

Year Group: Year 4	Term: Spring 1	Classes: Tourism and Designers	Teachers: Miss Carter/Mr Martens
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: WB 7/1/19 Week 1	Date: WB 14/1/19 Week 2	Date: WB 21/1/19 Week 3	Date: WB 28/1/19 Week 4	Date: WB 4/2/19 Week 5	Date: WB 11/2/19 Week 6
English	Fiction Unit: Journey/Suspense story Fiction Focus: - Dialogue, adjectives, verbs, adverbs and conjunctions.			Non-Fiction Unit: Persuasion Non-Fiction focus: use of direct and reported speech, newspaper structure and journalistic writing.		
	Poem: What Am I poetry modelled by the teacher Poetry genre: Riddles Fiction – Journey/suspense story Key text: The Goose Guards by Terry Deary Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer.	Fiction – Journey/suspense story Key text: The Goose Guards by Terry Deary Innovation: Class write together – Using the model text, make some changes and discuss ways to innovate.	Fiction – Journey/suspense story Key text: The Goose Guards by Terry Deary Invention: Character goes on an adventure/journey after something happens (suspense), following a similar track to our modelled text.	Non-Fiction genre: Persuasion Non-Fiction focus: Persuasive language, conjunctions, sentence openers Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text – Why should you join the Goose Guards?	Non-Fiction genre: Persuasion Non-Fiction focus: Persuasive language, conjunctions, sentence openers Innovation: Class write together - Why should you join the Roman Army?	Non-Fiction genre: Persuasion Non-Fiction focus: Persuasive language, conjunctions, sentence openers Invention: Why should you become the Roman Emperor?
Reading	Shared class reader: The Goose Guards by Terry Deary Vocabulary Working out the meaning of words we don't know. (Give/explain the meaning of words in context). Making inference from visual clues.	Shared class reader: The Goose Guards by Terry Deary Inference Pick up ideas from the text that are not always written in the text itself. (Make inferences from the text/explain and justify inferences with evidence from the text.	Shared class reader: The Goose Guards by Terry Deary Retrieval Find key pieces of information within the text you are reading. (Retrieve and record information/identify key details from fiction and non-fiction).	Shared class reader: The Goose Guards by Terry Deary Prediction Make a logical and reasonable guess about what could happen next. (Predict what might happen from details stated and implied).	Shared class reader: The Goose Guards by Terry Deary Summarising Summing up what we've read. (Summarise main ideas from more than one paragraph).	Shared class reader: The Goose Guards by Terry Deary Author Locate examples of ambitious vocabulary and figurative language within the text. (Identify/explain how meaning is enhanced through choice of words and phrases).

Maths- Maths No Problem	Further Multiplication and Division LO: Multiply 3-digit numbers without renaming. To be able to multiply 3-digit numbers with renaming. To be able to divide 2-digit numbers. To be able to divide 3-digit numbers.	Further Multiplication and Division Solving Word Problems LO: To be able to divide 2-digit numbers with a remainder. To be able to divide 3-digit numbers with renaming. To be able to divide 3-digit numbers with a remainder. To be able to solve word problems involving multiplication and division.	Graphs LO: To be able to draw and read picture graphs and bar graphs. To be able to draw and read line graphs.	Graphs Fractions LO: To be able to use knowledge of graphs to solve problems. To be able to count in hundredths. To be able to write mixed numbers. To be able to show mixed numbers on a number line. To find equivalent fractions.	Fractions LO: To be able to find equivalent fractions (further practise). To be able to simplify mixed numbers. To be able to simplify improper fractions. To be able to add fractions with the same denominator. To be able to add fractions with the same denominator and record answers as mixed numbers.	Fractions LO: To be able to add fractions with the same denominator and record the answers in the simplest form. To be able to subtract a fraction from a whole number. To be able to subtract a fraction from a mixed number. To be able to solve word problems involving fractions. To be able to use knowledge of fractions to solve problems.
Maths- Cross Curricular	Measurements – mass (History)	Measurements – mass (History)	Measurements – mass (History)	Measurements – length (History)	Measurements – length (History)	Measurements – length (History)
History Roman Buildings and Engineering	Lesson: Roman Architecture LO: Understand how our knowledge of the past is constructed from a range of sources; Learn about the Roman Empire and its impact on Britain (architecture). Select from and use a wide range of tools and equipment accurately to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select and use a wide range of materials and components ... according to their functional properties and aesthetic qualities. Activity: <i>Discuss</i> the various buildings that would have been in a Roman town; temple, forum, public bath houses, shops and homes. Identify properties of shapes (cylinders). <i>Construct</i> a model of a Roman style building from a range of modelling materials.	Lesson: Testing the strength of columns LO: Understand how our knowledge of the past is constructed from a range of sources; Learn about the Roman Empire and its impact on Britain (architecture). Set up simple, practical enquiries, comparative and fair tests; Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Activity: <i>Investigate</i> the strength of different columns. <i>Discuss</i> which column they think would work and why. <i>Discuss</i> and agree how to make it a fair test. <i>Make</i> a variety of different shaped columns and conduct a fair test to discover the strongest design.	Lesson: Roman arches LO: Understand how our knowledge of the past is constructed from a range of sources; Learn about the Roman Empire and its impact on Britain (architecture). Set up simple, practical enquiries, comparative and fair tests; Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Gain knowledge of how forces act on arches and post and lintel style bridges. Activity: <i>Investigate</i> the strength of different shaped arches developing skills of measuring, fair testing and collaboration. Record results.	Lesson: Roman Roads LO: Understand how our knowledge of the past is constructed from a range of sources; Learn about the Roman Empire and its impact on Britain (roads). Understand how the Romans built roads and how many of these have survived over 2000 years. Develop use of geographical knowledge, understanding and skills to enhance locational and place knowledge; Name and locate counties and cities of the UK. Activity: Discuss the information they are given in the clip. Research, using appropriate sources, retrieving information to find as many Roman places and roads as possible. Discuss why all Roman roads were straight.	Lesson: Roman Aqueducts LO: Understand how our knowledge of the past is constructed from a range of sources. Learn about the Roman Empire and its impact on Britain (architecture). Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately; Select and use a wide range of materials and components ... according to their functional properties and aesthetic qualities. Activity: Research and construct a model of an aqueduct using paper engineering skills.	Lesson: Diolkos Rutway LO: Use a variety of resources to find out about aspects of life in the past Retrieve and record information from non-fiction over a wide range of subjects Activity: Research Diolkos Rutway and present findings to the class. Focus on: What is it? What was it used for? Why was it essential? How was it made? Who made it?

<p>Geography</p> <p>Our Roads- traffic fieldwork study</p> <p>Key geographical questions: What is the name of this place? Where is this place and which other places are near it? Is it a village, town, suburb or part of a city? What types of buildings can we find and what are they used for? What different types of land-use can we find? Are there any green spaces and what are they used for? Who lives here and what do they do? How do people use this landscape in different ways? Are there any local 'landmarks'? What types of transport links can we find? What evidence is there of connections to other places? What was this place like in the past?</p>	<p>Lesson: Our Roads- traffic fieldwork study</p> <p>LO: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Identify and describe the main human and physical features of your local area.</p> <p>Activity: Discuss the definitions of physical and human features. Identify and label human and physical features of a photo of our local area.</p>	<p>Lesson: Our Roads- traffic fieldwork study</p> <p>LO: : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Measure straight line distances using the appropriate scale. Draw accurate maps with more complex keys.</p> <p>Activity: Using a map, children identify where their local area is in relation to the rest of the UK and the world in general.</p> <p>Map the local area and plan the investigation.</p>	<p>Lesson: Recording data in the field</p> <p>LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Activity: Discuss what will be analysing. Children explore the local area to find popular types of vehicle they see: Car Lorry Truck Taxi Commercial vehicle etc</p> <p>Create a list of criteria that they will be investigating next lesson.</p>	<p>Lesson: Recording data in the field</p> <p>LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Activity: Observe the local area and conduct an experiment to see the most common vehicle. Using the investigation criteria, children complete a tally chart.</p>	<p>Lesson: Analysing data</p> <p>LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Activity: Analyse data – what was the most common vehicle? Were there any commercial vehicles? Where were the vehicles heading? Present findings in the form of bar charts and pie charts.</p>	<p>Lesson: Present findings</p> <p>LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Activity: Present findings to the rest of the year group, focussing on the criteria constructed during the week. Other children in the class to compare their findings.</p>
<p>Science</p>	<p>Lesson: Sound Walk LO: To ask and answer questions about the sounds that can be heard and to begin to consider how sounds are made.</p> <p>Activity: List and describe simply the sounds heard. Explain the sounds in further detail, classifying them using more descriptive language.</p>	<p>Lesson: Hello? LO: To explain that sounds are made when an object vibrates and to begin to understand that we hear sounds when the vibrations travel from a source through a medium to our ears. To use this knowledge to recognise why sounds get fainter when you are further from the source of the</p>	<p>Lesson: Pitch LO: To notice patterns between the pitch and volume of a sound and the features of the object that produced it. To use understanding of pitch and volume to answer questions about soundwaves. To begin to understand that sounds can vary by pitch and</p>	<p>Lesson: How sound travels LO: To use what they know about the world to ask and answer questions about the hearing of humans and other animals. To understand that sound travels slower than light.</p> <p>Activity: Recognise the position of animal ears and how this can be a help to</p>	<p>Lesson: Testing materials LO: To investigate sound-proofing materials by planning and conducting a fair test, considering all the variables and how to record the results. To design functional and appealing ear-defenders for young people to wear at music concerts.</p> <p>Activity: Illustrate understanding of sound proofing. State a definition of 'fair test' and match variables that are</p>	<p>Lesson: Presenting findings LO: To answer questions about the results of the investigation into sound reduction and to demonstrate an understanding of sound, including how it is made and how it travels. To describe the features of their sound-reducing product to a panel of judges and to explain how they chose to</p>

	<p>Decide upon quietest/loudest parts of the school and argue point using knowledge of the school.</p>	<p>sound.</p> <p>Activity: Recognise what a vibration is and tell a friend. Identify vibrations in a range of situations. Apply each step of the instructions and solve the problem of creating a cup/string telephone. Predict what will happen before testing out your cup/string telephone. Construct and create a working cup/string telephone. Discuss and explain how sound can be heard using the cup/string telephone.</p>	<p>volume and to explore how to change the sounds that an instrument can produce.</p> <p>Activity: Children to state their understanding of the difference between the loudness of a note and the pitch of a note. To classify how the loudness of an instrument and the pitch of an instrument can be changed. To write up their results regarding loudness and pitch. To interpret pictures of sound waves and identify what types of sounds they belong to. To create a whistle to explore pitch and decide what the instrument proves about pitch.</p>	<p>them and their lives. Define the shape of different ears and how shape can affect how well sounds are heard. Choose alternative symbols to communicate with others. Construct and use a product to investigate hearing different sounds. Observe and compare the speeds of sound and light using real life examples.</p>	<p>to stay the same, and a variable to be changed each time. Predict results and explain predictions. Identify steps to follow through investigation. Summarise results and justify conclusions.</p>	<p>test the different materials. To evaluate their product and consider what improvements they could make.</p> <p>Activity: Describe the name of the product and why you have chosen this name. Classify materials which make up your product and explain their purpose. Summarise how you came to make certain decisions. Observe the products of others and provide feedback. Propose why your product is better than the rest and recommend where they could be worn.</p>
<p>DT</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Create a Roman building</p> <p>Link to History: Roman Architecture Testing the strength of columns Roman arches</p> <p>LO:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Activity: Use findings and research from History lessons to construct a Roman building, ensuring the findings influence material and technique choice.</p>					
Art						
<p>Computing</p> <p>Green Screening</p> <p>E-Safety: The Power of words</p>	<p>Lesson: E-safety LO: Private and personal information</p> <p>Activity: Use technology responsibly and understand that</p>	<p>Lesson: : E-Safety LO: The Power of words</p> <p>Activity: Use technology responsibly and understand that communication online may</p>	<p>Lesson: Using Technology LO: With support select and use a variety of software on a range of digital devices.</p> <p>Activity:</p>	<p>Lesson: Using Technology LO: With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</p>	<p>Lesson: Using Technology LO: Use other input devices such as cameras or sensors.</p> <p>Activity:</p>	<p>Lesson: Using Technology LO: Understand how results are selected and ranked by search engines.</p> <p>Activity:</p>

	<p>communication online may be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Tell another person what they think is the difference between personal and private information. Assess how we can keep ourselves safe online.</p>	<p>be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Tell another person what they think is the difference between personal and private information. Assess how we can keep ourselves safe online.</p>	<p>Identify how we can use different technology. Use the laptops to explore a range of software and start to understand the ways of using it. Assess the effectiveness of the different devices for purpose.</p>	<p>Activity: Name as many Roman buildings as they can without any help. Use iPads and laptops to reach a given goal. Discuss whether we can believe everything online.</p>	<p>Use banana keyboard packs and laptops to create a sequence of events. Compose a tune using the equipment given.</p>	<p>Demonstrate how to find something out. Use Google to understand how search engines work. Persuade someone to/not to use Google.</p>
PE Handball	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>	<p>Lesson: Handball LO: Play competitive games, modified where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.</p>
PSHE Living in the Wider World	<p>Lesson: to discuss and debate issues concerning health and wellbeing</p> <p>LO: Identify issues for others (including people their age) concerning health and wellbeing (e.g. healthy eating, sleep, being active, etc.) Share their views and opinions on issues concerning health and wellbeing Suggest what would help the issues discussed Give advice to others on taking care of health and wellbeing</p> <p>Activity:</p>	<p>Lesson: about the ways in which rules and laws keep people safe to take part in making and changing rules</p> <p>LO: Give reasons why there are rules and laws Identify some consequences of these being broken Identify issues that concern them in school and what they can do about them, including making or changing rules Identify the steps they can take to help to change rules Liaise with others to amend or develop a set of rules Give examples of ways in which everyone has a say in making rules / laws</p>	<p>Lesson: Existence of Human Rights and the UN declaration on the Rights of the Child.</p> <p>LO: Recognise what is meant by a 'basic human right' Explain why rules and laws are made specifically to protect children Identify what is meant by the UN declaration on the Rights of the Child Identify some human rights that relate to their lives¹ and are important to them Identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) Explain why it is very important that people speak</p>	<p>Lesson: Anti-social behaviour, how it can affect people and how to get help or support</p> <p>LO: Identify what is meant by anti-social behaviour Identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people) Identify the potential consequences of anti-social and aggressive behaviour for the people involved Give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour</p> <p>Activity:</p>	<p>Lesson: Responsibilities, rights and duties (home, school and the environment)</p> <p>LO: recognise the relationship between rights and responsibilities describe rights and responsibilities they have at home, at school, in the community and environment identify steps they can take and the skills they need to help fulfil duties/responsibilities give examples of how they can make a difference to local and world-wide environment issues</p> <p>Activity: Organise the rights, responsibilities and duties into relevant piles. Decide which a right, responsibility and a duty is and discuss why.</p> <p>Key questions:</p>	<p>Lesson: resolving differences – agreeing and disagreeing</p> <p>LO: describe how it can feel to agree / disagree with someone suggest different ways to demonstrate that we value the others' points of view explain how sometimes resolving differences means 'agreeing to disagree' explain the concept of compromise and how both parties may need to 'give a little' to get a 'win-win' describe the skills we need to practise to resolve differences</p>

	<p>Discuss and debate issues concerning health and wellbeing.</p> <p>Key questions:</p> <p>What is in the news currently regarding health and wellbeing? (eg: Stop smoking day / Change4Life campaign)</p> <p>What do we think about it?</p> <p>What decisions about out health and wellbeing are people able to make?</p> <p>What advice would we give someone about looking after their health and wellbeing?</p> <p>What can /should other people (adults / school / councils / governments) do about...?</p>	<p>Activity:</p> <p>About the ways in which rules and laws keep people safe</p> <p>To take part in making and changing rules.</p> <p>Key questions:</p> <p>What things happen in school that having rules might help?</p> <p>How can we ensure that we are all involved in making and changing school rules?</p> <p>What is similar /different between a rule/law?</p>	<p>out about human rights</p> <p>Activity:</p> <p>That everyone has human rights (and that children have their own set of human rights)</p> <p>About the UN declaration on the Rights of the Child</p> <p>Key questions:</p> <p>Why do children need their own human rights?</p> <p>Whose responsibility is it to meet a child's human rights?</p> <p>How important are human rights?</p>	<p>Establish what anti-social behaviour is and how it can affect people</p> <p>Decide how to get help or support people.</p> <p>Key questions:</p> <p>What are anti-social behaviours?</p> <p>How can anti-social behaviours negatively impact people and local communities?</p> <p>Where a places people can go for help or advice (including online)?</p>	<p>What is the difference between a right and a responsibility?</p> <p>How are rights related to responsibilities?</p> <p>What are we responsible for?</p> <p>How can people be organised?</p> <p>What impact can we have on the environment?</p>	<p>Activity:</p> <p>Recognise differences between us all.</p> <p>Create a list of ways we can resolve or appreciate them.</p> <p>Key questions:</p> <p>How can someone show they are listening thoughtfully to others?</p> <p>Do we have to agree with others' points of view?</p> <p>What does it mean to 'agree to disagree'?</p> <p>When might someone have to compromise?</p> <p>How can two people or a group of people do this?</p> <p>How could 'seeing things from someone else's point of view' help to resolve disputes?</p>
<p>RE</p> <p>Christianity and Islam</p> <p>What makes a book holy?</p>	<p>Lesson:</p> <p>What makes a text sacred?</p> <p>LO: Discuss what makes an item sacred.</p> <p>Activity:</p> <p>Find the definition of 'sacred'</p> <p>Discuss presented items and decide whether they think they are sacred and give ideas for why.</p> <p>Organise items into sacred and non-sacred piles, justifying reasoning.</p>	<p>Lesson:</p> <p>Who wrote the bible?</p> <p>LO: Identify and compare different books of the Bible and their authors.</p> <p>Activity:</p> <p>Find out the key facts about the Bible author they have been given</p> <p>They may record their facts by making notes on a whiteboard or in their books and evaluate.</p> <p>Children play the role of their author and participate in an interview session.</p>	<p>Lesson:</p> <p>Stories, Songs and Psalms</p> <p>LO:</p> <p>Explore different text types in the Bible.</p> <p>Activity:</p> <p>Discuss the Psalm using the question prompts</p> <p>Discuss the proverbs using the question prompts</p> <p>Convert a Bible extract in one text type to another, for example a story into a song</p>	<p>Lesson:</p> <p>Speaking in stories</p> <p>LO:</p> <p>Understand how stories are used in the Bible to teach lessons.</p> <p>Activity:</p> <p>Retell a Bible story by planning a short drama play or creating a comic strip.</p>	<p>Lesson:</p> <p>How do Christians Use the Bible?</p> <p>LO:</p> <p>Explain how Christians use the Bible and why it is important to them.</p> <p>Activity:</p> <p>Children choose items for their kits.</p> <p>Organise which items are important and discuss why.</p>	<p>Lesson:</p> <p>What is scared to you?</p> <p>LO:</p> <p>To compare a personal sacred item with the Christian sacred text of the Bible.</p> <p>Activity:</p> <p>Children will choose a book or item that is important to them and prepare a verbal argument for why that thing is sacred. Can they convince their classmates their item is sacred?</p>
<p>Music</p> <p>Unit: Glockenspiel</p> <p>Style: Glockenspiel</p>	<p>Lesson: 1</p> <p>Activity:</p> <p>Musical Activities - use the notes C, D, E and F</p> <p>1. Finding out about music: Pulse.</p>	<p>Lesson: 2</p> <p>Activity:</p> <p>Musical Activities - This piece uses the notes C,D, E, F</p> <p>Listening game: Listen to the pitch of the instruments</p>	<p>Lesson: 3</p> <p>Activity:</p> <p>Musical Activities - use the notes C, D, E, F and G (G is a new note)</p> <p>Theory:</p>	<p>Lesson: 4</p> <p>Activity:</p> <p>Musical Activities - This piece uses the notes C, D, E, F and G</p> <p>The Language of Music</p> <p>Finding Out About Music -</p>	<p>Lesson: 5</p> <p>Activity:</p> <p>Musical Activities - use the notes C, D, E and F with more complex rhythmic patterns:</p> <p>1. Finding out about song rhythms</p>	<p>Lesson: 6</p> <p>Activity:</p> <p>Create/revisit your composition on Bongo Beach</p> <p>Decide which pieces you</p>

	<p>2. Finding out about music: Pulse question Use bodies to find the rhythm of the song. Organise into groups, and start to learn the song. Plan a performance.</p>	<p>playing in these pieces. Drag each piece to the box next to the description of the pitch. Tell each other about the song using correct language. Predict how the song would sound if different instruments were used. Decide which instruments to use and create a piece.</p>	<p>Finding out about music - the language of music (semibreve) Rhythm game - Quiz: Rhythm & Countries Use their bodies to find the pulse. Identify ways the song could be changed. Assess their work today and share other ideas.</p>	<p>Rhythm Game 2 Use the correct musical language to appraise the song. Modify the song in some way. Perform and share.</p>	<p>2. Finding out about different pulses Use the correct musical language to appraise the song. Modify the song in some way. Perform and share.</p>	<p>are going to perform and practise them. Tell a partner about the song. Compare how they sound now to at the start. Choose what to perform and discuss why.</p>
<p>Languages Rigolo 1 Unit 9 – Les fetes</p>	<p>Lesson: Talking about dates and festivals LO: To use language correctly Activity: Rigolo Recognise the language used. Identify an action required for the word. Invent an action and mime for the class.</p>		<p>Lesson: Presents at festivals LO: Understanding traditions Activity: Rigolo Write sentences using the vocabulary provided. Categorise the vocabulary into sections. Perform the mime they have prepared.</p>		<p>Lesson: Numbers 31-60 LO: To count in French Activity: Rigolo Find the phrases in the animation. Compare the language used in the different settings. Create their own animation.</p>	<p>Lesson: Giving and understanding commands LO: To use language correctly Activity: Rigolo Repeat the instructions given to them in French. Explain why the instructions say that. Create their own game using known vocabulary.</p>
<p>British Values</p>		<p>LO: I can explore ways I am free to be me I understand ways to help others to be free to be themselves. Activity: We are going to make our own mini-books which inside have things about ourselves that people couldn't know from just looking at us; things that make me who I am. Plan their design and decide on the materials they will use to create their design. Create design in their mini book. Explain their choices –</p>		<p>Lesson: LO: I can explore ways I am free to be me I understand ways to help others to be free to be themselves. Activity: Add names to constructed mini books. Identify colours to be used in their design. Plan out and then create design in their mini book. Summarise choices so far and identify elements to be added or improved. Modify design to include improvements.</p>		<p>Lesson: LO: I can explore ways I am free to be me I understand ways to help others to be free to be themselves. Activity: Add to the mini books. Write at least four words to describe their personality. Explain through the use of colour, the meaning of these words. Create a design using their fingerprints, to accompany their personality descriptions.</p>

		preferences. Compare the choices of other – positive peer assessment – I like how you have used...because...				
Outdoor Learning	Lesson: Creating musical instruments and making music in nature (Science and DT)				Lesson: CHRIS	