**Long Term Planning Leck CE School - Juniors Cycle B (2023-2024)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English**  **Year 3 4** | **The Iron Man (6)**  Fiction  Character profile / analysis  Story start  Non-fiction  Newspapers reports Letters  Other texts  Stig of dump  Ug  Stone age boy | **The Christmas play**  Fiction  Playscripts  Poetry  Humorous poetry  Non fiction  Recount  Advertisement  Persuasive writing  Other texts | **Tutankhamun Biography Info texts**  Fiction  Egyptian Cinderella  Non fiction  Biography  Autobiography  Crime repots  Other texts  The scarab’s secret | **Wonderscape**  Fiction  Adventure story  Poetry  Nonsense poetry  Non fiction  Instructions  Pyramids Food tech (Geog link)  Other texts  The scarab’s secret | **The Nowhere Emporium**  Fiction  Fantasy stories  Non fiction  Diary  Poetry  WW2 poetry  Figurative poetry Performance poetry    Other texts  Holes | **Adolphus Tips**  Fiction  Character letters  Non fiction  Non chron reports on Olympics  Explanation –linked to WW2 or Olympics  Other texts |
| **Maths Year 3 and 4** | Place Value  Addition and Subtraction | Multiplication and Division | Multiplication and Division  Measure: Length and Perimeter | Fractions  Decimals | Measure: Mass and Capacity  Money  Shape: Symmetry, Position  Time | Statistics  Properties of Shape |
| **Maths Year 5 and 6** | Place Value  Addition and Subtraction  Measure: converting units  Perimeter | Multiplication and Division  Properties of number  Area  Statistics | Fractions  Statistics  Volume  Ratio and Proportion (Year 6 booster) | Fractions and Decimals  Angles  Algebra (Year 6 booster) | Decimals and Percentages  Position and direction  Properties of shape | Decimals  Themed projects and consolidation |
| **Science**  **Year 3 4** | **Forces and Magnets (Y3)**  Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Compare how things move on different surfaces.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Plants (Y3)**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Investigate the way in which water is transported within plants.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **Animals incl. Humans (Y4)**  Identify the different types of teeth in humans and their simple functions.  To describe the functions of the basic parts of the digestive system in humans. | **Electricity (Y4)**  Identify common appliances that run on electricity.  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  Recognise some common conductors and insulators, and associate metals with being good conductors. | **Sound (Y4)**  Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. | **Sound (Y4)**  Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. |
| **Science**  **Year 5 6** | **Animals incl. Humans (Y6)**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Describe the ways in which nutrients and water are transported within animals, including humans.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | **Forces (Y5)**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | **Electricity (Y6)**  Use recognised symbols when representing a simple circuit in a diagram.  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, and the on/off position of switches. | **Evolution & Inheritance (Y6)**  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | **Living Things & Their Habitats (Y6)**  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.  Give reasons for classifying plants and animals based on specific characteristics. | **Living Things & Their Habitats (Y6)**  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.  Give reasons for classifying plants and animals based on specific characteristics. |
| **History** | **Stone Age to Iron Age**  Year3 / 4:  To use some words such as century and decade  To find out how people lived in the Stone Age  To understand how life changed from the Stone Age to the Iron Age  To give a few reasons for, and the results of main developments of the Stone age up to the iron age including stories  I can ask and answer questions about the significance of events and changes in the Stone Age to the Iron Age  Year 5 / 6:  Describe specific features of past societies and periods of the Stone Age to the Iron Age  To describe the impact of events from Prehistory on Britain  Give reasons for and results of these changes  Ask and find the answers to questions about changes and significance of events on Britain |  | **Ancient** **Egypt**  Year3 / 4:  To understand the concept of ‘Ancient’ by placing the Ancient Egyptians on a timeline.  To find out about the Ancient Egyptians beliefs.  Use more than one source of evidence in order to gain a more accurate understanding of life in Ancient Egypt  Give a few reasons for, and the results of some main events and stories.  To examine artefacts, pictures and writing to find out about people from Ancient Egypt  Year 5 and 6:  Ask and answer questions about the significance of events and changes caused.  Select from a variety of sources of information to find out about Ancient Egypt  Describe what I know clearly in writing, drawing, role-play and speaking.  Accurately describe and make links between people, events and changes  Identify and evaluate different sources of information and select the most useful for a particular task  Select and organise information to produce clearly structured work, making accurate use of dates and terms from Ancient Egypt |  |  | **World War 2**  Study an aspect or theme of British and World history –  Study a significant turning point in British history (WW2 and the Battle of Britain) events and chronology of the World Wars  Understand and make links between people, events and changes,  describe the impact of WW2 events on Britain  Year 3/4:  I can use and understand some WW2 related words  I can give a few reasons for, and the results of some main events of WW2  I can examine artefacts, and am able to look at pictures and writing to tell me about people who lived through WW2  I can ask and answer questions about the significance of events of WW2 and the changes it caused.  Year 5/6:  I can sequence historical periods.  I can recall facts about aspects of both British and World History  I can identify and give results of events and changes that came about from WW2  I can identify and evaluate different sources of information and select the most useful for writing about WW2  I can select and organise information to produce clearly structured work, making accurate use of dates and terms |
| **Geography** |  | **The geography of North America**  locate the world’s countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  Year 3 / 4  To identify N. America, S. America and Oceania on globe.  To identify/name oceans and seas.  To recognise where many settlements are located and where not  To show a developing understanding of places.  To begin to use appropriate vocabulary to communicate their findings about North America  Year 5 / 6  To know and understand aspects of geography in the UK and the wider world.  To begin to recognise how places fit within a wider geographical context  To be able to communicate their findings using appropriate vocabulary.  To compare political and physical maps and discuss features.  To identify continents on the globe.  To identify physical and made features.  To identify/name oceans/seas/rivers and lakes. |  | **North America – the Rocky Mountains**  (focus on physical Geography)  use maps, atlases, globes and digital/computer mapping to locate  and describe features studied  locate the world’s countries, using maps to focus on North America  Recap the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles  Understand geographical similarities and differences through the study of physical geography of  region within North America  Describe and understand key aspects of Physical geography  Year 3 / 4  To show a developing understanding of the physical features of North America.  To offer simple reasons for their observations about places and environments.  To use skills and sources of evidence to respond to a range of geographical questions about North America  To begin to use appropriate geographical vocabulary to communicate their findings.  Year 5 / 6  To draw on knowledge to ask suitable geographical questions about North America  To be able to use a range of geographical knowledge and understanding to investigate places and environments.  To compare physical maps and discuss features.  To use primary and secondary sources of evidence in their investigations.  To be able to communicate their findings using appropriate geographical vocabulary.  To present their findings about the physical geography of North America both graphically and in writing. | **North America – the Rocky Mountains**  (focus on Human Geography)  Recap the location of the world’s countries, using maps to focus on North America  Understand geographical similarities and differences through the study of human geography of a region within North America  Describe and understand key aspects of Human geography including why people have settled where they have  Year 3 / 4  To show a developing understanding of places.  To know and explain some of the human features of North America  To be aware that different places may have similarities and differences that influence the lives of people eg desert, coastal and mountainous regions  To use appropriate geographical vocabulary to communicate their findings.  Year 5 / 6  To build on knowledge to ask suitable geographical questions.  To be able to use a range of geographical knowledge and understanding to help them investigate the human geography of North America  Understand how the physical geography of North America impacts the way humans live and use the land (focus on tourism, agriculture) |  |
| **D&T** |  | **Construction** (Bridges – link to Stone and to Iron Age)  Investigate and understand how the building industry designs bridges in different ways for different purposes  YEAR 3 & 4  Use research to design a strong structure  Prototype frame and shell structures using paper and card  Create shell or frame structures to span a gap and support a given weight  strengthen frames with diagonal struts and a wide base  YEAR 5 & 6  Use research to design a strong structure  Prototype frame and shell structures using paper and card  Use bradawl to mark hole positions  Join materials using appropriate methods  Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms  Use glue gun with close supervision |  | **Food Technology** (North America)  Research foods grown, produced and sold in North America which differ from in the UK  YEAR 3 & 4  Analyse the taste, texture, smell and appearance of a range of foods from North America  Follow instructions  Join and combine a range of ingredients e.g. snack foods  Work safely and hygienically  Measure and weigh ingredients appropriately  YEAR 5 & 6  Weigh and measure using scales  Cut and shape ingredients using appropriate tools and equipment e.g. grating  Join and combine food ingredients appropriately e.g. beating, rubbing in  Decorate appropriately  Work safely and hygienically |  | **Textiles** – Make do and mend  Understand how WW2 impacted the textile industry and the clothing people wore  Explore the term Make do and Mend and how it impacted life in WW2  Design a new product using an old item of clothing  Use a range of stiches  YEAR 3 & 4  Prototype a product using J cloths  Join fabrics using running stitch, over sewing, back stitch  Explore fastenings and recreate some e.g. sew on buttons and make loops  Use appropriate decoration techniques e.g. appliqué (glued or simple stitches)  YEAR 5 & 6  Prototype a product using J cloths  Join fabrics using running stitch, over sewing, back stitch  Create 3D products using pattern pieces and seam allowance  Decorate textiles appropriately often before joining components  Pin and tack fabric pieces together  Join fabrics using over sewing, back stitch, blanket stitch or machine stitching under close supervision  Combine fabrics to create more useful properties |
| **Art** | **3D - primitive art – clay bowls, (stone age art, cave paintings)**  Use primary or secondary sources to research products made by stone age people including methods  YEAR 3 & 4  Plan, design and make models from observation or imagination  Join clay adequately and construct a simple base for extending and modelling other shapes  YEAR 5 & 6  Use natural materials (clay) to create sculptures (Lion Man)  Plan a sculpture through drawing and other preparatory work  Develop skills in using clay incl. slabs, coils, slips, etc  Produce intricate patterns and textures in a malleable media |  | **Collage – Egyptian art and frieze from recycled materials (including plastic bags), 3D - Canopic Jars**  YEAR 3 & 4  Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures  YEAR 5 & 6  Use recycled, natural and man‐made materials to create sculptures  Add collage to a painted, printed or drawn background  Use a range of media to create collages  Use different techniques, colours and textures etc when designing and making pieces of work  Use collage as a means of extending work from initial ideas  **Canopic Jars**  LKS2:  Investigate similar products to the one to be made to give starting points for a design  Draw/sketch products to help analyse and understand how products are made  Design a functional and appealing product  Plan a sequence of actions to make a product  Develop more than one design or adaptation of an initial design  Make structures more stable by giving them a wide base  Prototype frame and shell structures  Decide which design idea to develop  UKS2:  Investigate products/images to collect ideas  Sketch and model alternative ideas  Develop one idea in depth  Make prototypes  Draw plans which can be read/followed by someone else  Join materials using appropriate methods |  | **Painting -Link to Folk Art and The Rockies**  YEAR 3 & 4  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures  Work on a range of scales e.g. thin brush on small picture etc  Create different effects and textures with paint according to what they need for the task.  Use more specific colour language  Mix and use tints and shades  Experiment with different effects and textures including washes, thickened paint creating textural effects  Mix colours and know which primary colours make secondary colours  YEAR 5 & 6  Develop a painting from a drawing  Create imaginative work from  themes  Mix and match colours to create atmosphere and light effects  Be able to identify primary secondary, complementary and contrasting colours  Work with complementary colours  Annotate work in sketchbook.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures  Develop a painting from a drawing  Create imaginative work from a variety of sources e.g. observational drawing |  |
| **RE** | **6.1: Life as a Journey: Is every person’s journey the same? (incl non-Christian faiths pilgrimages)**  Understand life as a journey  Understand that some people undertake a pilgrimage as part of living out their faith.  Describe how the life journey of people in the Bible affected their behaviour and beliefs Understand why the life journey of people in the Bible still affect life choices of Christians today.  Identify several places of pilgrimage around the world  Describe the impact that following the teaching of Jesus has on people’s lives. Describe the features of living life as a Christian. | **6.2 Advent: How do Christians prepare for Christmas?**  Know that Advent is a time when the church focusses prayer on the second coming of Christ.  Know that the themes of Advent tell the ‘big story’ of God’s salvation plan. Understand that Christians believe that Jesus is the promised Messiah, but Jewish people do not.  Describe the symbolism, practices, beliefs and themes of the season of Advent.  Explain the ways in which Jesus fulfilled the Old Testament Prophecies.  Express and explain their hopes and dreams for the future.  Reflect and decide what they have learnt from this unit about Christianity and themselves. | **Other World Faiths – Judaism**  Know that Abraham founded Judaism and explain how.  Understand the key beliefs of Jews including that Jews believe there is only one God.  Know the Ten commandments that Jews live by and explain their relevance today.  Name the key Jewish festivals and describe events and symbolism within them including items on the Sedar plate at Passover.  Know about the Jewish place of worship and identify key objects in a synagogue.  Know the holy scripture is the Torah and how it is treated. | **S1 Holy Week: What happened during Holy Week?**  Know that Holy Week is the name given to the week leading up to Easter weekend.  Understand the events of Holy Week and Easter were all part of God’s salvation plan.  Know that Jesus and his followers experienced a wide range of emotions during Holy Week and Easter.  Recall the events of Holy Week and Easter.  Retell the stories of the events of Holy Week and Easter.  Empathise with the characters in the stories and relate the experiences of those characters to their own.  **S6 Easter around the world:**  **How do Christians celebrate Easter around the world?**  Know that Christians live all over the world and celebrate Easter, the most important festival in the Christian calendar.  Understand that Easter is the celebration of Jesus’ death and resurrection, the culmination of God’s salvation plan.  Highlight the similarities and differences in the ways in which Easter is celebrated around the world. | **S10 Proverbs: Is the Book of Proverbs still relevant today?**  Know that Proverbs is in the Old Testament and is a book of wise advice written by King Solomon  Understand that King Solomon chose wisdom as a gift from God  Make connections between the context of the proverbs and Christian Values, attitudes and behaviour.  Interpret a proverb and express an opinion about the advice given.  Apply the wisdom of a proverb to a situation in their own lives. | **S5 Christian faith through art**  Explore a large variety of Christian art work including art from other cultures.  Reflect on the belief that art work can be an expression of worship and prayer  Explain our own response to Christian works of art  Describe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian concept  Show an awareness of how a piece of artwork can be used to provide answers to ultimate questions |
| **Computing**  **Year 3 4** | **The Internet**  Describe how networks physically connect to other networks.  Recognise how networked devices make up the internet.  Outline how websites can be shared via the World Wide Web.  Describe how content can be added and accessed on the WWW.  Recognise how the content of the WWW is created by people.  Evaluate the consequences of unreliable content. | **Audio Production**  Identify that sound can be recorded.  Explain that audio recordings can be edited.  Recognise the different parts of creating a podcast project.  Apply audio editing skills independently.  Combine audio to enhance my podcast project.  Evaluate the effective use of audio. | **Repetition in Shapes**  Identify that accuracy in programming is important.  Create a program in a text-based language.  Explain what repeat means.  Modify a count-controlled loop to produce a given outcome.  Decompose a task into small steps.  Create a program that uses count-controlled loops to produce a given outcome. | **Data Logging**  Explain that data gathered over time can be used to answer questions.  Use a digital device to collect data automatically.  Explain that a data logger collects ‘data points’ from sensors over time.  Recognise how a computer can help us analyse data.  Identify the data needed to answer questions.  Use data from sensors to answer questions. | **Photo Editing**  Explain that the composition of digital images can be changed.  Explain that colours can be changed in digital images.  Explain how cloning can be used in photo editing.  Explain that images can be combined.  Combine images for a purpose.  Evaluate how changes can improve an image. | **Repetition in Games**  Develop the use of count-controlled loops in a different programming environment.  Explain that in programming there are infinite loops and count controlled loops.  Develop a design that includes two or more loops which run at the same time.  Modify an infinite loop in a given program.  Design a project that includes repetition. |
| **Computing**  **Year 5 6** | **Communication & Collaboration**  Explain the important of internet addresses.  Recognise how data is transferred across the internet.  Explain how sharing information online can help people work together.  Evaluate different ways of working together online.  Recognise how we communicate using technology.  Evaluate different methods of online communication. | **Web Page Creation**  Review an existing website and consider its structure.  Plan the features of a web page.  Consider the ownership and use of images (copyright)  Recognise the need to preview pages.  Outline the need for a navigation path.  Recognise the implications of linking to content owned by other people. | **Programming- Variables in Games**  Define a variable as something that is changeable.  Explain why a variable is used in a program.  Choose how to improve a game by using variables.  Design a project that builds on a given example.  Use a design to create a project.  Evaluate a project. | **Introduction to spreadsheets**  Create a data set in a spreadsheet.  Build a data set in a spreadsheet.  Explain that formulas can be used to produce calculated data.  Apply formulas to data.  Create a spreadsheet to plan an event.  Choose suitable ways to present data. | **3D Modelling**  Recognise that you can work in three dimensions on a computer.  Identify that digital 3D objects can be modified.  Recognise that objects can be combined in a 3D model.  Create a 3D model for a given purpose.  Plan a 3D model.  Create a digital 3D model. | **Sensing**  Create a program to run on a controllable device.  Explain that selection can control the flow of a program.  Update a variable with a user input.  Use a conditional statement to compare a variable to a value.  Design a project that uses inputs and outputs on a controllable device.  Develop a program to use inputs and outputs on a controllable device. |
| **PSHE** | **Health and Wellbeing:**  Feelings and emotions  I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to loss and change  I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.  I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self worth.  I can suggest ways to manage setbacks and unhelpful thinking.  I can recognise signs that I or someone else may need help with their physical health or mental well being.  I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included  can describe ways to prepare for and manage transitions positively between important stages in school or life. | **Health and Wellbeing:**  Values and ideals  I understand that I have choices. I can explore factors that influence choice.  I can recognise the influences over choices and decisions.  I can make more informed choices.  I recognise choices and decisions I will have to make in the future. I understand and respect that people have different values and ideals.  I can identify ways of helping and supporting friends under pressure.  I can explain what stereotypes, prejudice and discrimination mean and explain why we need to challenge them. | **Living in the wider world**  Government and Politics  I understand what democracy is and how it works in our country.  I can identify the rights of a child and human rights.  I understand that not all countries are a democracy.  I understand the role of government.  I understand the importance of the rule of law. | **Living in the wider world**  Citizenship and global issue  I can explain our shared responsibilities and ways we can care for the environment, and how everyday choices impact on the environment.  I can explain the benefits of having diversity in our community and ways to promote inclusion in our school community.  I can explain the importance of being a responsible global citizen.  I can explore,,discuss and debate a current issue. | **Relationships:**  Resolving conflict  II can explain how families are different and identify features of positive family life.  I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.  I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.  I.  I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.  I can explain when, where and how to get help or support if worried about relationships of any sort. | **Relationships:**  RSE  I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.  I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.  I can explain how babies are conceived and born as part of the human lifecycle.  I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.  I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.  I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.  I can explain the difference between appropriate and in appropriate touch, including appropriate boundaries with people e do or don’t know, and who to tell if concerned about any contact.  I can recognise when it is right to break a confidence or share a secret, and who to tell. |
| **French**  **Year 3 4** | Salut, Ca va?  Moi  Use greetings  Introduce self  Numbers to 10  Say age  Say when birthday is.  Questions with comment  Gender of nouns | Christmas in France (traditions )  L’alphabet et les colours  Colours  Alphabet  Describe colour preferance  Christmas vocab and traditions | En class  Numbers to 20  Class objects and stationary items  Questions with quelle and qu’est-ce-que | La sante  Paques (Easter)  What do you like to eat?  Illness  Possessive pronouns ma mon | As-tu un animal?  Pets in France (culture)  Animal names  Preferences  Positional words  Question words quel ou  Avoir | La chasse a l’ours  Directional words  Plural nouns  Preposition dans |
| **French**  **Year 5 6** | Quel temps fait il?  Weather  Compass points  Journeys  Questions using quel  1st 2nd 3rd person tense  Adverbs  Conjunctions | Les sports et le sante  Sports  Hobbies  Pourquoi?  Preferences | Ma famille  Family members  Il/elle  Size  Description | Ma Famille  Families likes / dislikes  Jobs  Reflexive verbs | Le gros Navet  Story vocab from enormous turnip | L’euro  Café  Food  Drinks  Ordering  Relative pronoun qui |
| **PE** | Invasion Games (Morecambe Football)  Swimming | Invasion Games  Swimming | Dance  Swimming | Gymnastics  Swimming | Games | Athletics |
| **Music** | **Playing in a Band**  Glocks  listen with attention to detail and recall sounds with increasing aural memory  play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music  use and understand stave and musical notations  Improvise and develop rhythmic and melodic material when performing.  Explore, choose, combine and organise musical ideas within musical structures.  Recognise and imitate melody patterns in echoes  Show the overall contour of melodies as moving upwards, downwards or staying the same.  Perform simple melody patterns. | **Singing and performing – including for Christmas performances / services**  perform in solo and ensemble contexts  using voices with increasing accuracy, fluency, control and expression  Sing songs and rhymes in unison and two parts  Sing songs with clear diction, control of pitch, a sense of phrase and musical expression.  Practise, rehearse and present performances with an awareness of the audience | **Singing and performing – including Young Voices**  Learn a range of new songs by heart  listen with attention to detail and recall sounds with increasing aural memory  play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression  Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.  Practise, rehearse and present performances with an awareness of the audience | **Compose using your imagination**  use and understand stave and musical notations  Play tuned and untuned instruments with control and rhythmic accuracy.  Practise, rehearse and present performances with an awareness of the audience  Recognise and imitate melody patterns in echoes  Perform simple melody patterns  improvise and compose music for a range of purposes using the inter-related dimensions of music  Improvise and develop rhythmic and melodic material when performing. | **More musical styles**  Glocks  use and understand stave and musical notations  Play tuned instruments with control and rhythmic accuracy.  Practise, rehearse and present performances with an awareness of the audience  Perform simple melody patterns.  Improvise a melody  Improvise a melodic pattern | **Appreciating Music**  listen with attention to detail  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music.  Respond to different styles of music, explaining own opinions  Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.  Know how time and place can influence the way music is created, performed and heard  Analyse and compare sounds. |