

Year 1/2 Summer – Cycle 1

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Plants</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of plants, in particular, the types that grow in the school grounds, including the difference between deciduous and evergreen trees. They will understand the difference between flowering and fruiting plants and be able to use their knowledge of the parts of plants to compare, sort and identify them. Through planting their own flowers, and observing them grow, they will have improved their understanding of how plants develop over time.</p>	<p>L1 There are a number of different plants that grow around our school. They can be of different colours and sizes and look very different to one another.</p> <p>L2 A common type of plant found all over the world is trees. Trees can be put into two main groups: deciduous trees lose their leaves during the winter and evergreen trees keep their leaves all year round.</p> <p>L3 It is possible to grow our own plants. This takes some preparation and ensuring that they are left in a suitable place. Plants are often grown from seeds and these need to be placed in soil. A suitable amount of water will need to be added. Most plants only grow at certain times of the year.</p> <p>L4 Some plants produce flowers and some produce fruit. Plants also have different parts, however, not all plants have the same parts. These are all parts of plants: roots, stem, trunk, branches, leaves, flowers, petals, fruit, seed.</p> <p>L5 As plants have different parts and look differently to each other, when we look</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Relevant Working Scientifically Skills from NC:</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Learning Like an Expert Skills:</p> <p>Asking questions about what they want to investigate.</p> <p>Observing and measuring.</p> <p>Identifying and classifying.</p>	<p>L1 Plants Animals Grow Colour Size Different Similar</p> <p>L2 Trees Common Leaves Lose Deciduous Evergreen Seasons Winter</p> <p>L3 Grow Preparation Seed Soil Water Sunlight</p> <p>L4 Flowering Fruiting Parts Roots Stem Trunk Branch</p>

		closely at them (observing), we can compare them, sort them and even identify what type of plant they are.		Leaf Flower Petal Fruit Seed <u>L5</u> Observe Compare Sort Identify
	Sequence of Lessons: 1) To explore, observe and ask questions about the plants that grow around our school 2) To understand the difference between and identify deciduous and evergreen trees 3) To begin to grow our first-class plant: sunflowers 4) To be able to name and describe the parts of different plants (flowering plant / fruiting tree) 5) To observe, compare, sort and identify different samples of plants NB: L1: Pupils should make a map of plants around the school and either sketch or photograph these L2: Pupils should attempt to identify deciduous and evergreen trees around school L3: Pupils should make daily or weekly observations of the plants they grow in class L4: Pupils should, where possible, study real examples of plants around the school grounds, for example, daffodils and plum or apple trees			
	Su2: Plants + Seasonal Change End Point: By the end of this unit of work, pupils will have further developed their understanding of plants, in particular, their importance to us as humans and how plant growth and appearance differs at specific times of the year. They will also improve their understanding of seasonal change by focussing on the changes that summer brings and comparing what natural changes they can observe around the school with their previous seasonal observations.	<u>L1</u> It is possible to grow our own plants. This takes some preparation and ensuring that they are left in a suitable place. Plants are often grown from seeds and these need to be placed in soil. A suitable amount of water will need to be added. Most plants only grow at certain times of the year. <u>L2</u> Most plants usually only grow in certain parts of the world. This is because they need certain types of weather. Plants are very important to humans – they provide us with healthy food and also	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Relevant Working Scientifically Skills from NC: Asking simple questions and recognising that they can be answered in different ways.	<u>L1</u> Grow Preparation Seed Soil Water Sunlight <u>L2</u> The world Weather Important Food Healthy Animals <u>L3</u>

		<p>provide animals with food which some of us may eat.</p> <p><u>L3</u> Plants grow at different speeds and in different ways. Some plants grow quicker than others and some grow certain parts. We can identify these differences by observing different plants grow.</p> <p><u>L4</u> Over time, the plants around us changes. During the spring and summer there will be more plants, some of which will have flowers or fruit. Over the course of the spring and summer, these plants will also have grown bigger.</p> <p><u>L5</u> Summer is the season after spring and before autumn. It is the warmest time of year when the days are longest. There will be less rain than in other seasons and lots of plants. However, if it doesn't rain enough, some plants may change colour or die.</p>	<p>Observing closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Asking questions about what they want to investigate.</p> <p>Observing and measuring.</p> <p>Identifying and classifying.</p>	<p>Growth Speed Quickly Slowly</p> <p><u>L4</u> Time Spring Summer Flowers Fruit Size</p> <p><u>L5</u> Season Winter Spring Summer Autumn Wet Dry Rain Sunshine Day Night</p>
	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To begin to grow our second, class plant: broad beans in jars 2) To understand that certain plants grow in different parts of the world and are important to us 3) To compare the growth and appearance of our two class plants 4) To explore and reflect how the plants that grow around our school have changed over time 5) SEASONAL CHANGE LESSON – To learn about summer and the changes this season brings <p>NB: L1: Pupils should make daily or weekly observations of the plans they grow in class L4: Pupils should return to their work from the first lesson in summer 1 and identify how the plants they observed have changed</p>			

History

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>The Emergency Services</p> <p>End Point: By the end of this unit of work, pupils will have an understanding of how our emergency services have changed over time, in particular, through the use of different equipment and vehicles. They will have compared the lives of Florence Nightingale and Mary Seacole and understand that despite both of their achievements, one was celebrated more than the other. They will have studied two notable floods within Sheffield and found similarities and differences in the way in which they were faced.</p>	<p>L1 Healthcare (how we treat sick people) has changed a lot over time. We now know more about the human body, the importance of staying clean and have lots of medicines to make us better. We also have equipment and transport that allows doctors and nurses to save people quickly.</p> <p>L2 Florence Nightingale was an English woman born in 1800s. She went to help injured soldiers in the Crimean War. She showed people the importance of clean hospitals. She is often thought of as the first nurse.</p> <p>Mary Seacole was a Jamaican woman born in the 1800s. She tried to help with the Crimean War but wasn't allowed to because of the colour of her skin. She went anyway and set up her own medical centres. Mary Seacole was forgotten for a long time after she died.</p> <p>L3 In the past, there wasn't a police force. However, in 1829, Robert Peel started the first one in London. They wore uniforms and walked around to help people feel safe. Technology such as cars, helicopters and radios have made policing easier and more effective.</p> <p>L4 A long time ago, there wasn't a fire brigade – people had to put fires out</p>	<p>Recognise the difference between 'old' and 'new'.</p> <p>Use pictures and photographs to extract some information about the past.</p> <p>Know where some basic events, artefacts and key people from a topic fit on a timeline.</p> <p>Begin to use timelines to support the retelling of past events.</p> <p>Identify differences between objects, people and lifestyles in the past.</p> <p>Begin to identify changes in the past.</p> <p>Understand that the actions of people in the past created change.</p> <p>Begin to understand why events being studied are important.</p> <p>Answer some historical questions.</p> <p>Talk, write and draw about things from the past.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Source analysis</p> <p>Chronological thinking</p> <p>Change and continuity</p> <p>Compare and contrast</p>	<p>L1 Healthcare Sick / ill Past Present Clean / hygiene Medicine Equipment Transport Doctor</p> <p>L2 Florence Nightingale Mary Seacole Compare Contrast Nurse Racism</p> <p>L3 Police Force Officer Crime / criminal Uniform Safe Technology Car Helicopter Radio</p> <p>L4 Fire brigade Great Fire of London Horses Pumps Ladders Protective equipment</p>

		<p>themselves. After the Great Fire of London, they were set up in most towns and cities. Over time, they began to use horses, pumps, special ladders and protective equipment. They now help people in many sorts of emergencies.</p> <p>L5 There were two big floods in Sheffield: one in 1864, and one in 2007. Both caused a lot of damage. However, the causes were different and in 2007 the emergency services were better equipped to help people so fewer people died.</p>		<p>L5 Flood Damage Cause Effect Similar Different</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand how healthcare has changed over time 2) To compare the lives of Florence Nightingale and Mary Seacole (BV: Tolerance / Mutual Respect) 3) To understand how the police have changed over time 4) To understand how the fire brigade have changed over time 5) To compare the Sheffield floods of 1864 and 2007 <p>Enquiry question: how have the emergency services changed over time?</p>			
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Oceans, Seas and Coasts</p> <p>End Point: By the end of this unit of work, pupils will have a good understanding of the geography of coastal areas. They will be able to name and locate the world's major seas and oceans and also name and describe key physical and human features that occur in coastal areas. In</p>	<p>L1 An ocean is a large area of salty water that separates different parts of land. A sea is a smaller part of an ocean.</p> <p>Oceans and seas cover most of the world's surface.</p> <p>There are many oceans and seas in the world which connect different parts of land.</p>	<p>Be able to name the surrounding seas of the United Kingdom.</p> <p>Be able to name the 7 continents of the World.</p> <p>Be able to name the 5 oceans of the World.</p> <p>Know that maps give information about the world (where and what).</p> <p>Recognise simple features on maps such as buildings, roads and fields.</p>	<p>L1 Ocean Sea Water Land Salt water Surface Temperature Plant Animal Survive</p>

	<p>addition to this, they will investigate how erosion changes the shape of coasts and can also have a negative effect on the humans who live in coastal areas. Finally, pupils will understand that coastal areas are often used for tourism, especially in the summer months and that there are specific jobs links to these places. For example, life guards and fishermen.</p>	<p>Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean North Sea Mediterranean Sea Red Sea</p> <p>These oceans will be different in terms of their temperature and the animals and plants that can survive in them.</p> <p><u>L2</u> There are many different physical features linked to oceans, seas and the coast. For example:</p> <p>Beaches Cliffs Sand Dunes Waves Islands Reefs Estuaries</p> <p>There are many different human (man-made) features linked to oceans, seas and the coast. For example:</p> <p>Harbours / ports Lighthouses Promenades Fisheries Tourist attractions</p> <p><u>L3</u> Over time, the waves in the sea wear away at beaches and cliffs and break them apart into smaller pieces of rock, mud and sand. This changes the shape of the coast. This is called erosion.</p>	<p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Add simple information to maps for example, labels and markers.</p> <p>Explain why places are where they are.</p> <p>Begin to identify human and physical differences of a small area of the United Kingdom.</p> <p>Begin to use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Asking questions about what they want to learn</p> <p>Using and creating map</p> <p>Making links and developing arguments</p> <p>Drawing conclusions</p>	<p><u>L2</u> Physical feature Human feature (man-made) Beach Cliff Sand dune Wave Island Reef Estuary Harbour / port Lighthouse Promenade Fishery Tourist attraction</p> <p><u>L3</u> Erosion Beach Cliff Rock Sand Damage</p> <p><u>L4</u> Tourist Popular Visit Summer Job</p> <p><u>L5</u> Job Coast guard Rescue Danger Fisherman Food</p>
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DT		<p>The pieces of rock, mud and sand can be moved by the waves to new areas creating new beaches and cliffs.</p> <p>Erosion takes place over a long period of time but can damaged people's houses and property if they are close to the sea.</p> <p>L4 Many coastal areas are popular with tourists – visitors and people going on holiday. They can use oceans, seas and beaches for fun and usually visit in the summer.</p> <p>Tourists and visitors bring money and create jobs in coastal areas. However, they are often much quieter in colder parts of the year.</p> <p>L5 There are some jobs that people only really do in coastal areas. For example, the coast guard are one of the emergency services that rescue people who are in danger in the water. Fishermen are people who go out to sea to catch fish for people to eat.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to name and locate the world's seas and oceans 2) To be able to name and describe physical and human features of a coastal area 3) To know how the coast changes, shape due to erosion 4) To investigate how coastal areas are used – tourism (Enquiry question: What do people do at the coast?) 5) To know what types of jobs of people do in coastal areas – life guard / fisherman (Enquiry question: What do people do at the coast?) 			
	Theme	Knowledge	Skills	Key vocabulary and concepts

<p>Felt Bee Decoration</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have studied and evaluated a range of fabric decorations. Using their findings and a set of design criteria, pupils will develop their own design. They will then learn a number of skills linked to the use of textiles which help them construct their own design. Finally, they will have improved their evaluative skills by thinking about the ways in which their products could be improved.</p>	<p><u>L1</u> Decorations are used to make things like pleasant and attractive. We sometimes use them at certain times of the year, for example, during religious celebrations.</p> <p>Before creating a design, it is important to evaluate other designs and think about what we do and don't like.</p> <p>A set of design criteria tell us what our design needs to do, who it is intended for and what it needs to be like.</p> <p><u>L2</u> When using scissors to cut something out, we need to be very careful not to cut ourselves. We can cut easily, neatly and accurately by ensuring the material is held close to whether scissor blades meet.</p> <p><u>L3</u> We can also attach two pieces of fabric by using a needle and thread. The easiest sewing technique is 'the running stitch'. This follows an over and under technique. Once a stitch is completed, the end of the thread should be tied to stop it from coming loose.</p> <p><u>L4</u> Glue is also a useful way of attaching materials. However, we have to be careful to only spread it in the places we want it to be – this helps us not to create a mess.</p> <p><u>L5</u> When we have finished creating a design, we should evaluate it to think</p>	<p>Explore and evaluate existing products through discussions and comparisons.</p> <p>Name the materials that a product is made from.</p> <p>Begin to identify different types of fabric and discuss their tactile qualities.</p> <p>Design appealing products for themselves based on simple design criteria.</p> <p>Generate initial ideas based on their own experiences.</p> <p>Develop and communicate these ideas through discussion, drawings and templates.</p> <p>Make suggestions about the tools, utensils that could be used.</p> <p>Begin to think about the size of the components of a design.</p> <p>With support, begin to cut some materials with some accuracy.</p> <p>With support, learn to thread a needle and perform a simple running stitch.</p> <p>With support, begin to join and combine materials using adhesives such as glue and tape.</p> <p>Begin to evaluate their products against simple design criteria.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Research, analyse and evaluate products currently available</p> <p>Decide upon a set of design criteria for their own products</p>	<p><u>L1</u> Decoration Pleasant / attractive Celebrations Evaluate Design / designer Design criteria Material Fabric Felt</p> <p><u>L2</u> Cut Scissors Blades Carefully Safely Accurately</p> <p><u>L3</u> Button Detail Attach Needle Thread</p> <p><u>L4</u> Attach Sew Running stitch Technique Tied Loose</p> <p><u>L5</u> Glue Carefully Evaluate Improvement</p>
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		about what we have done well and how it can be improved.	Create plans and decide upon the final design of their product Discuss their product with others and receive feedback	
	Sequence of Lessons: 1) To evaluate a range of fabric decorations and plan my own using a set of design criteria 2) To use scissors safely and carefully to cut out the felt for my design 3) To use a running stitch to join to pieces of felt 4) To use glue to add decorative elements to my design 5) To evaluate my design			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	Clay Sea Creatures (Yayoi Kusama) Sculpture – Clay End Point: By the end of this unit of work, pupils will be familiar with the work of Yayoi Kusama and her distinctive style. They will understand what a sculpture is and have become confident in a number of techniques for sculpting clay. All pupils will have planned a final piece in the style of Yayoi Kusama, created this, added decoration and produced an evaluation.	<p>L1 Yayoi Kusama is a Japanese artist who was born in 1929. She is now 95 years old.</p> <p>She works in many different forms, but is most famous for her giant sculptures.</p> <p>Sculptures are a type of artwork that are 3D and can be seen from all sides and maybe touched.</p> <p>Yayoi Kusama’s sculptures are made out of plastic and often look like plants or animals. They are very large.</p> <p>She uses bright, primary colours and often decorates her sculptures in dotted patterns.</p> <p>L2 Clay is a natural material which is perfect for making sculptures. It is soft</p>	<p>Understand that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways.</p> <p>Learn about the work of a range of artists and the ways in which they have created art.</p> <p>Discuss their own work and the work of others giving simple opinions about likes and dislikes and making comments about similarities and differences.</p> <p>Understand that learning new skills is an important part of the artistic process.</p> <p>Develop a simple plan for a final piece based on the media being used and the artist being studied.</p> <p>Understand that sculpture is a way of creating 3D artworks.</p> <p>Begin to manipulate malleable materials like clay and play dough in a variety of ways</p>	<p>L1 Yayoi Kusama Japan Artist Sculpture Evaluate Colour Primary / secondary Bright / dull Hot / cold Patterns Dotted</p> <p>L2 Clay Material Natural Sculpt Shape Rolling Flattening Rolling pin Kneading</p>

		<p>and can be sculpted into different shapes easily. Clay can be left to dry in the air or be baked in an oven.</p> <p>There are many techniques for using clay. For example, rolling into sausage shapes, flattening with a rolling pin, pinching into shapes, kneading, creating texture with a modelling tool.</p> <p><u>L3</u> Before making a work of art, artists often make a plan. This helps them know what to do. Sometimes they will make several plans and choose the one which they think is the best. Plans with often be annotated with notes about materials used, techniques, shapes, colours and patterns.</p> <p><u>L4</u> When we make a piece of art, it's important to use the skills we have practise and follow our plans. This helps us to achieve what we have planned to do.</p> <p><u>L5</u> When making sculptures, a final step is often adding colour and patterns. A good way to do this with clay is to use paint.</p> <p>When we finish a piece of art, we should evaluate it. This helps us decide what we succeeded at (done well) and what our next steps to improve are.</p>	<p>including rolling, shaping, kneading and imprinting.</p> <p>Begin to use basic finishing techniques like adding colour.</p> <p>Know the names of the primary and secondary colours.</p> <p>Use the primary colours to mix secondary colours with some accuracy.</p> <p>Begin to use black and white to darken or lighten colours.</p> <p>Begin to talk about the colours being 'hot' or 'cold' and explain how they may be used.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Analyse, interpret and appraise the work of other artists</p> <p>Study the history of art and important changes over time</p> <p>Practise, develop and refine new skills, techniques and materials in sketch books</p> <p>Make plans and prototypes before creating a final piece</p> <p>Exhibit their final pieces and discuss their work with others</p>	<p>Pinching Texture Modelling tool</p> <p><u>L3</u> Plan Final piece Annotated Notes Materials Techniques Shapes Colours Patterns</p> <p><u>L4</u> Final piece Plan Achieve</p> <p><u>L5</u> Finish Colour Pattern Evaluate Success Next steps Improve</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To describe and evaluate the work of Yayoi Kusama 2) To experiment with a range of techniques for making shapes out of clay 3) To plan my final piece 			

	4) To make my final piece from clay 5) To add decoration to my final piece and evaluate it			
	Theme	Knowledge	Skills	Key vocabulary and concepts
Computing	<p>Su1: Digital Writing</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will be familiar with how text can be produced on a computer using a word processing program such as Microsoft Word. They will be able to use a keyboard and mouse to produce text, delete text and edit it with simple stylistic features such as bold, italics, underlining and by changing the font.</p>	<p>L1 Text can be produced on a computer using a word processor. This is a program used for typing. A very common word processor is Microsoft Word.</p> <p>We use a keyboard to type with. Each letter, number or symbol has a key that needs to be pressed to produce it on the screen.</p> <p>L2 When we are producing text on a word processor, we can use the 'space bar' to add in finger spaces between words.</p> <p>We can also use the 'backspace' key to delete a letter, number of symbol.</p> <p>L3 We can add capital letters by either tapping the 'caps lock' button before typing (and then turning it off again) or by holding shift while we type a letter.</p> <p>The 'toolbar' at the top of the screen can be used to make text bold (darker), into italics (slanted) or underlined.</p> <p>L4 We can select a whole word to edit by double clicking it with the left button on the mouse.</p>	<p>Open a word processor.</p> <p>Recognise keys on a keyboard.</p> <p>Identify and find keys on a keyboard.</p> <p>Enter text into a computer.</p> <p>Use letter, number, and space keys.</p> <p>Use backspace to remove text.</p> <p>Type capital letters.</p> <p>Explain what the keys that I have already learnt about do.</p> <p>Identify the toolbar and use bold, italic, and underline.</p> <p>Select a word by double-clicking.</p> <p>Select all of the text by clicking and dragging.</p> <p>Change the font.</p> <p>Say what tool I used to change the text.</p> <p>Decide if my changes have improved my writing.</p> <p>Use 'undo' to remove changes.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Use and experiment with computer programs and systems.</p>	<p>L1 Text Writing Computer Word processor Microsoft Word Keyboard Key Type</p> <p>L2 Space bar Finger spaces Backspace Delete</p> <p>L3 Capital letter Caps lock Shift Toolbar Bold Italics Underlined</p> <p>L4 Select Edit Double click Mouse Left/right Drag Cursor Font Style</p>

		<p>If we want to select several words, we can click once and then drag the cursor over the text we want to select.</p> <p>We can change the font (style) of letter by using the tool bar. There are many different fonts we can select.</p> <p><u>L5</u> When we make changes to text, we should decide whether they have improved it or not.</p> <p>If we are not happy with a change, we can use the undo tool to go back to our original choice.</p>	Collaborate with other computer scientists.	<p><u>L5</u> Decide Improved Undo Tool</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To use a computer to write 2) To add and remove text on a keyboard 3) To identify how the look of text can be changed on a computer 4) To make careful choices when changing text 5) To explain why I used the tools that I chose 			
	<p>Su2: Programming Animations</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have become familiar with the basics of Scratch Junior and how to use this to program simple animations. They will have learnt to use commands, blocks, sprites and background artworks. They will have started to think and talk in terms of 'algorithms' and successfully planned and programmed their own simple animation.</p>	<p><u>L1</u> Scratch Junior is a program that allows you to create games and animations.</p> <p>A sprite is a character which can be programmed to move and perform other actions – it is similar to a Beebot.</p> <p>Sprites are programmed by using 'blocks'. These include the commands for the sprite to follow.</p> <p><u>L2</u> Blocks can be combined to program the sprite to follow a sequence of commands.</p>	<p>Find the commands to move a sprite.</p> <p>Use commands to move a sprite.</p> <p>Compare different programming tools.</p> <p>Use more than one block by joining them together.</p> <p>Use a start block in a program.</p> <p>Run my program.</p> <p>Find blocks that have numbers.</p> <p>Change the value.</p> <p>Say what happens when I change a value.</p>	<p><u>L1</u> Scratch Junior Game Animation Sprite Program Blocks Commands</p> <p><u>L2</u> Combined Sequence Start block Background Algorithm</p> <p><u>L3</u> Number</p>

		<p>A 'start block' is the block which triggers the sequence.</p> <p>In Scratch Junior it is possible to add and delete several sprites and also create backgrounds.</p> <p>A set of commands is also often called and algorithm.</p> <p><u>L3</u> Some blocks in Scratch Junior contain numbers. Changing these numbers changes how a sprite behaves. For example, the distance it travels.</p> <p><u>L4</u> In Scratch Junior it is possible to add and delete several sprites.</p> <p>Each sprite has its own programming area, so they can be programmed to do different things.</p> <p><u>L5</u> When creating an animation project, we should plan it out beforehand. Once it has been completed, it is important to test it to make sure it works correctly.</p>	<p>Show that a project can include more than one sprite</p> <p>Delete a sprite.</p> <p>Add blocks to each of my sprites.</p> <p>Choose appropriate artwork for my project.</p> <p>Decide how each sprite will move.</p> <p>Create an algorithm for each sprite.</p> <p>Use sprites that match my design.</p> <p>Add programming blocks based on my algorithm.</p> <p>Test the programs I have created.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Use and experiment with computer programs and systems</p> <p>Make changes to code created by others</p> <p>Design and create their own programs by writing code</p>	<p>Behave Travel Distance</p> <p><u>L4</u> Add Delete Programming area</p> <p><u>L5</u> Project Plan Completed Test</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To choose a command for a given purpose 2) To show that a series of commands can be joined together 3) To identify the effect of changing a value 4) To explain that each sprite has its own instructions 5) To design and create my project <p>NB: Lessons 5 and 6 from the scheme will need to be merged into a single lesson</p>			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Class Teacher: Fitness</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will have worked independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>	<p><u>L1</u></p> <p>Exercise can really help to improve our mood and make us or keep us feeling happy. There are lots of different exercises we can do and as people we all enjoy doing different things. For example, riding a bike, swimming, climbing and playing games and sports.</p> <p><u>L2</u></p> <p>Exercise helps your heart become stronger, so it can pump blood more easily around your body. It also helps your bones and muscles grow strong, so you can play, run, and lift things safely.</p> <p><u>L3</u></p> <p>When you exercise, your body needs more oxygen, so you breathe faster to get more air into your lungs. Exercise also makes your lungs stronger, which helps you breathe more easily even when you're resting.</p> <p><u>L4</u></p> <p>Exercise helps your brain focus better and remember things by improving blood flow and energy in the brain. Moving your body during exercise can make you feel calmer and help you manage big feelings like stress or frustration.</p> <p><u>L5</u></p> <p>Exercise helps your muscles grow stronger by making them work harder than usual. Stretching and moving</p>	<p>Recognise changes in my body when I do exercise.</p> <p>Share my ideas with other people in the class.</p> <p>Talk about what exercise does to my body.</p> <p>Recognise how exercise makes me feel.</p> <p>Try my best in the challenges I am set.</p> <p>Understand why it is important to warm up.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Train to improve their general fitness</p> <p>Receive feedback from coaches</p> <p>Study and evaluate their own performances</p>	<p><u>L1</u></p> <p>Exercise Mood Happy Sad Riding Swimming Climbing Playing</p> <p><u>L2</u></p> <p>Heart Stronger Blood Bones Muscles Safely</p> <p><u>L3</u></p> <p>Oxygen Breathe Lungs Easily Resting</p> <p><u>L4</u></p> <p>Brain Focus Remember Energy Calmer</p> <p><u>L5</u></p> <p>Stronger Stretching Moving Flexible</p>

		<p>during exercise keeps your muscles flexible, so you don't get hurt as easily.</p> <p><u>L6</u> Daily exercise keeps your body fit and helps prevent illnesses like colds and coughs. It's important to exercise every day because your body needs to move to stay healthy, just like it needs food and water.</p>		<p><u>L6</u> Fit Prevent Illness Food Water</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop my understanding of how exercise can make you feel. 2) To develop my understanding of how exercise can make you strong and healthy. 3) To develop my understanding of how exercise relates to breathing. 4) To develop my understanding of how exercise helps my brain. 5) To develop my understanding of how exercise helps my muscles. 6) To develop my understanding of the importance of daily exercise. 			
	<p>Su1: PE Specialist: Gymnastics</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have explored and developed basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling will have been used individually and in combination to create movement sequences. Pupils will have been given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p><u>L1</u> Travelling movements are ways of moving from one place to another, like walking, running, skipping, or hopping. Different travelling movements can show different speeds, directions, or levels.</p> <p><u>L2</u> Combining travelling movements means linking different ways of moving smoothly, like running into a hop or skipping into a jump. Practicing combinations can make movement patterns more interesting and creative.</p> <p><u>L3</u> Quality in shapes means holding them with control and making them clear, like straight arms or pointed toes. Linking shapes involves moving smoothly between positions without losing balance or form.</p>	<p>Confidently perform in front of others.</p> <p>Link simple actions together to create a sequence.</p> <p>Make my body tense, relaxed, stretched and curled.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Remember and repeat actions and shapes.</p> <p>Say what I liked about someone else's performance.</p> <p>Use apparatus safely and wait for my turn.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Train to improve their general fitness</p>	<p><u>L1</u> Travelling Movements Walking Running Skipping Hopping Speed Direction Level</p> <p><u>L2</u> Combine Link Smoothly Interesting Creative</p> <p><u>L3</u> Holding Control Clear Straight</p>

		<p><u>L4</u> When linking shapes, it's important to move with control and flow, so the transitions look smooth and connected. Shapes should still look strong and clear, even as you move between them.</p> <p><u>L5</u> Stability in balances comes from having a strong base, like standing on two feet or using your hands and knees. Control means holding the balance still without wobbling or falling.</p> <p><u>L6</u> Balancing well requires focusing on staying still and keeping your body in the right position. Using your arms or adjusting your body can help you stay steady while balancing.</p>	<p>Practise maneuvers, set pieces and tactics with teammates</p> <p>Receive feedback from coaches</p> <p>Study and evaluate their own performances</p>	<p>Pointed Balance</p> <p><u>L4</u> Move Control Flow Smooth Connected</p> <p><u>L5</u> Stability Balance Base Control Wobbling Falling</p> <p><u>L6</u> Balance Focussing Position Adjusting</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore travelling movements. 2) To develop and combine travelling movements. 3) To develop quality when performing and linking shapes. 4) To develop quality when linking shapes. 5) To develop stability and control when performing balances. 6) To develop stability and control when performing balances. 			
	<p>Su2: Class Teacher: Athletics</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all of the activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against</p>	<p><u>L1</u> Moving at different speeds can mean walking slowly, running quickly, or sprinting very fast. Adjusting speed helps cover short or long distances efficiently and can make movement more exciting.</p> <p><u>L2</u></p>	<p>Able to throw towards a target.</p> <p>Beginning to show balance and co-ordination when changing direction.</p> <p>Develop overarm throwing.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Run at different speeds.</p>	<p><u>L1</u> Moving Walking Running Sprinting Speed Distance</p> <p><u>L2</u> Balance</p>

	<p>others. They are given opportunities to work collaboratively as well as independently.</p>	<p>Good balance comes from keeping your body steady and centred, whether you're standing still or moving. Using your arms or focusing your eyes on one point can help improve stability.</p> <p><u>L3</u> Quickly changing direction means stopping, turning, or shifting your body fast without losing control. Strong legs and good coordination help you move smoothly when switching directions.</p> <p><u>L4</u> Hopping, jumping, and leaping all involve pushing off the ground to cover distance, but they use different techniques. Hopping uses one foot, jumping uses two feet, and leaping involves a big stride from one foot to the other.</p> <p><u>L5</u> Throwing for distance involves using your whole body, including your legs, arms, and shoulders, to give power to the throw. The angle of the throw also affects how far the object travels.</p> <p><u>L6</u> Throwing for accuracy means aiming carefully and controlling your strength to hit a target. Keeping your eyes on the target and following through with your arm can help improve precision.</p>	<p>Work with others and make safe choices.</p> <p>Try my best.</p> <p>Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Train to improve their general fitness</p> <p>Practise maneuvers, set pieces and tactics with teammates</p> <p>Receive feedback from coaches</p> <p>Study and evaluate their own performances</p>	<p>Steady Centered Standing Focussing</p> <p><u>L3</u> Direction Changing Stopping Turning Shifting Control</p> <p><u>L4</u> Hopping Jumping Leaping Distance Technique Stride</p> <p><u>L5</u> Throwing Distance Whole body Power Angle Object</p> <p><u>L6</u> Throwing Accuracy Aiming Controlling Strength Target</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To move at different speeds over varying distances. 2) To develop balance. 3) To develop changing direction quickly. 4) To explore hopping, jumping and leaping for distance. 			

	5) To develop throwing for distance. 6) To develop throwing for accuracy.			
	<p>Su2: PE Specialist: Striking and Fielding Games</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They will have used and developed skills such as throwing and catching, tracking a ball and striking a ball. They will have learnt how to score points in these types of games, how to play to the rules and use simple tactics. They will have shown respect towards others when playing competitively and develop communication skills to manage games.</p>	<p><u>L1</u> Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders</p> <p>Underarm throwing is used for short and accurate throws, with the ball starting low and your arm swinging smoothly. Catching requires watching the ball closely and using two hands to secure it.</p> <p><u>L2</u> Overarm throwing is used for long and powerful throws, with your arm moving over your shoulder. A strong step with the opposite foot helps generate more power and accuracy.</p> <p><u>L3</u> Hitting a ball involves keeping your eyes on it and using a bat or racket to make contact. A good swing uses your arms and body together to add power and control.</p> <p><u>L4</u> Collecting a ball means stopping or picking it up quickly and safely, using your hands and body to control it. Staying low and moving towards the ball helps you collect it faster.</p> <p><u>L5</u></p>	<p>Catch a beanbag and a medium-sized ball.</p> <p>Hit a ball using my hand.</p> <p>Roll a ball towards a target.</p> <p>Track a ball that is coming towards me.</p> <p>Know and explain how to score points.</p> <p>Understand and explain and begin to use these to play honestly and fairly.</p> <p>Understand and explain when I am successful.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Train to improve their general fitness</p> <p>Practise maneuvers, set pieces and tactics with teammates</p> <p>Ensure that they behave in a fair and respectful way when competing</p> <p>Receive feedback from coaches</p> <p>Study and evaluate their own performances</p>	<p><u>L1</u> Striking Fielding Teams Batting Cricket Rounders Throwing Underarm Accurate Catching Watching</p> <p><u>L2</u> Overarm Powerful Arm Shoulder Accuracy</p> <p><u>L3</u> Bat Racket Ball Contact Swing Arm Body Power Control</p> <p><u>L4</u> Collecting Stopping Quickly Safely</p> <p><u>L5</u></p>

		<p>A batter can be out if the fielders catch the ball they hit before it touches the ground or if they throw the ball to a base or target before the batter gets there. Accurate throwing and quick decision-making are key.</p> <p>L6 Points are scored by batters hitting the ball and running to a base or a target area. Fielders work together to stop the batter from scoring by collecting and throwing the ball accurately.</p>		<p>Batter Fielder Base Target Accurate Decisions</p> <p>L6 Points Scored Batter Running</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop underarm throwing and catching 2) To develop overarm throwing 3) To develop hitting a ball 4) To develop collecting a ball 5) To learn how to get a batter out 6) To play games and understand how to score points 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: What do Christians believe God is like?</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of Christian beliefs about God as a loving and forgiving figure. They will have done this through studying the parable 'The Lost Son' and reflecting on Christian practices which show their beliefs. They will have also spent some time reflecting on what they can learn, irrespective of their beliefs, about forgiveness and loving from the parable.</p>	<p>L1 Christians believe in one God. Their holy book is called the Bible. The stories in the Bible can help us understand what Christians believe about God.</p> <p>A parable is a simple story used to teach a moral lesson about how we should and shouldn't behave.</p> <p>L2 The story of 'The Lost Son' tells of a young man who asks his father for his inheritance, leaves home, spends all his money, and then returns home, where</p>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).</p>	<p>L1 Christian God Believe Holy book Bible Story Parable Moral Lesson</p> <p>L2 'The Lost Son' Inheritance Returns Forgive</p>

		<p>his father forgives him and celebrates his return.</p> <p>L3 ‘The Lost Son’ shows that Christians believe God is like the father in the story—loving, kind, and always ready to forgive, no matter what mistakes are made.</p> <p>L4 Christians show their belief in God’s love and forgiveness by forgiving others when they make mistakes, praying for strength, and helping people who are in need.</p> <p>L5 Whatever we believe in, the story can help us to reflect on the importance of forgiving others and ourselves when mistakes are made.</p>	<p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Give a reason for the ideas they have and the connections they make.</p> <p>Learning Like an Expert Skills:</p> <p>Reading religious texts</p> <p>Observing religious practices</p> <p>Discussing and debating beliefs and reasoning</p>	<p>Celebrate</p> <p>L3 Christian Father God Loving Kind Forgive Mistakes</p> <p>L4 Forgive Mistake Pray Strength Helping In need</p> <p>L5 Reflect Importance Forgive Others Ourselves</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to explain what a parable is 2) To learn the Bible story ‘The Lost Son’ 3) To reflect on what ‘The Lost Son’ tell us about Christian beliefs about God 4) To investigate how Christians show their belief in God as loving and forgiving 5) To reflect on what we can learn from the story ‘The Lost Son’ (BV: mutual respect / tolerance) <p>NB: See SACRE syllabus for activity ideas for separate lessons</p>			
	<p>Su2: Who do Christians say made the world? End Point: By the end of this unit of work, pupils will know the Christian story of creation and understand that Christians believe God made the world and everything in it. They will be</p>	<p>L1 The Christian story of creation says that God made the world in six days and rested on the seventh. Christians believe God made everything, like the sky, land, animals, and people.</p>	<p>Retell the story of creation from Genesis 1:1–2:3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p>	<p>L1 Christian God Sky Land Animals People</p>

	<p>able to talk about what the creation story shows about Christian beliefs, such as God's power and love. Pupils will also know how Christians show gratitude for creation through prayer and celebrations like harvest festivals. They will reflect on their own feelings of thankfulness and be able to discuss and ask questions about the beauty and wonder of the world, as well as how to care for it.</p>	<p>The section of the Bible which tells this story is Genesis 1:1-2:3.</p> <p>L2 The creation story shows that Christians believe God is powerful, loving, and that the world is a special gift from Him.</p> <p>L3 Christians say thank you to God by praying, singing, and celebrating harvest festivals to show their gratitude for the world and its resources.</p> <p>L4 We can feel grateful for things like our families, friends, nature, and the food we eat because they make our lives better and happier.</p> <p>L5 Living in an amazing world makes us think about how beautiful and surprising nature is and ask questions like, "How can we take care of it?" or "Why is it so special?"</p>	<p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say 'thank you' to God for Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p> <p>Learning Like an Expert Skills:</p> <p>Reading religious texts</p> <p>Observing religious practices</p> <p>Discussing and debating beliefs and reasoning</p>	<p>Bible Creation Genesis</p> <p>L2 God Powerful Loving Gift</p> <p>L3 Thanks Gratitude Praying Singing Celebrating Harvest festival</p> <p>L4 Grateful Families Friends Nature Food</p> <p>L5 Amazing Questions Beautiful Surprising Nature</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn and retell the Christian story of creation 2) To reflect on what the creation story tells us about Christian beliefs about God, Creation and the world 3) To investigate what Christians do to say thank you to God for Creation 4) To reflect upon what we are grateful for 5) To think, talk and ask questions about living in an amazing world (BV: mutual respect / tolerance) <p>NB: See SACRE syllabus for activity ideas for separate lessons</p>			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Relationships</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will understand that families can look different but are all made up of people who care for each other. They will know what being a good friend means to them and be able to describe ways they can show kindness and support to others. Pupils will also know different ways to greet their friends with appropriate physical contact and feel confident choosing what they are comfortable with. They will identify trusted adults in their school community who can help them and recognise their own unique qualities as individuals and friends.</p>	<p>L1 Everyone's family is different. For example, some people live with one parent or grandparents, some people have two mums or dads, some people might live with people who they are not related to.</p> <p>L2 Being a good friend means being kind, sharing, listening, and helping our friends when they need us.</p> <p>L3 We can greet our friends with a smile, a wave, a handshake, or a high-five, and we can choose the way we feel most comfortable with.</p> <p>L4 People who can help me in my school community include my teacher, teaching assistants, and lunchtime supervisors.</p> <p>L5 We are special because we have our own talents, like being a good listener, sharing our toys, or making others laugh.</p> <p>L6 There are lots of things on the internet which may not be appropriate for children. When we search we need to make sure that we are searching for things that are appropriate for us.</p>	<p>Express how it feels to be part of a family and to care for family members.</p> <p>Explain what being a good friend means Can show skills of friendship.</p> <p>Identify forms of physical contact they prefer.</p> <p>Say no when they receive a touch they don't like.</p> <p>Praise themselves and others.</p> <p>Recognise some of their personal qualities.</p> <p>Say why they appreciate a special relationship.</p> <p>Explain how to use search engines sensibly and safely and demonstrate this by using a search engine.</p> <p>Learning Like an Expert Skills:</p> <p>PSHE experts reflect upon their feelings and how others feel</p> <p>PSHE experts learn about the lives of others and find similarities and differences</p>	<p>L1 Family Parents Grandparents Brother Sister Mum Dad Different</p> <p>L2 Friend Kind Sharing Listening Helping</p> <p>L3 Greet Greeting Appropriate Wave Handshake High-five Comfortable</p> <p>L4 School Community Help Teacher Adult</p> <p>L5 Internet Online Safety Search engine</p>

			Appropriate
Sequence of Lessons: 1) To identify the members of my family and understand that there are lots of different types of families (BV: mutual respect / tolerance) 2) To identify what being a good friend means to me 3) To know appropriate ways of physical contact to greet my friends and know which ways I prefer 4) To know who can help me in my school community 5) To recognise my qualities as person and a friend 6) Online safety: To understand how to search safely			
Su2: Changing Me End Point: By the end of this unit of work, pupils will understand the life cycles of humans and animals and recognise how their bodies have changed since they were babies. They will be able to reflect on what has changed about themselves and what has stayed the same. Pupils will know the correct names for the parts of the body that make boys and girls different and understand that these are private. They will also recognise that learning new things helps them grow and change a little bit each time.	<p><u>L1</u> Animals and humans go through life cycles that include being a baby, growing up, and becoming an adult.</p> <p><u>L2</u> Some things about us, like our height or skills, change as we grow, but other things, like our name or the things we enjoy, might stay the same.</p> <p><u>L3</u> Since we were babies, our bodies have grown taller, stronger, and we can do more things like running, writing, or talking clearly.</p> <p><u>L4</u> Boys and girls have some different body parts, like penis, testicles, vagina, vulva, and anus, which are private parts of the body.</p> <p><u>L5</u> Every time we learn something new, like a skill or a fact, our brains grow, and we become a little bit different from before.</p> <p><u>L6</u> Passwords on devices are important for keeping our personal information safe.</p>	<p>Discuss and explain the lifecycles of animals and humans.</p> <p>Understand and accepts that change is a natural part of getting older and that somethings about us stay the same.</p> <p>Identify some things that have changed and some things that have stayed the same since being a baby (including the body).</p> <p>Sensibly talk about the physical differences between boys and girls using the correct names for certain body parts.</p> <p>Discuss why passwords are important and practise inputting these into a device.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>PSHE experts reflect upon their feelings and how others feel</p> <p>PSHE experts learn about the lives of others and find similarities and differences</p>	<p><u>L1</u> Life cycle Grow Baby Adult</p> <p><u>L2</u> Change Same Grow Memory</p> <p><u>L3</u> Baby Grow Taller Stronger</p> <p><u>L4</u> Boys Girls Private Penis Vagina Testicles Vulva</p> <p><u>L5</u> Learn Grow Brain Skill</p>

		Our passwords must not be easy to guess and kept a secret.		L6 Password Device Secret Safe
	Sequence of Lessons: 1) To understand the life cycles of animals and humans 2) To reflect on things about ourselves that have changed and have stayed the same 3) To think about how our bodies have changed since we were babies 4) To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus 5) To understand that every time I learn something new I change a little bit 6) Online safety: To understand why we need passwords			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: Contrasts Song: Row, Row, Row Your Boat End Point: By the end of this unit of work, pupils will be able to recognise, perform, and compose music that uses contrasts in rhythm, pitch, dynamics, articulation, and melody. They will understand how these musical elements can create variety and expression in music. Pupils will confidently experiment with and combine these contrasts in their own compositions and performances, demonstrating their growing understanding of how music communicates ideas and emotions.	L1 Musical contrasts are differences. Rhythms are musical patterns. Rhythmic contrasts are patterns with differences. These can be short or long. L2 Pitch is how 'high' or 'low' a sound is. If a piece of music has contrasts in pitch, it has sounds that are both high and low. L3 The dynamics of a piece of music are how loud and quiet it is. If a piece of music has dynamic contrasts, it has sounds that are both loud and quiet. L4 Musical articulation is how smooth or clear a sound is. A piece of music with contrasts in articulation has sounds that are clear separate and also sounds that are smoothly linked together.	Join in and stop as appropriate. Sing and play instruments, showing a good sense of pulse and rhythm. Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc. Use graphic notations which include signs to show pitch. Talk about how to change sounds and make different sounds for music. Try out different ways of making sounds with voice, musical instruments, simple music technology and 'body sounds' (tapping, clicking, marching, stamping etc.). Understand and use some basic musical features: louder, softer, higher, lower, faster, slower. Take good notice of musical cues when singing or playing Learning Like an Expert Skills:	L1 Contrast Recognise Perform Compose Rhythm Pattern L2 Contrast Recognise Perform Compose Pitch High Low L3 Contrast Recognise Perform Compose Dynamics Loud

		<p><u>L5</u> Melody is the tune of a piece of music. A piece of music with melodic contrasts has different melodies that make it interesting.</p>	<p>Practise, develop and refine new musical skills</p> <p>Practise and rehearse their own compositions</p> <p>Perform their compositions to others</p>	<p>Quiet</p> <p><u>L4</u> Contrast Recognise Perform Compose Articulation Smooth Clear</p> <p><u>L5</u> Contrast Recognise Perform Compose Melody Tune</p>
	<p>Sequence of Lessons:</p> <p>1) To recognise, perform and compose music with rhythmic contrasts</p> <p>2) To recognise, perform and compose music with contrasts in pitch</p> <p>3) To recognise, perform and compose music with dynamic contrasts</p> <p>4) To recognise, perform and compose music with contrasts in articulation</p> <p>5) To recognise, perform and compose music with melodic contrasts</p>			
	<p>Su2: Musical Devices Song: Jack and Jill End Point:</p> <p>By the end of this unit of work, pupils will be able to recognise and explore different types of musical melodies, including conjunct and disjunct melodies. They will understand how musical imitation, sequences, and riffs are used to create interest and structure in music. Pupils will experiment with these features in their own performances and compositions, showing an awareness of how these elements shape the character and flow of a piece of music.</p>	<p><u>L1</u> Melody is the tune of a piece of music. A conjunct melody goes up or down in order of pitch in small jumps, not large ones.</p> <p><u>L2</u> A disjunct melody goes up and down in any order and often has large jumps between notes.</p> <p><u>L3</u> Imitation means copying something. A piece of music includes imitation if one instrument copies the melody or rhythm of another instrument.</p>	<p>Join in and stop as appropriate.</p> <p>Sing and play instruments, showing a good sense of pulse and rhythm.</p> <p>Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc.</p> <p>Use graphic notations which include signs to show pitch.</p> <p>Talk about how to change sounds and make different sounds for music.</p> <p>Try out different ways of making sounds with voice, musical instruments, simple music</p>	<p><u>L1</u> Melody Tune Conjunct Pitch Up Down Jumps</p> <p><u>L2</u> Tune Disjunct Pitch Up Down Jumps</p>

		<p><u>L4</u> A musical sequence is a repeated rhythm or melody that is repeated again and again. They are often used in theme tunes to TV shows or games.</p> <p><u>L5</u> A riff is a type of musical sequence. They are very short sequences that are often used in pop music. They are often really catchy and easy to remember.</p>	<p>technology and ‘body sounds’ (tapping, clicking, marching, stamping etc.).</p> <p>Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.</p> <p>Take good notice of musical cues when singing or playing</p> <p><u>Learning Like an Expert Skills:</u> Practise, develop and refine new musical skills</p> <p>Practise and rehearse their own compositions</p> <p>Perform their compositions to others</p>	<p><u>L3</u> Imitation Copy Melody Rhythm Instrument</p> <p><u>L4</u> Sequence Rhythm Melody Repeated Theme tune</p> <p><u>L5</u> Riff Sequence Pop music Catchy Remember</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore conjunct musical melodies 2) To explore disjunct musical melodies 3) To explore musical imitation 4) To explore musical sequences 5) To explore musical riffs 			