programming environment that allows us to create games and other simple algorithms. It has similarities and differences with other programming environments.<br><br>**L2:**<br>When we want a program to do something (perform an outcome) we need to input a command that leads to this outcome.<br><br>**L3:**<br>A sequence is a set of commands placed into an order. These can be started in a number of different ways with different inputs.<br><br>**L4:**<br>In some sequences, the order is very important – if it is incorrect, the program will not work. In other sequences, the order is less important and it will not affect the outcome. | Identify the objects in a Scratch project.<br><br>Explain that objects in Scratch have attributes.<br><br>Recognise that commands in Scratch are represented as blocks.<br><br>Predict the outcome of a block or text-based program.<br><br>Successfully modify an existing program, e.g. change background, number of times things happen.<br><br>Predict the coding blocks used to move a sprite.<br><br>Match coding blocks to their actions.<br><br>Recognise that different inputs can be used to control a program.<br><br>Start a program in different ways.<br><br>Create a sequence of connected commands. | **L1:**<br>Programming<br>Environment<br>Scratch<br><br>**L2:**<br>Outcome / output<br>Command<br>Input<br><br>**L3:**<br>Sequence<br>Order<br>Started<br><br>**L5:**<br>Perform<br>Bug<br>Debug<br><br>**Numbers indicate which lesson vocabulary is first introduced in** |

| | | L5: Code can be copied across from one area of a programming environment to another – this makes programming much quicker.<br><br>Projects should be tested to see if they perform as expected. If they do not, they need to be fixed – this is called 'debugging'. | Explain that the objects in my project will respond exactly to the code.<br><br>Identify errors in a block or text-based program and correct them. | |

**Sequence of Lessons:**
1) To explore a new programming environment
2) To identify that commands have an outcome
3) To explain that a program has a start
4) To recognise that a sequence of commands can have an order
5) To create a project from a task description

**NB: Lesson 5 in the 'Teach Computing' sequence is not included in this unit of work. Instead, lesson 6 is taught as lesson 5.**

| | Sp2: Branching Databases<br><br>**End Point:**<br><br>By the end of this unit of work, pupils will develop their understanding of what a branching database is and how to create one. They will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. | L1: Questions that can only be answered with a 'yes' or a 'no' (closed questions) allow us to sort identify, sort and compare objects.<br><br>L2: Closed questions can be used to sort objects more than once. Objects can also be arranged into a 'tree structure' or branching diagram – these help us identify and discard objects quickly and accurately. However, the questions need to be in a specific order.<br><br>L3: It is possible to create branching diagrams on different databases. Some of them are better suited to this than others.<br><br>L4: It is important to test the branching diagrams that we make to ensure they work correctly. If they do not, they will need to be fixed – this is called debugging. | Make up a yes/no question about a collection of objects.<br><br>Create two groups of objects separated by one attribute.<br><br>Select an attribute to separate objects into groups.<br><br>Create a group of objects within an existing group.<br><br>Arrange objects into a tree structure.<br><br>Compare two branching database structures.<br><br>Explain that questions need to be ordered carefully to split objects into similarly sized groups.<br><br>Answer questions about information in a database. Name some benefits of using a computer to create charts and databases.<br><br>Independently create questions to use in a branching database. | L1:<br>Closed question<br>Open question<br>Identify<br>Sort<br>Compare<br>Group<br>Object<br>Attribute<br><br>L2:<br>Tree structure<br>Branching diagram<br><br>L3:<br>Database<br>Excel<br>Google Sheets<br><br>L4:<br>Test<br>Bug<br>Debug |

| | | Create questions that will enable objects to be uniquely identified. | |
| | | Work with a partner to test my identification tool. | |
| | | Suggest real-world uses for branching databases. | |

**Sequence of Lessons:**
1) To create questions with yes/no answers
2) To identify attributes needed to collect data about an object
3) To create a branching database
4) To plan the structure of a branching database
5) To independently create an identification tool

**NB: Lesson 4 in the 'Teach Computing' sequence is not included in this unit of work.**

| PE | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|---|
| | **Sp1: Class Teacher: Handball**<br><br>**End Point:**<br>In this unit of work, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing | **L1:**<br>Handball is an invasion game.<br><br>An invasion game is a type of team sport where players try to move into the other team's area (or "territory") to score points while also defending their own area.<br><br>An attacker is someone who in a team who tries to score points against the opposing team. They need specific skills such as shooting and moving into space.<br><br>**L2:**<br>Attackers often have to try to move into space so they can 'lose' defenders.<br><br>**L3:**<br>When we are playing team games, we have to make quick decisions. For example, whether to pass, move or shoot.<br><br>**L4:** | Learn the rules of the game and am beginning to use them honestly.<br><br>Defend an opponent to slow them down.<br><br>Find space away from others and near to my goal. I can provide feedback using key words.<br><br>Throw, catch and shoot the ball with some control.<br><br>Understand my role both as a defender and as an attacker.<br><br>Work co-operatively with my group to self-manage games. | **L1:**<br>Handball<br>Invasion<br>Territory<br>Attacker<br>Defender<br><br>**L2:**<br>Space<br>Lose<br>Mark<br><br>**L3:**<br>Decision<br>Pass<br>Move<br>Shoot<br><br>**L4:**<br>Opposing team<br>Following<br>Tackling |

<table>
<tr><td></td><td>games and learning and abiding by key rules, as well as evaluating their own and others' performances.</td><td>A defender is someone who tries to stop the opposing team from scoring points. They have lots of jobs such as marking, following and tackling.

**L5:**
To work well as a team, players have to work collaboratively. Teams have plans how to act at different points in a game – these are called tactics.

**L6:**
When we play a game or sport competitively, we must apply all of the skills rules and tactics we have learnt to play them effectively.</td><td></td><td>**L5:**
Tactics
Communicate
Collaborate

**L6:**
Competitive
Rules</td></tr>
<tr><td></td><td colspan="4">**Sequence of Lessons:**
1) To understand the role of an attacker when in possession
2) To develop movement skills to lose a defender.
3) To develop decision making in attack.
4) To understand the role of a defender
5) To apply tactics to small sided games.
6) To apply skills, rules and tactics to play games.</td></tr>
<tr><td></td><td>**Sp1: PE Specialist: Basketball**

**End Point:**
In this unit of work, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and</td><td>**L1:**
Basketball is an invasion game where teams compete to score in the opposition's area. In

**L2:**
Dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**L3:**
Point your hands to your target when throwing to help to send the ball accurately.

**L4:**
As a defender you need to stop the opposition and gain possession.

Spreading out as a team will help to move the defenders away from each other.

**L5:**</td><td>Begin to use simple tactics.

Learn the rules of the game and am begin to use them honestly.

Dribble, pass, receive and shoot the ball with some control.

Find space away from others and near to my goal.

Provide feedback using key words.

Track an opponent to slow them down.

Understand my role as an attacker and as a defender.

Work co-operatively with my group to self-manage games.</td><td>**L1:**
Basketball
Invasion game
Opposition

**L2:**
Dribbling
Attacking
Defending

**L3:**
Possession
Spreading out
Accurate

**L4:**
Score
Communicate
Intercept</td></tr>
</table>

| | | | |
|---|---|---|---|
| honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. | As an attacker you need to maintain possession and score goals.<br><br>**L6:**<br>When we play a game or sport competitively, we must apply all of the skills rules and tactics we have learnt to play them effectively. | | **L5:**<br>Shoot<br>Accurate<br><br>**L6:**<br>Competitive<br>Tournament |

**Sequence of Lessons:**
1) To understand the role of an attacker when in possession.
2) To learn how to maintain possession whilst dribbling.
3) To develop passing and moving to support my team.
4) To understand the role of a defender and explore ways to gain possession.
5) To understand that scoring goals is an attacking skill and learn how to do this.
6) To apply skills and knowledge to compete in a tournament

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| **Sp2: Class Teacher: Netball**<br><br>**End Point:**<br><br>In this unit, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. | **L1:**<br>The attacker's job is to move the ball towards the goal and create scoring opportunities.<br><br>An attacker should maintain possession by passing or moving to open space, keeping the ball away from defenders.<br><br>**L2:**<br>Quick changes in direction and using fakes can help an attacker lose a defender.<br><br>Moving into space and using your speed can create opportunities to receive a pass without being closely marked.<br><br>**L3:**<br>Scoring goals involves shooting the ball accurately through the hoop from within the shooting circle.<br><br>The shooter must be able to judge the right distance and angle to successfully score while under pressure.<br><br>**L4:**<br>Defenders aim to prevent attackers from scoring by blocking passes and staying close to their assigned player. | Begin to use simple tactics.<br><br>Learn the rules of the game and am begin to use them honestly.<br><br>Communicate with my team and move into space to support them.<br><br>Defend an opponent and try to win the ball.<br><br>Pass, receive and shoot the ball with some control.<br><br>Provide feedback using key words.<br><br>Understand my role as an attacker and as a defender.<br><br>Work cooperatively with my group to self-manage games. | **L1:**<br>Attacker<br>Possession<br>Pass<br>Space<br><br>**L2:**<br>Movement<br>Defender<br>Space<br>Change<br><br>**L3:**<br>Goal<br>Shoot<br>Circle<br>Accuracy<br><br>**L4:**<br>Defender<br>Block<br>Mark<br>Pressure<br><br>**L5:** |

| | | | Intercept<br>Pass<br>Position<br>Reaction<br><br>**L6:**<br>Rules<br>Teamwork<br>Position<br>Footwork |
|---|---|---|---|
| | A good defender uses positioning and footwork to limit the attacker's options and force them into mistakes.<br><br>**L5:**<br>Intercepting involves reading the attacker's intentions and positioning yourself to catch the ball before it reaches them.<br><br>Quick reactions and good timing are key to intercepting passes effectively.<br><br>**L6:**<br>Netball is played by teams with specific positions, and each player must stay in their designated areas.<br><br>Understanding the basic rules, such as the 3-second rule and not stepping in the shooting circle, is essential for playing correctly. | | |

**Sequence of Lessons:**
1) To understand the role of an attacker when in possession.
2) To develop movement skills to lose a defender.
3) To understand that scoring goals is an attacking skill and learn how to do this.
4) To understand the role of defender.
5) To remember that intercepting is a defending skill and explore ways to do this.
6) To apply skills and knowledge to play games using netball rules.

| **Sp2: PE Specialist: Cricket**<br><br>**End Point:**<br>In this unit, pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use | **L1:**<br>Points are scored when the batter hits the ball and runs between the wickets to complete a run.<br><br>A batter can also score extra points by hitting the ball to the boundary, scoring four points for a ground hit or six points for a ball hit out of the field on the full.<br><br>**L2:**<br>A batter should use the bat to strike the ball in a controlled way, aiming to hit it to open areas where fielders are not positioned. | Bowl a ball towards a target.<br><br>Begin to strike a bowled ball after a bounce.<br><br>Develop an understanding of tactics and begin to use them in game situations.<br><br>learn the rules of the game and I am beginning to use them honestly.<br><br>Persevere when learning a new skill.<br><br>Provide feedback using key words. | **L1:**<br>Points<br>Runs<br>Boundary<br>Hit<br><br>**L2:**<br>Bat<br>Strike<br>Footwork<br>Runs<br><br>**L3:** |

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| skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Good footwork is important in batting to position yourself correctly to hit the ball and make runs.<br><br>**L3:**<br>Fielders must stay alert, quickly retrieve the ball, and throw it back to the wicketkeeper or bowler to prevent runs.<br><br>A good fielder anticipates the batter's actions, positions themselves well, and uses accurate throws to limit scoring opportunities.<br><br>**L4:**<br>The bowler's job is to deliver the ball to the batter in a way that makes it difficult to score runs or hit the ball.<br><br>A bowler should aim to hit the stumps or get the batter out by making them miss the ball, or by getting them caught.<br><br>**L5:**<br>Batting tactics involve deciding when to play aggressively or defensively, depending on the ball's speed and placement.<br><br>Fielding tactics can include positioning players strategically to prevent runs or set up a potential catch.<br><br>**L6:**<br>Players must follow the basic rules of cricket, such as how to bowl, bat, and field, while respecting the turn-based nature of the game.<br><br>Understanding the rules, such as how to get out (e.g., caught, bowled), is important for playing fairly and effectively in a game. | Use overarm and underarm throwing, and catching skills.<br><br>Work co-operatively with my group to self-manage games. | Field<br>Retrieve<br>Throw<br>Catch<br><br>**L4:**<br>Bowler<br>Stumps<br>Deliver<br>Wicket<br><br>**L5:**<br>Tactics<br>Aggressive<br>Defensive<br>Position<br><br>**L6:**<br>Rules<br>Bowling<br>Batting<br>Fielding |

**Sequence of Lessons:**
1) To learn how to score points in a striking and fielding game.
2) To develop batting to score points.
3) To develop fielding skills to limit the batter's score.
4) To understand the role of a bowler.
5) To develop my understanding of tactics and begin to use them.
6) To apply skills and knowledge to play games using cricket rules.

**RE**

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|---|---|---|---|
| **Sp1: How and why do people mark the significant events of their life?**<br><br>**End Point:**<br>By the end of this unit of work, pupils will understand the purpose and beliefs associated with a number of religious and non-religious ceremonies of commitment and why they are valuable to different people. | **L1:**<br>Many religious and non-religious people see life as being like a journey with several key events or 'destinations' on the way.<br><br>Both religious and non-religious people take part in ceremonies of commitment to mark these events.<br><br>Some Christians take part in a 'believer's baptism' as adults to show their belief in God and Jesus as grownups.<br><br>When growing up, some Hindu boys take part in a sacred thread ceremony to indicate that they are now old enough to take religious responsibility.<br><br>**L2:**<br>Jewish children take part in a bar or bat mitzvah at aged 12 or 13 to show they are becoming an adult and committed to their religion.<br><br>Many non-religious people still decide to marry or take part in a civil partnership to show their love and pledge to be together and support each other.<br><br>**L3:**<br>These ceremonies and traditions show us certain beliefs about love, commitment and promises. For example, a 'believer's baptism' shows us that some Christians believe that only adults can commit to a religion. | Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.<br><br>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).<br><br>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.<br><br>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.<br><br>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).<br><br>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.<br><br>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. | **L1:**<br>Religious<br>Non-religious<br>Journey<br>Ceremony<br>Commitment<br>Responsibility<br>Christianity<br>Baptism<br>Hinduism<br>Sacred thread<br><br>**L2:**<br>Judaism<br>Bar / bat mitzvah<br>Committed<br>Marriage<br>Civil-partnership<br><br>**L3:**<br>Belief<br><br>**L4:**<br>Festival<br>Pilgrimage<br>Celebrate<br>Yom Kippur<br>Forgiveness<br>Islam<br>Mecca |

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| | **L4:**<br>The beliefs that people have about love and commitment will guide how they lead their lives. For example, Jewish people celebrate Yom Kippur where they ask God for forgiveness. This is a way of showing their commitment to Him. Similarly, Muslims take part in a pilgrimage to Mecca to show their commitment to Allah. | Give good reasons why they think ceremonies of commitment are or are not valuable today. | Allah<br><br>**L5:**<br>Discussion<br>Debate |

**Sequence of Lessons:**
1) To describe and compare what happens in ceremonies of commitment (Christian baptism / Hindu sacred thread ceremony)
2) To describe and compare what happens in ceremonies of commitment (Jewish bar/bat mitzvah / non-religious wedding or civil partnership)
3) To identify some beliefs about love, commitment and promises in religious and non-religious traditions
4) To describe how beliefs about love and commitment affect how people lead their lives
5) To discuss whether ceremonies of commitment are valuable to us (debate) (BV: Tolerance / Mutual Respect)

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| **Sp2: Why do Christians call the day Jesus died Good Friday?**<br><br>**End Point:**<br>By the end of this unit of work, pupils will understand the key events within Holy Week, how it is celebrated around the world and why it is important to Christians. | **L1:**<br>Christians believe that humans are separated from God because they all sin. They believe that Jesus came to show people how to live a life of love and obedience, saving them from being sinful – this is known as salvation.<br><br>**L2:**<br>'Holy Week' is the name given to the week where Christians celebrate Easter. It consists of three main events:<br><br>- Palm Sunday: Christians believe this is the day in which Jesus entered Jerusalem.<br>- Good Friday: Christians believe this is the day on which Jesus was crucified.<br>- Easter Sunday: Christians believe this is the day on which Jesus was resurrected.<br><br>**L3:**<br>'Holy Week' is important to Christians because it marks the events that led up to Jesus sacrificing himself. It is this that reminds them of Jesus's love for everyone, and their duty to show love to others.<br><br>**L4:** | Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.<br><br>Offer informed suggestions about what the events of Holy Week mean to Christians.<br><br>Give examples of what Christians say about the importance of the events of Holy Week.<br><br>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.<br><br>Describe how Christians show their beliefs about Jesus in worship in different ways.<br><br>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. | **L1:**<br>Christianity<br>God<br>Sin<br>Love<br>Obedience<br>Saved<br>Salvation<br><br>**L2:**<br>'Holy Week'<br>Easter<br>Celebrate<br>Event<br>Palm Sunday<br>Good Friday<br>Easter Sunday<br>Crucified<br>Resurrected<br><br>**L3:**<br>Sacrifice<br>Duty<br><br>**L4:**<br>Celebrate |

| | | 'Holy Week' is celebrated in different ways by Christians around the world. In many places, there are re-enactments of the events told by the Bible. In some countries Christians celebrate with fireworks and in others they eat special foods. | | Re-enactment |
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| | | **L5:** Traditionally, the 'good' in 'Good Friday' meant holy. However, it may also be seen as a good day because it was a day in which Jesus showed his love for all people and opened a way to heaven which Christians say is good news for all. | | **L5:** Heaven Afterlife |

**Sequence of Lessons:**
1) To understand that what Christians mean by 'salvation'
2) To be able to describe the key events of 'Holy Week'
3) To understand why 'Holy Week' is important for Christians
4) To investigate how 'Hold Week' is celebrated around the world
5) To reflect on why Christians call the day Jesus died 'Good Friday'

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
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| PSHE | **Sp1: Dreams and Goals**<br><br>**End Point:**<br>By the end of this unit of work, pupils will be able to discuss how barriers and obstacles can hinder our success. They will spend some time working as a team to complete a project and evaluate their successes. | **L1:**<br>Many people who are successful have overcome barriers or obstacles. This requires personality traits such as determination and resilience.<br><br>**L2:**<br>We should all think of what are dreams and ambitions for the future are. Doing this helps us be successful.<br><br>**L3:**<br>When we are faced with a new challenge, it is important to try and identify what problems might get in our way.<br><br>**L4:**<br>Working with a partner or team can be an excellent way of achieving a goal. However, this means we have to listen and show excellent team working skills.<br><br>**L5:** | Discuss specific people who have overcome difficult challenges to achieve success.<br><br>Explain what dreams and ambitions are important to them.<br><br>Describe how they can best overcome learning challenges.<br><br>Identify and explain that they are responsible for their own learning.<br><br>Reflect upon what their own strengths are as a learner.<br><br>Explain what an obstacle is, how they can hinder achievement and how to take steps to overcome obstacles. | **L1:**<br>Successful<br>Barrier<br>Obstacle<br>Overcome<br><br>**L2:**<br>Dream<br>Ambition<br><br>**L3:**<br>Challenge<br>Problem<br><br>**L4:**<br>Team<br>Partner<br>Team working |

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| | | Once we have attempted a challenge, it's important to evaluate what we have done well and celebrate our achievements.<br><br>**L6:**<br>It is important that we are kind online. This includes using caring language and not leaving people out of games or activities.<br><br>Peer pressure is when a person feels that their friends or people they know are forcing them to do something. | Evaluate their own successes and identify how they can be even better in the future.<br><br>Recognise that what we do online affects how people feel in real life.<br><br>Identify examples of peer pressure and discuss ways in which individuals may overcome this. | **L5:**<br>Evaluate<br>Celebrate<br><br>**L6:**<br>Caring<br>Language<br>Peer pressure |

**Sequence of Lessons:**
1) To investigate people who have faced challenges but achieved success (PC: Disability)
2) To identify dreams and ambitions that are important to me
3) To face a new challenge and work out how to approach it
4) To work with a partner to overcome obstacles
5) To evaluate and celebrate my work and the work of others (BV: Tolerance)
6) ONLINE SAFETY: To identify how to be kind online (S3) (SW)

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| | **Sp2: Healthy Me**<br><br>**End Point:**<br>By the end of this unit of work pupil will have a strong understanding of the importance of staying healthy and safe and how they can do this. | **L1:**<br>Exercise such as sports and games are very important in keeping us healthy. They help us to develop muscle and stay at a healthy weight.<br><br>Our heart and lungs are vital for exercise – they move oxygen and blood around our body.<br><br>**L2:**<br>A balanced diet is a diet that has the right amount of different types of food. This is important for our health as too much sugar and fat can mean we put on too much weight and can damage our teeth.<br><br>**L3:**<br>Drugs are things we take that change the way we think or feel. Some drugs are legal and others are illegal. We must be very careful around all drugs, and only take medicine given to us by a doctor or trusted adult.<br><br>**L4:** | Explain how exercise affects their bodies and the role of the heart and lungs in doing this.<br><br>Explain how the amount of calories, fat and sugar that they put into their bodies will affect their health<br><br>Discuss that there are different types of drugs, some of which are legal and others illegal.<br><br>Identify that they should only take medicines given to them by a doctor or trusted adult.<br><br>Reflect upon the fact that there are things, places and people that can be dangerous.<br><br>Identify a range of strategies to keep themselves and others safe.<br><br>Explain that their bodies are complex and need taking care of if they are to live a healthy and long life. | **L1:**<br>Exercise<br>Sport<br>Games<br>Healthy<br>Muscle<br>Weight<br>Heart Lungs<br>Oxygen<br>Blood<br><br>**L2:**<br>Diet<br>Balanced<br>Sugar<br>Fat<br>Fruit<br>Vegetables<br>Vitamins<br>Minerals<br>Teeth<br><br>**L3:** |

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| Some places, people or things may be unsafe. We should avoid these. To be safe, we must make sure we follow the advice of trusted adults and follow rules and instructions.<br><br>**L5:**<br>Our bodies are very complex. They can be both very strong and delicate. We only get one body and must take care of it to stay well and live a healthy, long life.<br>**L6:**<br>Personal information is any information about us that could be used to find us in real life. For example, our name, address, school or telephone number.<br><br>We must keep personal information secret online so that we can stay safe in real life. | Identify what personal information is and discuss strategies for keeping this secret while online. | | Drugs<br>Legal<br>Illegal<br>Medicine<br>Doctor<br>Trusted adult<br>**L4:**<br>Safe<br>Unsafe<br>Advice<br>Rules<br>Instructions<br><br>**L5:**<br>Complex<br>Strong<br>Delicate<br><br>**L6:**<br>Information<br>Personal<br>Name<br>Address<br>School<br>Telephone number |

**Sequence of Lessons:**
1) To understand why exercise is important and the job our hearts and lungs do
2) To understand why a balanced diet is important for staying fit and healthy
3) To discuss what we know about drugs
4) To identify how to stay safe around certain places, people and things
5) To reflect upon how complex our bodies are and why we must take care of them
6) ONLINE SAFETY: To understand that we must keep our personal information safe (P2) (PO)

| Mus | Theme | Knowledge | Skills | Key vocabulary and concepts |
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**Sp1: Tin Whistle – Pop Music – Never Gonna Give You Up**

**End Point:**
By the end of this unit of work, pupils will be familiar with the development of pop music and have learnt how to play the main melody to their focus song. They will have spent time experimenting with variations in tempo, note duration and dynamics and have the opportunity to perform and evaluate their work.

**L1:**
Pop music is a type of music that is easy to listen to, with catchy tunes and simple lyrics that many people enjoy. It often focuses on themes like love, fun, or friendship, and uses instruments like drums, guitars, and keyboards. Pop music is popular with both young and older audiences and is often played on the radio or streamed online.
Over many decades, the sound of pop music has changed gradually – this has often been because of new technology being invented.

'Never Gonna Give You Up' is a famous pop song by Rick Astley. It was very successful all around the world, and is still loved by many people.

**L2:**
A melody is a set of notes in order. We can use instruments or our voices to create and perform melodies.

Melodies can be written out on a 'stave' using musical notation.

**L3:**
When we are learning a new piece of music, it is important that we practise performing it.

**L4:**
We can also improvise and experiment with a piece of music by changing things like the tempo (speed), duration (length of notes) and dynamics (volume).

**L5:**
When we perform, we need to think about our posture and making sure that we work as a team. We can evaluate our own performances and the performances of others – when we do this, we should be constructive and kind.

Listen carefully to live and recorded music from widening range of influences.

Make sensible comments about their own and others' work, suggesting ways to improve it.

Identify some notes on a stave.
Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims).

Begin to explore different time signatures and tempos.

Rehearse, sing and play a range of music as appropriate to the musical situation.

Suggest, follow and lead simple performance directions.

When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.

Use voice, instruments, sounds and technology in creative ways.

Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure.

Repeat simple rhythms and melodies and change and extend those I hear.

Accept feedback and suggestions from others about my performances.

**L1:**
Pop music
Popular
Lyrics
Themes
Rick Astley

**L2:**
Melody
Notes
Order
Stave
Notation

**L3:**
Practise
Performance

**L4:**
Improvise
Experiment
Tempo
Speed
Duration
Dynamics

**L5:**
Perform
Posture
Evaluate
Feedback

**Sequence of Lessons:**
1) To listen to an appraise a range of pop music including our focus song
2) To learn the main melody of our focus song
3) To practise the main melody of our focus song
4) To experiment with variations in tempo, duration and dynamics with the main melody of our focus song
5) To perform our song and evaluate our playing

**Sp2: Tin Whistle – Pop Music – My Heart Will Go On**

**End Point:**
By the end of this unit of work, pupils will be familiar with the development of pop music and have learnt how to play the melody to both the verse and chorus of a focus song. They will have spent time experimenting with variations in tempo, note duration and dynamics and have the opportunity to try and rewrite the lyrics to the song, thinking about melody, rhythm and rhyme.

**L1:**
Pop music is a type of music that is easy to listen to, with catchy tunes and simple lyrics that many people enjoy. It often focuses on themes like love, fun, or friendship, and uses instruments like drums, guitars, and keyboards. Pop music is popular with both young and older audiences and is often played on the radio or streamed online.
Over many decades, the sound of pop music has changed gradually – this has often been because of new technology being invented.

'My Heart Will Go On' was a hugely popular song which was used in the film Titanic. It was written by James Horner and Will Jennings but performed by Celine Dion. It was the best selling single of 1998 and was number one in 25 countries.

**L2:**
The verse is the part of a song where the words change each time it comes back. Verses tell the story or give more details, but they usually have the same tune or melody.

**L3:**
The chorus is the part of a song that repeats several times. It usually has the same words and melody each time, and it's often the catchiest part of the song that people remember easily.

**L4:**
We can also improvise and experiment with a piece of music by changing things like the tempo (speed), duration (length of notes) and dynamics (volume).

**L5:**

Listen carefully to live and recorded music from widening range of influences.

Make sensible comments about their own and others' work, suggesting ways to improve it.

Identify some notes on a stave.
Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims).

Begin to explore different time signatures and tempos.

Rehearse, sing and play a range of music as appropriate to the musical situation.

Suggest, follow and lead simple performance directions.

When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.

Use voice, instruments, sounds and technology in creative ways.

Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure.

Repeat simple rhythms and melodies and change and extend those I hear.

Accept feedback and suggestions from others about my performances.

**L1:**
Pop music
Popular
Lyrics
Themes
Celine Dion

**L2:**
Verse
Melody
Notes
Order
Stave
Notation

**L3:**
Chorus
Melody
Notes
Order
Stave
Notation

**L4:**
Improvise
Experiment
Tempo
Speed
Duration
Dynamics

**L5:**
Lyrics
Rhyme
Rhythm

Writing lyrics (the words a singer sings) can be difficult.
They have to match the rhyhm and melody of the song.
Often lyrics rhyme, however, they don't have to.

**Sequence of Lessons:**
1) To listen to and appraise our focus song
2) To learn verse melody to our focus song
3) To learn the chorus melody to our focus
4) To experiment with variations in tempo, duration and dynamics when playing our song
5) To work as team to write different lyrics for our song

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
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| **French** | **Sp1: Core Unit 3**<br><br>**End Point:**<br>By the end of this unit of work, children will have become more confident using basic French vocabulary which enables them to count, name the months of the year and label parts of the body. | **L1:**<br>"*Une épaule*" ("a shoulder") is a feminine word.<br><br>"*Un genou*" ("a knee") is masculine.<br><br>"*Un pied*" ("a foot") is masculine.<br><br>To say "an eye" in French you say "*un œil*" — it's masculine.<br><br>"*Une oreille*" is feminine.<br><br>"*C'est*" is used for talking about one thing (like "it's") and "*ce sont*" is used when you're talking about more than one thing (like "they're").<br><br>**L2:**<br>"*L'épaule*" ("the shoulder") is feminine.<br><br>"C*omment*" means "how" or "what".<br><br>You'll notice that "*un*" (one) changes to "*une*" when you're talking about something that's feminine.<br><br>"*Mon*" means "my". You use it when you're talking about a masculine noun. | Sing and do the actions to a French song with little help.<br><br>Understand several parts of the body when they're spoken.<br><br>Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately.<br><br>Respond to a simple question by saying what month their birthday is in.<br><br>Recognise plural nouns when listening to or reading vocabulary. | **L1:**<br>Feminine<br>Masculine<br>Singular<br>Plural<br><br>**L2:**<br>Verb<br>Noun<br>Form<br><br>**L3:**<br>Question<br>Answers<br><br>**L4:**<br><br>**L5:**<br>Capital letters<br>Pronounced |

"*Il a*" means "he has" — "*a*" is a form of "*avoir*" ("to have").

Just like in English, the most common way to make a French noun plural is to add "*s*" to the end of it. "*Les genoux*" is slightly different.

**L3:**
"*Combien…?*" means "how many…?" or "how much…?" — it's a useful word for asking questions.

**L4:**
"*Les vêtements*" is a plural masculine word.

This question is formed using "*Qu'est-ce que…?*" which means "What…?".

Unlike in English, "*un pantalon*" ("trousers") is a singular noun.

**L5:**
"*Quand?*" means "when?" — it's a word that you'll often use for forming questions.

"*Ton*" means "your" — it's used for masculine singular nouns.

Just like days of the week, French months of the year don't need to start with capital letters.

"*Les mois*" is a masculine plural noun.
Usually, if a "*t*" comes at the end of a word, it isn't pronounced.

**Sequence of Lessons:**
1) To learn the words to a nursery rhyme in French
2) To learn the different parts of the body
3) To learn to count up to 31
4) To learn how to talk about clothes
5) To learn the months of the year

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| **Sp2: Animals**<br><br>**End Point:**<br>By the end of this unit of work, pupils will be able to name a range of animals describe them and explain where they are. | **L1:**<br>This unit is called "*Les animaux*". "*Un animal*" is a masculine noun.<br><br>"*Qu'est-ce que c'est?*" ("What is it?") is a really useful French question.<br><br>The French version of the song is written in the present tense, unlike the English version which is written in the past tense.<br><br>**L2:**<br>"*Les animaux*" is a masculine plural word.<br><br>"*Une souris*" is the only feminine animal in this list — you can spot this by "*une*" which is the feminine version of "*a*".<br><br>Make sure you make your voice rise at the end of "*Tu as des animaux domestiques?*", otherwise it won't sound like a question — listen to the recording to give you an idea of what it should sound like. Making your voice rise at the end of a sentence is the easiest way to make a question in French.<br><br>"*Non, je n'ai pas d'animaux.*" — this negative sentence includes the "*ne*" + "*pas*" sandwich. It's "*d'animaux*" not "*des animaux*" because "*de*" doesn't change after a negative.<br><br>**L3:**<br>These adjectives are in their masculine singular forms because "*un chien*" is masculine.<br><br>**L4:**<br>"*Dans*" means "in" or "inside".<br><br>"*Où est…?*" means "Where is…?"<br><br>Both "*la table*" and "*la boîte*" are feminine, so where "*de*" comes before them you need to use "*de la*". | Speak clearly and confidently when responding to simple questions.<br><br>Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don't understand something.<br><br>Repeat a simple sentence from memory.<br><br>Write short, simple sentences in response to written and spoken questions.<br><br>Read along with a rhyme with the class.<br><br>Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences. | **L1:**<br>Masculine<br>Feminine<br>Question<br>Answer<br>Tense<br>Past<br>Present<br><br>**L2:**<br>Singular<br>Plural<br>Inflection<br><br>**L3:**<br>Forms<br><br>**L4:**<br><br>**L5:** |

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| | | "*L'éléphant*" is a masculine noun. | | |
| | | "*Il*" and "*elle*" ("he" and "she") are used in French where we would use "it" in English — "*Il est dans une maison*" could mean a person, an animal or an inanimate object like a bag. | | |

**Sequence of Lessons:**
1) To be able to name a number of farm animals
2) To be able to name a number of pets
3) To be able to describe a pet dog
4) To be able to describe the location of a cat
5) To be able to describe the location of an elephant