



Yearly Overview

Year 3

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Achieve Believe Care

| | Solid as a Rock | Bostin' Black Country | What a Wonderful World |
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| Geography | <p><u>BLOCK HISTORY</u> Which was more impressive the Bronze Age or the Iron Age? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. | <p>Where are on Earth are we? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. | <p><u>BLOCK GEOGRAPHY</u> Why is climate important? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations. |
| History | <p><u>BLOCK HISTORY</u> What was new about the New Stone Age? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources | <p>Why should we preserve our locality? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources | <p><u>BLOCK GEOGRAPHY</u> Do we like to be beside the seaside? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of |

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| | <ul style="list-style-type: none"> • establish clear narratives within and across the periods they study | | <p>settlement and land use, economic activity and safety</p> <ul style="list-style-type: none"> • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. |
| Computing | <p>We are programmers <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • plan and create an algorithm for an animated scene in the form of a storyboard • write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound • review their animation programs and correct mistakes. <p>We are bug fixers <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop a number of strategies for finding errors in programs • build up resilience and strategies for problem solving • increase their knowledge and understanding of Scratch • recognise a number of common types of bugs in software | <p>We are presenters <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop their web-based research skills • structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area • record a piece to camera • edit a movie using static images and green screen footage • give constructive, critical feedback on recorded presentations. <p>We are who we are <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • create a number of structured presentations • create a narrated presentation • consider issues of trust and privacy when sharing information | <p>We are co authors <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • understand the conventions for collaborative online work, particularly in wikis • be aware of their responsibilities when editing other people’s work • become familiar with Wikipedia, including potential problems associated with its use • practise their research skills • write for a target audience using a wiki tool • develop collaboration skills • develop proofreading skills <p>We are opinion pollsters <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • understand some elements of survey design • understand some ethical and legal aspects of online data collection • use the Internet to facilitate data collection • gain skills in using charts to analyse data • gain skills in interpreting results |
| Science | <p>Rocks, soils and fossils <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <p>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> | <p>Forces and magnets <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <p>-Compare how things move on different surfaces. -Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> | <p>How does your Garden grow? <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <p>-Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.</p> |

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| | <p>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>-Recognise that soils are made from rocks and organic matter</p> <p>Food and our bodies</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat.</p> <p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>-Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>-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.</p> <p>-Describe magnets as having two poles.</p> <p>-Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Light and shadows</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Recognise that we need light in order to see things and that dark is the absence of light.</p> <p>-Notice that light is reflected from surfaces.</p> <p>-Recognise that light from the Sun can be dangerous and that there are ways to protect the eyes.</p> <p>-Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>-Find patterns in the way that the sizes of shadows change.</p> | <p>-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.</p> <p>-Investigate the way in which water is transported within plants.</p> <p>-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>The nappy challenge</p> <p>In this unit, pupils will learn to:</p> <p>This topic looks at disposable nappies and provides opportunities for children to ask their own questions and make decisions on how to answer their questions using different scientific enquiry activities.</p> <p><u>Working scientifically skills</u></p> <p>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>-Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>-Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Set up simple practical enquiries, comparative and fair tests.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p> |
| <p>Art</p> | <p>Drawing</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> | <p>Painting</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about:</p> | <p>Textiles</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> |

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| | <ul style="list-style-type: none"> -Develop intricate patterns/ marks with a variety of media. -Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. -Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. -Begin to show an awareness of objects having a third dimension and perspective. -Create textures and patterns with a wide range of drawing implements. | <p>the works of Julie Tonkin</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. -Start to develop a painting from a drawing. -Use light and dark within painting and begin to explore complimentary colours. -Mix colour, shades and tones with increasing confidence. -Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. -Confidently create different effects and textures with paint according to what they need for the task. -Start to look at working in the style of a selected artist (not copying). | <ul style="list-style-type: none"> -Show an awareness and name a range of different fabrics. -Plan a design in a sketchbook and execute it. -Use a variety of techniques, e.g. weaving and stitching to create different textural effects. -Apply decoration using beads, buttons, feathers etc. -Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. -Adapt work as and when necessary and explain why. -Change and modify threads and fabrics. -Use language appropriate to skill and technique |
| <p>D.T.</p> | <p>Designing, making and evaluating</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Show that their design meets a range of requirements. *Put together a step-by-step plan which shows the order and also what equipment and tools they need. *Describe the purpose of the product. *Describe their design (and how it will work) using an accurately labelled sketch and words. *Begin to select and use tools, equipment and materials accurately. *Consider how good the product will be. *Begin to measure, cut, assemble and join with some accuracy. *Learn more about how key events and individuals in design and technology have helped shape the world. | <p>Designing, making and evaluating</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Show that their design meets a range of requirements. *Put together a step-by-step plan which shows the order and also what equipment and tools they need. *Describe the purpose of the product. *Describe their design (and how it will work) using an accurately labelled sketch and words. *Begin to select and use tools, equipment and materials accurately. *Consider how good the product will be. *Begin to measure, cut, assemble and join with some accuracy. *Learn more about how key events and individuals in design and technology have helped shape the world. | <p>Cooking and nutrition</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Begin to understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. *Be able to use a range of techniques such as peeling, chopping, slicing and grating, mixing, spreading and kneading. *Prepare and cook some dishes safely and hygienically. *Make their product look appealing. *Understand that ingredients can be fresh, pre-cooked or processed how food is processed into ingredients that can be eaten or used in cooking. |

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| | <p>*Investigate a range of existing products-materials used to make; how they've been made.</p> <p>*Use design criteria to evaluate product-say what they would change to make it better.</p> <p>Technical knowledge (textiles)</p> <p>In this unit, pupils will learn to:</p> <p>*Measure, cut and join textiles in different ways.</p> <p>*Choose textiles considering appearance and functionality</p> <p>*Begin to understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>*Think about how to make product strong.</p> <p>*Devise a template.</p> <p>*Think about user's wants/needs and aesthetics when choosing textiles</p> <p>*Make product attractive and strong.</p> <p>*Make a prototype.</p> <p>*Use a range of joining techniques.</p> <p>*Think about how product might be sold.</p> | <p>*Investigate a range of existing products-materials used to make; how they've been made.</p> <p>*Use design criteria to evaluate product-say what they would change to make it better.</p> <p>Technical knowledge (electrical systems)</p> <p>In this unit, pupils will learn to:</p> <p>*Use a simple circuit in a product.</p> <p>*Use a number of components consider a switch in the circuit.</p> | |
| <p>R.E.</p> | <p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Has Christmas lost its true meaning?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p> | <p>Could Jesus really heal people?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>- retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p> <p>What is 'good' about Good Friday?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> | <p>How can Brahman be everywhere and in everything?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-understand the Hindu belief that there is one God with many different aspects.</p> <p>Would visiting the River Ganges feel special to a non Hindu?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> |

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| <p>P.S.H.E.</p> | <p>Relationships</p> <p>How can we be a good friend?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded -how to recognise if others are feeling lonely and excluded and strategies to include them -how to build good friendships, including identifying qualities that contribute to positive friendships <p>Health and Wellbeing</p> <p>What keeps us safe?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe -how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers -that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable -how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) -how everyday health and hygiene rules | <p>Relationships</p> <p>What are families like?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) -how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays -how people within families should care for each other and the different ways they demonstrate this -how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe <p>Living in the Wider World</p> <p>What makes a community?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) -how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays -how people within families should care for each other and the different ways they demonstrate this | <p>Health and Wellbeing</p> <p>Why should we eat well and look after our teeth?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to eat a healthy diet and the benefits of nutritionally rich foods -how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist -how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health -how people make choices about what to eat and drink, including who or what influences these -how, when and where to ask for advice and help about healthy eating and dental care <p>Health and Wellbeing</p> <p>Why should we keep active and sleep well?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how regular physical activity benefits bodies and feelings -how to be active on a daily and weekly basis -how to balance time online with other activities -how to make choices about physical activity, including what and who influences decisions -how the lack of physical activity can affect health |
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| | <p>and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>-how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>-what to do in an emergency, including calling for help and speaking to the emergency services</p> | <p>-how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> | <p>and wellbeing</p> <p>-how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>-how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p> |
| <p>Swimming and water safety</p> | <p>Throughout the year, the children in year 3 take part in swimming lessons.</p> <p>Swimming and water safety <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -swim competently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform a safe self-rescue in different water-based situations | | |
| <p>P.E.</p> | <p>Throwing and Catching <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -consolidate and develop a range of skills in striking and fielding. -develop and investigate different ways of throwing and to know when it is appropriate to use them - practise the correct technique for catching a ball and use it in a game. - consolidate the throwing, catching and batting skills already learned. - strike the ball for distance - know how to play a striking and fielding game competitively and fairly. <p>Fitness Frenzy <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> | <p>Active Athletics <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - run in different directions and at different speeds, using a good technique - improve throwing technique. - reinforce jumping techniques - understand the relay and passing the baton. - choose and understand appropriate running techniques. - compete in a mini-competition, recording scores <p>Brilliant ball skills <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - be aware of others when playing games. -choose the correct skills to meet a challenge. - perform a range of actions, maintaining control of the ball. | <p>Mighty Movers <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -explore running at different speeds. - work as a team in a running situation - understand the value of a running-based circuit and the impact it can have on health. - improve fitness by raising the heart rate <p>Multi-skills <u>Knowledge, skills and concepts</u> In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - change and maintain centre of balance - develop co-ordination whilst moving an object - demonstrate agility by being able to twist and turn and change direction. - practise co-ordination and moving with others - use co-ordination skills to move an object |

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| | <ul style="list-style-type: none"> -to complete an agility and co-ordination circuit, spending 30 seconds at each station. - to improve fitness by raising the heart rate in a circuit-based lesson. - to develop skipping techniques with control and balance. -to evaluate my performance of gymnastic moves within a circuit. - to improve core strength and agility, and understand why they are important. - to perform a sequence of moves at each station within a circuit with increased accuracy. <p>Swimming</p> | <ul style="list-style-type: none"> - perform a range of catching and gathering skills with control. - master the basic catching technique. -catch with increasing control and accuracy - master the basic throwing technique. -throw and hit a ball in different ways (e.g. high, low, fast or slow). - apply skills and tactics in small-sided games. - identify and follow the rules of games. -choose and use simple tactics to suit different situations. -react to situations in ways that make it difficult for opponents to win. <p>Swimming</p> | <p>- use all ABC skills learned so far, to the best of your ability.</p> <p>Swimming</p> |
| <p>French</p> | <p>Moi (All about me) <u>Knowledge, skills and concepts</u> In this unit, pupils will learn: Bonjour! Salut! Ca va? Ca va bien/mal Et toi? Au revoir! Oui/non Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J'ai Quel age as-tu? J'ai sept/huit ans (Hello Hi How are you? I'm fine/ not very well And you? Goodbye! Yes/No 1-10 I have How old are you? I'm seven/ eight years old)</p> | <p>Les quatre amis (The four friends) <u>Knowledge, skills and concepts</u> In this unit, pupils will learn: Le cheval Le mouton Le lapin La souris Il galope Elle court Il/ Elle est Gris(e) Non, le lapin ne galope pas (The horse The sheep The rabbit The mouse He/ It gallops She/ It runs He/ She/ It is ... Grey No, the rabbit doesn't gallop) On fait la fete (Celebrations) <u>Knowledge, skills and concepts</u> In this unit, pupils will learn: (tres) bien Je joue bien au football. Je nage bien Je nage Je danse Je chante Bravo Super Fantastique Joyeux anniversaire! Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre Je peux.../ Je peux... ((very) well/good I'm good at playing football I'm a good swimmer I swim/ I'm swimming I dance/ I'm dancing I sing/ I'm singing Well done! Super!</p> | <p>Portraits <u>Knowledge, skills and concepts</u> In this unit, pupils will learn: Les couleurs Rouge Rose Jaune Bleu(e) Vert(e) Noir(e) Blanc(he) Violet(te) Marron Orange Un nez Une bouche Des yeux Un bras Une jambe Il/ Elle a le nez bleu ... la bouche bleu Les yeux/cheveux bleus Il/elle est grand(e)/ petit(e) (The colours Red Pink Yellow Blue Green Black White Purple Brown Orange A nose A mouth The eyes An arm A leg He/She has a blue nose ... a blue mouth .. blue eyes/ hair He/She is big/small) Ca pousse (Growing things) <u>Knowledge, skills and concepts</u> In this unit, pupils will learn: Tu aimes...? J'aime ... Je n'aime pas... Beaucoup Je voudrais S'il vous plait Vous desirez? Voila Merci Dans mon panier Il y a</p> |

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| | | | Fantastic! Happy Birthday Months of the year I can... Can I...?) | | (Do you like...? I like ... I don't like ... A lot I would like ... Please What would you like? There you are Thank you In my basket There ie/ there are) | |
| Music | Let Your Spirit Fly (RnB) Unit theme- RnB and other styles | Glockenspiel Stage 1 (Mixed styles) Unit theme- Exploring & developing playing skills | Three Little Birds (Reggae) Unit theme- Reggae and animals | The Dragon Song (A Pop song that tells a story) Unit theme- Music from around the world, celebrating our differences and being kind to one another | Bringing Us Together (Disco) Unit theme- Disco, friendship, hope and unity | Reflect, Rewind & Replay (Classical) Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music |
| | <p><u>Knowledge, skills and concepts</u></p> <p>In these units children will learn:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> - five songs from memory and who sang them or wrote them. - the style of the five songs. -to choose one song and be able to talk about: <ul style="list-style-type: none"> ▪ Its lyrics: what the song is about ▪ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ▪ Identify the main sections of the song (introduction, verse, chorus etc.) ▪ Name some of the instruments they heard in the song <p>Games</p> <ul style="list-style-type: none"> -how to find and demonstrate the pulse. -the difference between pulse and rhythm. -how pulse, rhythm and pitch work together to create a song. -that every piece of music has a pulse/steady beat. – -the difference between a musical question and an answer. <p>Singing</p> <ul style="list-style-type: none"> - singing in a group can be called a choir - that a leader or conductor is a person who the choir or group follow - that songs can make you feel different things e.g. happy, energetic or sad | | | <p>Playing Instruments</p> <ul style="list-style-type: none"> -to know and be able to talk about the instruments used in class (a glockenspiel, a recorder) <p>Improvisation</p> <ul style="list-style-type: none"> -that improvisation is making up your own tunes on the spot -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -that using one or two notes confidently is better than using five -that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <ul style="list-style-type: none"> -that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends -different ways of recording compositions (letter names, symbols, audio etc.) <p>Performance</p> <ul style="list-style-type: none"> -that performing is sharing music with other people, an audience -a performance doesn't have to be a drama! It can be to 1 person or to each other -you need to know and have planned everything that will be performed -you must sing or rap the words clearly and play with confidence -a performance can be a special occasion and involve an audience including of people you don't know -it is planned and different for each occasion | | |

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| | -singing as part of an ensemble or large group is fun, but that you must listen to each other -why you must warm up your voice | | -it involves communicating feelings, thoughts and ideas about the song/music |
| Trips / Workshops | Stone Age for a day | Local area trail | Workshop on climate change |
| Texts / Authors used | UG How to wash a woolly mammoth Stone Age Boy The Boy with the Bronze Axe The first drawing Non – Fiction Stone Age books | Children’s History of the Black Country Children of the mine – Jacqueline Bellow Pony in the Dark - KM Peyton | Greta and the Giants The Tin Forest Clean up The Great Kapok Tree A planet full of plastic Flotsom |