
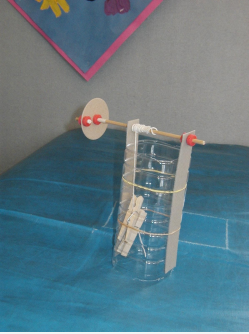




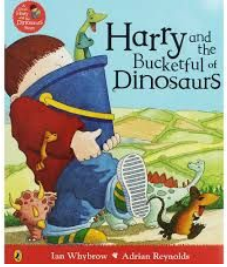
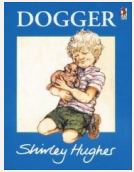


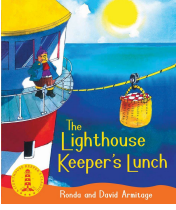
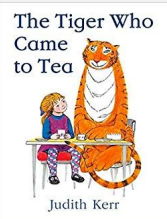




<b>Term &amp; Values</b>	<u>Autumn 1</u> Friendship	<u>Autumn 2</u> Compassion	<u>Spring 1</u> Generosity		<u>Spring 2</u> Forgiveness	<u>Summer 1</u> Justice	<u>Summer 2</u> Courage
<b>Theme Title</b>	<b>Dino Discovery!</b>	<b>Toys</b>	<b>An Island Home</b>		<b>Panic on Pudding Lane!</b>	<b>Seaside Rock!</b>	<b>Up Our Street!</b>
<b>History / Geography</b>	<p>Combined History and Geography</p> <p>History</p> <ul style="list-style-type: none"> <li>- understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>- study the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p>Geography</p> <p>Name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> <li>- Where have dinosaurs been found?</li> </ul> <p>Key questions:</p> <p>How can we find out about things in the past?</p> <p>Who was Mary Anning? What did she discover? What are fossils?</p> <p>Which dinosaurs were carnivores / herbivores?</p> <p>Where have dinosaurs been found?</p>	<p><b>Toys from the past</b></p> <p>History (comparing toys from now and those in the past, especially the Victorian period – aspects of change in national life).</p> <p>Changes within living memory</p> <p><b>Key Questions:</b></p> <p>Can I put objects in chronological order?</p> <p>Can I use phrases to describe the passing of time? (Old, new, in the past)</p>	<p><b>An Island Home</b></p> <p><b>Isle of Coll (Katie Morag)</b></p> <p>Geography</p> <p>~ understanding geographical similarities and differences through studying the human &amp; physical features of a small area of the UK</p> <p>Key vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season &amp; weather + city, town, village ,factory, office, port, harbour and shop</p> <p><b>Key Questions:</b></p> <p>Can I name the four countries that make up the UK?</p> <p>Can I name different jobs that people in the area might do?</p>		<p><b>Fire! Fire!</b></p> <p>History (events beyond living memory that are significant nationally or globally e.g. <b>(the Great Fire of London)</b>).</p> <p><b>Key Questions:</b></p> <p>Can I identify differences between past and present day London?</p> <p>Can I identify how Samuel Pepys played a significant role in the event?</p>	<p><b>Off to the Seaside!</b></p> <p>Combined Geography and History.</p> <p>History (identify similarities and differences between ways of life in different periods, especially aspects of change in national life. Building on Victorian knowledge (toys) we will study Bournemouth, a Victorian seaside town.)</p> <p>Geography (Use basic geographical language especially related to coasts and physical features related to its surrounding environment. Develop our mapping skills to identify the route to the beach and identify local landmarks. We will meet Barnaby Bear and find out about his holiday to Poole and Bournemouth.)</p> <p><b>Key Questions:</b></p> <p>Can I name towns in the North and South of the UK?</p> <p>Can I spot old and new things in a picture and explain what they were used for?</p>	<p><b>Up Our Street!</b></p> <p><b>Our Village</b></p> <p>Geography (Local Geography Fieldwork, investigating our school &amp; village).</p> <p>~ use simple fieldwork and observational skills to study geography of school and its grounds and the key human and physical features of the surrounding area</p> <p>~ simple compass directions &amp; directional language</p> <p><b>Key Questions:</b></p> <p>What do we like about our locality?</p> <p>Can I describe the features of our locality?</p>

<p><b>Entry Point/visits/ Enrichment</b></p>	<p><b>Brilliant Beginning:</b> For our entry point we will discover a (dinosaur) egg in a nest outside of the classroom. We will discuss what might be inside the egg, including what animals lay eggs and what we could do to find out.</p> <p><b>Fantastic Finale:</b> Dinosaur Museum exhibition for parents - clay dino models with written facts display</p>	<p><b>Brilliant Beginning:</b> For our entry point we will visit <b>Priest’s House Museum, Wimborne</b> for a workshop ‘Toys in the past’ (OR Red House Museum)</p> <p><b>Fantastic Finale:</b> For our exit point we will have a <b>Santa’s workshop through the ages</b> for parents and show them our toy models &amp; writing</p>	<p><b>Brilliant Beginning:</b> For our entry day we will go on an <b>imaginary journey</b> to the Scottish island. We will make <b>3D papier mache maps of the island</b>, including the lighthouse and post office. We will make <b>Scottish shortbread</b>. We will make our own <b>tartan design</b></p> <p><b>Fantastic Finale:</b> For our exit point we will write letters to Katie Morag.</p>	<p><b>Brilliant Beginning:</b> For our entry day we will have a <b>Fire of London drama day</b></p> <p><b>Fantastic Finale:</b> For our exit point we will recreate the scene in Pudding lane, with our own model houses. Could a trip to the fire station be arranged?</p>	<p><b>Brilliant Beginning:</b> For our entry point, we will create our own <b>mini shoebox sea side aquariums</b>.</p> <p><b>Fantastic Finale:</b> For our exit point and to consolidate our learning about the seaside in History and Geography, we will arrange a <b>trip to Bournemouth beach, the Oceanarium and the Victorian museum, the Russell Coates</b>.</p>	<p><b>Brilliant Beginning</b> We will make ‘<b>messy</b>’ maps of our local area.</p> <p><b>Fantastic Finale:</b> For our exit point we will go on a <b>Local Area Walk around Christchurch</b> to map the key features of the area.</p>
<p><b>Art / D&amp;T</b></p>	<p><b>ART - Colour Creations/ colour chaos</b></p> <ul style="list-style-type: none"> <li>• Objects associated with favourite colour</li> <li>• 3 primary colours &amp; Piet Mondrian and his abstract art</li> <li>• Mixing colours- colour wheel(collect colours from local environment to match)</li> <li>• Light &amp; dark- shades of colour</li> <li>• Kandinsky circles- recreate his famous ‘circles’</li> </ul>	<p><b>D&amp;T – Mechanisms Design &amp; construct a toy that uses a winders &amp; crank mechanism</b></p> <p>We will design and make winding toys of a Christmas character.</p> <p>We will make Victorian peg doll and spinner toys.</p>	<p><b>Art - Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>• Materials, shapes and how he arranges colour-sorting activity- photographs</li> <li>• Build own walls and paths using variety of natural materials- playground</li> <li>• Circles and spirals- collage and painting</li> <li>• Goldsworthy’s sculptures- clay or natural resources</li> <li>• Reflection- reflective sculpture using mirrors</li> </ul> <p><b>Focus Artist:</b> Andy Goldsworthy</p>	<p><b>D&amp;T – Construction (strength &amp; stability)</b> <b>Make a Great Fire of London house.</b></p> <p><b>Construction and Movement</b> We will use found and reclaimed materials to join and decorate. It will be a simple card box construction, eg: simple functional shape for building, card flaps and hinges to make doors and windows</p> <p>We will also look at the past and modern day landscape / building design in London and do silhouette work based on this.</p>	<p><b>ART - Seaside Art/ Let’s Sculpt</b></p> <ul style="list-style-type: none"> <li>• Sand sculptures- style of Melissa Maples</li> <li>• 3D sculpture- collect &amp; combine leaves</li> <li>• Sunset paintings- sway tower</li> <li>• Natural collages- shells, pebbles, stones</li> <li>• Seaside beach hut collage</li> </ul> <p><b>Focus Artist:</b> Melissa Maples</p>	<p><b>D&amp;T – Textiles</b></p> <ul style="list-style-type: none"> <li>• <b>Design and make a puppet for a puppet show. This will link with Punch and Judy Shows.</b></li> <li>• Cut and join fabrics using staples, glue and stitching, eg: simple pictures, card figures.</li> <li>• Cut and stitch two pieces of felt-type fabric using running stitch, eg: hand puppets.</li> <li>• Use patterns or templates to mark out fabric products, and recognise need for seam allowances, eg: as in hand puppets.</li> </ul>

	<b>Focus Artist:</b> Piet Mondrian and Kandinsky 							Simple embroidery using thick wools, range of fabrics, beads, buttons and sequins. 				
<b>Global Neighbours</b>			<b>British Value:</b> Individual Liberty	<b>British Value:</b> Mutual Respect		<b>British Value:</b> Tolerance of different cultures and religions	<b>British Value:</b> Rule of Law	<b>British Value:</b> Democracy				
<b>English</b>	Goldilocks & the Three bears  <b>Genre</b> <i>Traditional Tale</i>	The Squeaky Story  <b>Genre</b> <i>Cumulative Tale</i>	The Elves and the Shoemaker  <b>Genre</b> <i>Traditional Tale</i>	Recount of our School Trip  <b>Genre</b> <i>Recount</i>	The Lighthouse Keepers Lunch  <b>Genre</b> <i>Warning</i>	The Story of Pirate Tom  <b>Genre</b> <i>Finding</i>	The Little Red Riding Hood  <b>Genre</b> <i>Overcoming the Monster</i>	How to Trap a Wolf  <b>Genre</b> <i>Instructions</i>	At the End of the Rainbow  <b>Genre</b> <i>Journey Story</i>	Seaside Fun  <b>Genre</b> <i>Poetry</i>	Sea Creatures  <b>Genre</b> <i>Non-chron report</i>	Trip to the Seaside  <b>Genre</b> <i>Recount</i>
<b>Core Reading Spine</b>	Harry and the Dinosaurs <b>Ian Whybrow (focus author)</b> 		Dogger Alfie collection by <b>Shirley Hughes (focus author)</b> 		Katie Morag stories by <b>Mairi Hedderwick (focus author)</b> 		<b>Traditional tales</b> (picture books) e.g. Dick Whittingham 	Other Lighthouse Keepers Stories by <b>David Armitage (focus author)</b> 	Mog books by <b>J Kerr</b> (focus author) + the tiger who came to tea + The Mousehole Cat + The Fire cat 			
<b>Maths</b> Maths No Problem	<b>Numbers to 10</b> We will consolidate our understanding of the value of numbers to 10, including 0. We will be learning how to order, compare and understand all numbers to 10 and work with them fluently and accurately. We will begin to understand the concept of number bonds and we will begin to learn to record work to solve problems.  <b>Number Bonds</b> We will consolidate our understanding of how two		<b>Positions</b> We will deepen our understanding of positional language (first, second, third), as well as directional language for left and right.  <b>Numbers to 20</b> We will now look at numbers up to 20 and in particular focus on numbers between 10-20. We will be able to confidently count and write to numbers to 20, compare and order numbers and see patterns within 20.		<b>Length and Height</b> We will begin to understand the concept of length. We will compare different lengths and describe whether something is taller, longer, shorter or higher. We will learn about how to measure two items fairly for comparison using items and body parts before moving onto measuring using a ruler.  <b>Numbers to 40</b> We will be exploring numbers to 40 in a variety of ways. To start with, we will focus on counting		<b>Multiplication</b> We will learn the foundations of equal groupings, repeated addition, arrays and doubling. We will learn to apply this knowledge to solve word problems. We will be using images from our previous learning such as ten frames and number tracks.  <b>Division</b> We will be learning how to share small numbers into a specific number of groups. Then, we will be given a number of items, but will need to work out how many	<b>Numbers to 100</b> We will begin by reinforcing our previous learning by counting in 10s and 1s. We will use our number bonds to partition numbers. Then we will learn to compare numbers to 100 and find number patterns looking at one hundred charts.  <b>Time</b> We will learn to tell the time to the hour and half hour, using terms such as 'next,' 'before' and 'after,' estimating durations of time and, finally, comparing time. We will be exploring analogue clocks and telling	<b>Money</b> We will be learning to recognise different coins and notes and using our number bonds to work out how much items cost.  <b>Volume and Capacity</b> We will be learning to compare volume and capacity, using terms such as 'more than' and 'less than'. We will measure volume and capacity using non-standard units. We will be describing volume using the terms 'half' and 'quarter.'			

	<p>numbers can be added to make a bigger number. We will explore different ways to make numbers up to 10 and create stories from what we have learnt.</p> <p><b>Addition to 10</b> We will find different ways of adding to 10. We will learn how to use the part-part-whole diagram and begin to lay the foundations of the inverse of addition. We learn to make our own addition equations in order to support the deeper understanding of the processes of addition.</p> <p><b>Subtraction Within 10</b> We will learn that subtraction equations can be done in three ways: by crossing out, by using number bonds and by counting back. We will continue to use concrete apparatus and pictorial representations to support our understanding and we will learn to use maths vocabulary appropriately.</p>	<p><b>Addition and Subtraction Within 20</b> We will learn different ways to add and subtract numbers within 20.</p> <p><b>Shapes and Patterns</b> We will find out about different types of 2D shapes and some basic 3D shapes. We will be able to talk about the properties of basic 2D shapes and some solid shapes. We will learn to group shapes according to different criteria. This will also lead to recognising, describing and continuing a pattern, as well as generalising patterns.</p>	<p>to 40 in different ways and writing numbers to 40. Then we will compare numbers and look at number patterns.</p> <p><b>Addition and Subtraction Word Problems 7</b> We will be counting, adding and subtracting in a real life context. We will use pictures and other representation to help us visualise problems. We will be applying our knowledge of number bonds and simple bar models to represent word problems. We will also be comparing - specifically looking at how many more or how many fewer/less.</p>		<p>will go into each group by sharing equally.</p> <p><b>Fractions</b> We will be learning about making halves and quarters before moving on to making the connection between fractions and division.</p>	<p>time to the hour and half hour. We will look at a timeline for an average day and then determine the order of events using specialised terminology. We will estimate lengths of time and then compare measures of time.</p>	<p><b>Mass</b> We will be comparing mass using terms such as 'heavy/heavier,' 'light/lighter.' We will then measure mass using non-standard units.</p> <p><b>Space</b> We will be exploring the important elements of position, movement and turns. We will be learning to describe the position of one object relative to another, using terms such as: 'top,' 'middle' and 'bottom;' 'around,' 'close,' 'near' and 'far;' and 'on top of,' 'in front of' and 'above.' When looking at movement, we will explore the concepts of 'up and down,' 'forwards and backwards,' and 'inside and outside.' We will learn about turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise.</p>
<b>Science</b>	<p><b>Seasonal Changes</b></p> <p><b>Skills:</b> ~ Observe changes across the four seasons ~ Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Key Questions:</b> Can I observe changes across the four seasons? Can I name the four seasons in order? Can I describe weather associated with the seasons? Can I describe how day length varies?</p> <p><b>Working scientifically:</b> (throughout each unit)</p>	<p><b>Everyday Materials</b></p> <p><b>Skills:</b> ~ Distinguish between an <b>object and the material</b> from which it is made. ~ <b>Identify and name</b> a variety of everyday materials e.g. wood, plastic, glass, metal, water and rock. ~ Describe the simple <b>physical properties</b> of a variety of everyday materials. ~ <b>Compare and group</b> together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Key Questions:</b> Can I distinguish between an object and the material it is made from?</p>	<p><b>Humans</b></p> <p><b>Skills:</b> ~ Identify, name, draw and label the basic parts of the <b>human body</b> ~ Say which part of the body is associated with each sense</p> <p><b>Key Questions:</b> Can I name parts of the human body? Can I draw and label the human body? Can I name the senses and link them to their body part?</p> <p><b>Working scientifically:</b> (throughout each unit) Read and spell specific scientific <b>vocabulary</b></p>			<p><b>Plants</b></p> <p><b>Skills:</b> ~ Identify and <b>name a variety of common wild and garden plants</b>, including deciduous and evergreen trees ~ Identify and describe the basic <b>structure</b> of a variety of common flowering plants including trees</p> <p><b>Key Questions:</b> Can I name parts of a plant? (petals, stem, leaf, bulb, flower, seed, stem and root?) Can I name a range of plants and trees? Can I recognise deciduous and evergreen trees? Can I describe the parts of a plant?</p>	<p><b>Animals</b></p> <p><b>Skills:</b> ~ <b>Identify and name</b> a variety of common animals, including fish, amphibians, reptiles, birds and mammals. ~ <b>Identify and name</b> a variety of common animals that are carnivores, herbivores and omnivores. ~ Describe and compare the observable features (the <b>structure</b>) of animals from a range of groups (fish, amphibians, reptiles, birds, mammals, including pets)</p> <p><b>Key Questions:</b> Can I identify and name a variety of animals? Can I name parts of an animal's body?</p>



	<p>Read and spell specific scientific <b>vocabulary</b></p> <p>Ask simple <b>questions</b> and recognise that they can be answered in different ways.</p> <p><b>Observing</b> closely, using simple equipment</p> <p>Performing simple <b>tests</b></p> <p><b>Identifying</b> and <b>classifying</b></p> <p><b>Using their observations</b> and ideas to suggest answers to questions</p> <p>Gathering and <b>recording</b> data to help in answering questions</p>	<p>Can I describe materials using my senses?</p> <p>Can I explain what material objects are made from and why?</p> <p>Can I sort materials?</p> <p><b>Working scientifically:</b> (throughout each unit)</p> <p>Read and spell specific scientific <b>vocabulary</b></p> <p>Ask simple <b>questions</b> and recognise that they can be answered in different ways.</p> <p><b>Observing</b> closely, using simple equipment</p> <p>Performing simple <b>tests</b></p> <p><b>Identifying</b> and <b>classifying</b></p> <p><b>Using their observations</b> and ideas to suggest answers to questions</p> <p>Gathering and <b>recording</b> data to help in answering questions</p>	<p>Ask simple <b>questions</b> and recognise that they can be answered in different ways.</p> <p><b>Observing</b> closely, using simple equipment</p> <p>Performing simple <b>tests</b></p> <p><b>Identifying</b> and <b>classifying</b></p> <p><b>Using their observations</b> and ideas to suggest answers to questions</p> <p>Gathering and <b>recording</b> data to help in answering questions</p>			<p><b>Working scientifically:</b> (throughout each unit)</p> <p>Read and spell specific scientific <b>vocabulary</b></p> <p>Ask simple <b>questions</b> and recognise that they can be answered in different ways.</p> <p><b>Observing</b> closely, using simple equipment</p> <p>Performing simple <b>tests</b></p> <p><b>Identifying</b> and <b>classifying</b></p> <p><b>Using their observations</b> and ideas to suggest answers to questions</p> <p>Gathering and <b>recording</b> data to help in answering questions</p>	<p>Can I classify animals by what they eat?</p> <p>Can I compare animals?</p> <p>Can I describe how an animal is suited to its environment?</p> <p><b>Working scientifically:</b> (throughout each unit)</p> <p>Read and spell specific scientific <b>vocabulary</b></p> <p>Ask simple <b>questions</b> and recognise that they can be answered in different ways.</p> <p><b>Observing</b> closely, using simple equipment</p> <p>Performing simple <b>tests</b></p> <p><b>Identifying</b> and <b>classifying</b></p> <p><b>Using their observations</b> and ideas to suggest answers to questions</p> <p>Gathering and <b>recording</b> data to help in answering questions</p>
Computing	<p><b>Bee-Bots</b></p> <p><b>Skills:</b></p> <p>~ understand what algorithms are, how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>~ create and debug simple programs</p> <p>~ use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Main focus &amp; software:</b></p> <p>Use technology to map local area and then program a bee bot around it.</p>	<p><b>Using Computers</b></p> <p><b>Skills:</b></p> <p>~ use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Main focus &amp; software:</b></p> <p>Using 'paint' to draw a toy &amp; then save /retrieve it.</p>	<p><b>Coding</b></p> <p><b>Skills:</b></p> <p>~ understand what algorithms are, how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>~ create and debug simple programs</p> <p>~ use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Main focus and software:</b></p> <p>We will use Espresso Coding on the computers (Year 1, Unit 1)</p>		<p><b>Digital Literacy - Using the Internet</b></p> <p><b>E safety - Online behaviour</b></p> <p><b>Skills:</b></p> <p>~ recognise common uses of information technology beyond school.</p> <p>~ Use technology safely and respectfully, keeping personal information private; identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>~ use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Main focus and software:</b></p> <p><b>We will</b> Search on the internet, develop web skills to find out about The Great Fire of London.</p>	<p><b>Coding</b></p> <p><b>Skills:</b></p> <p>~ understand what algorithms are, how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>~ create and debug simple programs</p> <p>~ use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Main focus and software:</b></p> <p>We will use Espresso Coding on the computers (Year 1, Unit 2)</p>	<p><b>Using Computers – Word processing</b></p> <p><b>Skills:</b></p> <p>~ use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Main focus and software:</b></p> <p>In this unit, we will practice, improve and speed up our keyboard typing skills in preparation for creating documents and presentations. We will write up a seaside recount on word.</p>
R.E.	<p><b>Living Difference Symbols (light)</b></p> <p><b>Key Questions:</b></p>	<p><b>Understanding Christianity Incarnation</b></p> <p><b>Key Question:</b></p>	<p><b>Living Difference Belonging in Judaism</b></p> <p><b>Key Question:</b></p>		<p><b>Understanding Christianity Salvation</b></p> <p><b>Key Question:</b></p>	<p><b>Understanding Christianity God</b></p> <p><b>Key Question:</b></p>	<p><b>Understanding Christianity Creation</b></p> <p><b>Key Question:</b></p> <p>Who made the World?</p>

	<p>Why is the symbol of light important to Jews?</p> <p><b>British Value:</b> Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Why does Christmas matter to Christians?</p>	<p>How do Jews show that they belong? Is it important for Jews to feel that they belong?</p> <p><b>British Value:</b> Tolerance of different cultures and religions, mutual respect, individual liberty.</p>		<p>Why does Easter matter to Christians?</p> <p><b>British Value:</b> Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>What do Christians believe God is like?</p> <p><b>British Value:</b> Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p><b>Discovery RE Chanukah</b>  <b>Key Question:</b>  Does celebrating Chanukah make Jewish children feel closer to God?</p> <p><b>British Value:</b> Tolerance of different cultures and religions, mutual respect, individual liberty.</p>
<b>Games &amp; P.E.</b>	<p><b>PE HUB</b>  Gymnastics: Wide Narrow, Curled  Locomotion: Running</p> <p><b>Skills:</b></p>	<p><b>PE HUB</b>  Gymnastics: Body parts  Ball Skills: Hands 1</p> <p><b>Skills:</b></p>	<p><b>PE HUB</b>  Dance: Growing  Ball skills: Feet</p> <p><b>Skills:</b></p>		<p><b>PE HUB</b>  Dance: The Zoo  Ball Skills: Hands 2</p> <p><b>Skills:</b></p>	<p><b>PE HUB</b>  Locomotion: Jumping  Games for understanding</p> <p><b>Skills:</b></p>	<p><b>PE HUB</b>  Health and wellbeing 1  Health and wellbeing 2</p> <p><b>Skills:</b></p>
<b>Music</b>	<p>Hey You!  <b>Style:</b> Old school hip hop  <b>Instrumental progression:</b> C, G  We will begin to understand that pulse is the foundation of all music and begin to find the pulse on our own.  <b>Skills:</b>  ~Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  ~Play tuned and untuned instruments musically  ~Listen with concentration and understanding to a range of high quality live and recorded music  ~Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Menu Song</b>  Perform a traditional song from memory, remembering the order of the verses.  Sing a cumulative song from memory, remembering the order of the verses.  Create a dramatic group performance using props and kitchen sound-makers.</p> <p><b>In The Autumn</b>  Sing a song with a relaxed swung rhythm  Use dynamics to enhance the mood of a song. Create a performance with an accompaniment using untuned percussion.</p> <p><b>Key Vocabulary:</b>  Duration Structure  Pitch Texture  Tempo</p>	<p><b>Who Stole My Chicken and My Hens</b>  Focusing on aspects of singing, playing, improvising, composing and listening</p> <p>Sing a dotted melody accurately and mark rests with un-tuned percussion. Add a clapping game while singing a song. Make up new lyrics and clapping/tapping patterns for a song</p> <p><b>Just Like Me</b>  Sing a song with changing speeds. Perform actions accurately following contrasting rhythm patterns. Create a performance using new 'travel' words and movements and appropriate speeds.</p> <p><b>Key Vocabulary:</b>  <b>Duration:</b> 'dotted' rhythm, rests, staccato</p>		<p>Round and Round  <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin Fashion  <b>Instrumental progression:</b> A, B, C, D, E, F, G  We will begin to explain how tempo and dynamics can be used in a piece of music.  <b>Skills:</b>  ~Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  ~Play tuned and untuned instruments musically  ~Listen with concentration and understanding to a range of high quality live and recorded music  ~Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Your Imagination  <b>Style:</b> film, pop, musical  <b>Instrumental progression:</b> C, G  <b>Skills:</b>  ~Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  ~Play tuned and untuned instruments musically  ~Listen with concentration and understanding to a range of high quality live and recorded music  ~Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Reflect, Rewind, Replay  <b>Style:</b> Western Classical music  <b>Instrumental progression:</b> C, G  <b>Skills:</b>  ~Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  ~Play tuned and untuned instruments musically  ~Listen with concentration and understanding to a range of high quality live and recorded music  ~Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>

			<b>Pitch:</b> melody, stepping notes <b>Tempo:</b> beat, pulse <b>Structure:</b> phrase, verse				
<b>P.S.H.E Jigsaw Scheme of Work</b>	<b>Being Me in my world</b> <b>British Value:</b> Individual liberty  <b>Key Question:</b> How can we make our classroom a safe and Happy place to learn?	<b>Celebrating difference</b> <b>British Value:</b> Tolerance of different cultures and religions, mutual respect. <b>Key Questions:</b> How am I the same/different from my friends? What is bullying? What can I do?	<b>Dreams and Goals</b> <b>British Value:</b> Individual liberty.  <b>Key Question:</b> How can I achieve my aspirations?		<b>Healthy Me</b> <b>British Value:</b> Individual liberty  <b>Key Question:</b> How can I keep myself safe and healthy?	<b>Relationships</b> <b>British Value:</b> mutual respect  <b>Key Question:</b> Who is special to me? Who can help me in the school community?	<b>Changing Me *Relationship and Sex Education</b> <b>British Value:</b> Individual liberty <b>Key Questions:</b> How have our bodies changed? How are boy's body parts different from girls?
<b>Heart Smart</b>	<b>Get Heartsmart</b> <ul style="list-style-type: none"> <li>● Guard your heart</li> <li>● Worms</li> </ul>	<b>Don't forget to let the love in</b> <ul style="list-style-type: none"> <li>● Heart to heart</li> <li>● Trash or treasure</li> </ul>	<b>Too much selfie isn't healthy</b> <ul style="list-style-type: none"> <li>● Better to than than receive</li> <li>● Points of view</li> </ul>		<b>Don't rub it in, rub it out!</b> <ul style="list-style-type: none"> <li>● Post it poster</li> <li>● It's not permanent</li> </ul>	<b>Fake is a mistake</b> <ul style="list-style-type: none"> <li>● Handy</li> <li>● Build on truth</li> </ul>	<b>No way through isn't true</b> <ul style="list-style-type: none"> <li>● Mission possible</li> <li>● The hobbit</li> </ul>