YEAR 4	AUTUMN		SPRING	SUMMER	
History	**Ancient Greece** Children will learn: 1. How can we find out about the civilisation of Ancient Greece? 2. Can we thank the Ancient Greeks for anything in our lives today? 3. to construct informed responses. 4. to develop the appropriate use of historical terms. 5. to regularly address and sometimes devise historically valid questions. 6. to identify and give reasons for and results of historical events, situations and changes. 7. to describe social and cultural diversity in Britain and the wider world.		**Roman Britain** Children will learn: 1. When did the Romans invade and why? 2. Did the native Britons welcome or resist the Romans, and why? 3. How did the Romans influence the culture of the people already here? 4. to construct informed responses. 5. to select and organise relevant historical information. 6. to describe social and cultural diversity in Britain and the wider world. 7. to identify historically significant events in situations.	**Education** Children will learn: 1. What do the sources tell us about the way education has changed? 2. How much would you have enjoyed going to schools in the past? 3. Did education help everyone? 4. to continue developing a chronologically secure knowledge of history. 5. to establish clear narratives within and across periods studied. 6. to note connections, contrasts and trends over time. 7. understand how knowledge of the past can be constructed from a range of sources. 8. to describe/make links between main events, situations and changes within and across different periods/societies. 9. to describe social, cultural and religious diversity in Britain. 10. to identify historically significant people and events in situations.	
Geography	**Spatial Sense** Children will learn: 1. that the Tropic of Cancer and the Tropic of Capricorn are special lines of latitude. 2. that the Tropic of Cancer is in the northern hemisphere.	**Where does our food come from?** Children will learn: 1. to locate the UK as being in the Northern Hemisphere. 2. about breakfast foods that come from Britain and recognise that many other	**Volcanoes** Children will learn: 1. what a volcano is before locating some of the world's most well-known volcanoes on a world map, describing where these volcanoes are in relation to the northern and southern hemispheres, and the equator. 2. How to use a variety of information sources to find out further facts about particular volcanoes. 3. what causes a volcano to erupt and what happens during an eruption.	**North America** Children will learn: 1. that USA is a country within the continent of North America, locating both on a world map. 2. that the USA comprises 50 states and how to use compass points to	**Mexico Today** Children will learn: 1. about Mexico and how similar or different it is to the UK. 2. And look at a range of pictures and sources that relate to Mexico. 3. to locate Mexico on a world map about

	3. that the Tropic of Capricorn is in the southern hemisphere. 4. about four figure grid references. 5. how to read four figure grid references. 6. about the range of symbols used on Ordinance Survey maps.	common foods come from different places around the world. 3. about the origins of some breakfast foods, as well as how they are traded and transported around the world. 4. about some of the different climate zones around the world, particularly temperate climate zones. 5. about farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world. 6. to locate the tropics as being between the Tropics of Cancer and Capricorn. 7. about tropical climates and discover that bananas grow well in this climate.	4. To use labelled diagrams to interpret information. 5. about the impact volcanic eruptions have on the surrounding environment. 6. about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. 7. the difference between an extinct, active and dormant volcano and will be able to explain this to others. 8. And to interpret new vocabulary associated with volcanoes and use this vocabulary regularly in lessons. 9. what the tectonic plates are and identify which plates different countries lie on. 10. how these plates move and how this can cause volcanoes and other natural disasters. 11. about the 'ring of fire' and identify why volcanoes particularly occur along fault lines. 12. why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities, as well as some of the different species of flora and fauna that live in volcanic areas. 13. ways in which life in a volcanic area is similar to or different from life in a non-volcanic area by comparing Hawaii with Birmingham noticing similarities and differences in geographical features and lifestyles. 14. To use photos as a stimulus to gather information. 15. To present information and research volcanoes in detail and share with peers. 16. Build a model volcano and explain how each component of a volcano makes it erupt.	identify the states and describe where they are in location to one another. 3. about the six main regions that make up the USA and identify which states belong to which region. 4. to identify features of each state, including state flag, motto and fun facts. 5. about the landscapes of the USA and the different American geographical features, such as mountains, coasts, prairies, forests and deserts, comparing these landscapes using geographical language. 6. about some of the largest and most famous cities in the USA, including the capital of the USA, as well as the capital city of each individual state. 7. To carry out their own research	the main regions of Mexico, locating the major cities, the bordering countries, and the surrounding bodies of water. 4. Record what they have learnt on their own maps. 5. about the difference between weather and climate and that the climate of an area depends on many factors. 6. Interpret data from graphs and tables to compare and contrast different cities. 7. about Mexico's two main climate zones, and will compare and contrast different cities within these climate zones. 8. the meaning of the term physical geography. 9. Research Mexican festivals, food, sports, music and dance. 10. Retrieve facts about Mexican culture.

		8. how bananas are grown before being exported to the UK. 9. about fair trade. 10. that Indonesia is in a tropical climate and what the term 'biome' means. 11. about the process of rice production in Indonesia and how farmers change land use. 12. And consider the consequences of changing the use of land, including deforestation as a result. 13. to locate areas in the world that have a mediterranean climate zone and identify the features of this biome. 14. about the produce that can be grown and reared in Italy thanks to the climate. 15. Recap lines of longitude and latitude and locate the UK on the map.		through building their own enquiry about a capital city of an individual state. 8. about the effects of urbanisation on wildlife before learning about the national parks in the USA, particularly Yellowstone and their features. 9. about blizzards, tornadoes, hurricanes and earthquakes in the USA, and where they are most likely to occur, considering the effects these natural phenomena have on people and landscapes. 10. about some of America's most popular tourist destinations.	11. about Mexico's extremely varied landscape, which includes deserts, jungles and mountains. 12. about the concept of human geography and that one aspect of this concerns the culture of a society. 13. about what might attract tourists to Mexico.

		16. Investigate the crops and livestock grown and raised in the UK. 17. about the crops that are grown and livestock that are raised in the UK for food. 18. Present the information they have learnt in the unit using an infographic.				
Science	**Living In Environments** Children will learn: 1. about habitats and why their conditions are important for the animals living in them. 2. to organise animals into groups according to some of their characteristics. 3. to sort animals according some of their own criteria. 4. to use classification keys to identify and sort animals into groups. 5. to examine some animals and group them based on observations.	**Eating & Digestion** Children will learn: 1. the similarities and differences between the diets of different organisms. 2. the vocabulary herbivore, carnivore, and omnivore. 3. about food chains, then organise a variety of organisms using food chains. 4. about different types of human teeth and their functions. 5. to sort, draw, label or describe teeth. 6. about what happens to teeth	**Circuits and Conductors** Children will learn: 1. what electricity is and how we use it in our day-to-day lives. 2. about batteries and plugs. 3. how we can all stay safe when using electrical devices. 4. to spot potential hazards and discuss how they can be made safe. 5. to construct simple circuits with single or multiple components observing what they see as they do so.	**Changing Sound** Children will learn: 1. about how sounds are created. 2. the way sounds are produced by a variety of instruments or resonant objects. 3. about how sounds travel through different materials. 4. to give reasons why they think some materials will transmit sound better/worse than others, then investigate. 5. ways in which sounds change as you move further	**States of Matter** Children will learn: 1. what solids and liquids are. 2. to sort materials into groups based on their state. 3. to discuss the different items that may not seem to fit and look closely at how they're made up including pourable solids such as rice or sand. 4. that gases have mass. 5. the different ways that gases are used in everyday life and how their different properties make	**What do Scientists do?** Children will learn: 1. what a scientist is and does. 2. about the three different branches of science and what each branch involves. 3. about the process of the scientific method for conducting investigations and experiments. 4. about the job of a forensic scientist by looking into the different things they analyse and research. 5. about the careers of microbiologists and

	6. to study a range of sources to find out about a particular group of animals. 7. to identify a range of animals from different environments using classification keys. 8. to use Venn Diagrams and Carroll diagrams to sort plants according to some of their characteristics. 9. ways in which animals living in environments are affected by human behaviour and ways in which we can help protect and sustain habitats.	during the lifetime of humans and ways in which we can ensure our teeth stay healthy. 7. about the digestive system: its organs and their functions. 8. use a variety of sources to learn more and answer questions. 9. to draw and label diagrams to show what they have learned, or conduct a digestion experiment.	6. about what a complete circuit is. 7. the names of different components of circuits. 8. to experiment with, and sort materials based on if they are electrical conductors or insulators, making predictions about the materials. 9. about short circuits. 10. how electricity can flow through or not flow through, different materials (electrical conductors or insulators). 11. to create an electrical circuit which will be used to power a simple device.	away from its source. 6. about why it is sometimes necessary to prevent sounds from travelling (soundproofing) and effectiveness of a range of materials. 7. what pitch and volume are. 8. to investigate ways in which they may be altered by a variety of instruments or resonant objects 9. how the pitch of notes produced by stringed instruments is altered. 10. to investigate further by experimenting with instruments or by making instruments. 11. how sounds can be made by air vibrating.	them useful for different purposes. 6. about the particles in solids, liquids and gases and how they behave in these states. 7. what happens when solids and liquids freeze and melt. 8. the melting points of different materials. 9. about the process of a liquid turning into a gas (evaporation). 10. the differences between evaporating and boiling as well as highlighting the boiling point of water. 11. to use the internet to find the melting points of materials such as gallium, olive oil and gold. 12. about condensation and what causes water to condense. 13. to recreate a situation where they can see water condensing,	pharmacologists who develop new medicines. 6. the scientific skill of observation based around birds as a zoologist's would do. 7. about the role of botanists and how they have helped people from farmers to astronauts with their study and research. 8. about the scientific method by planning an investigation based around the studies of sports scientists and physiologists.

					including its use in a solar still to remove the salt from sea water. 14. the four simplified steps of the water cycle and how these processes play a part.	
Art	**LS Lowry** Children will learn: 1. about the British artist LS Lowry and his paintings, looking for common themes, similarities and differences. 2. to discuss and analyse paintings from LS Lowry more closely by answering questions about their opinions. 3. about Lowry's 'matchstick men' in his paintings and how he created them. 4. how to use different tools to recreate Lowry's 'matchstick men'. 5. use different tools to recreate the figures and analyse and evaluate their effectiveness in their sketchbooks. 6. about the colours that Lowry used in his paintings, taking a closer look in particular at the five colours that Lowry claimed to use: red, blue, yellow, black and white. 7. how to create tints, tones and shades through careful colour mixing and matching. 8. how Lowry adds depth and perspective to his paintings through the use of small and paler objects in the backgrounds of his paintings. 9. to identify the foreground, mid-ground and background of some of Lowry's paintings and then create a landscape painting using these features to add depth.		**Plant Art** Children will learn: 1. about a variety of different plant-themed artworks, by different artists, created in different periods of time. 2. what botanical illustrations are, and the original reasons for which they were created, identifying the differences between these types of illustrations and other paintings of plants. 3. how they can create detailed illustrations like these, by using constant observation, attention to detail, and patience. 4. how different tones of colour can be used to create different effects in an artwork, and will use the work of Georgia O'Keeffe to explore this. 5. how to mix tints, shades and tones of a colour. 6. They will apply this knowledge to their independent work, where they are challenged to paint a flower from given photographs 7. about Oral Kiely and some examples of her artwork. 8. how to draw a tree, focusing on the branches. 9. what depth is and how it can be created in an artwork.		**Sonia Delaunay** Children will learn: 1. about the early life of Sonia Delaunay and discuss the influence the work of other artists had on her early paintings. 2. to analyse one of Delaunay's works in more detail. 3. to recreate their own portrait in the style of Sonia Delaunay. 4. about Sonia Delaunay's experimentation with colour using a style of art known as Orphism. 5. about complementary and harmonious colours. 6. to analyse some of Delaunay's works with this knowledge. 7. how Sonia Delaunay created a sense of rhythm and movement in her artwork. 8. how Sonia Delaunay began to design clothes and how her artistic style impacted on her designs. 9. to explore a collaborative piece of art made by Sonia and a poet, Blaise Cendrars, about a train journey across Russia. 10. to create their own visual accompaniment to a Robert Louis Stevenson poem about a train journey	

	10. to create their own composite painting.		10. to use layers of coloured card to create depth in their artwork. 11. what a sculpture is and what materials they can be made out of, focusing on sculptures made from clay. 12. how to add or remove bits of clay to create detail. 13. to use nature itself as the media or tools with which to create a piece of art.		11. how the work of Sonia Delaunay influenced both individual artists and the genre of modern art itself. 12. to explore how her artistic style impacted on her designs. 13. to discover just how wide-ranging and successful her art and fashion designs became, and how she brought art into everyday life	
Design Technology	**British Inventors** Children will learn: 1. about Alexander Graham Bell and his invention of the telephone. 2. about the differences between the internet and the WWW. 3. about WB Wilkinson's invention of reinforced concrete and ways that it has been used to build record-breaking buildings. 4. about the invention of waterproof fabric and the subsequent invention of the mackintosh. 5. which inventions have changed people's lives the most.		**Light-Up Signs** Children will learn: 1. about the purposes of illuminated signs and ways in which signs may be illuminated. 2. how LEDs may be used in simple series circuits (along with a resistor). 3. ways in which electrical components in a simple circuit can be partially 'hidden' inside products to make them more attractive. 4. about the pros and cons of using different materials in the construction of a decorative light box sign. 5. ways in which they can make more permanent circuits to fit and fix inside their finished decorative illuminated light box signs. 6. ways in which lights in electronic products may be programmed and controlled.		**Sandwich Snacks** Children will learn: 1. about the nutritional content of a variety of sandwiches and fillings. 2. identify, taste, describe and sort a variety of different breads and sandwich fillings. 3. to devise their own sandwich recipe, selecting bread and filling. 4. to make their own sandwiches. 5. to evaluate their own process as well as their finished product.	
PE	**Handball** Children will learn: 1. to catch the ball and protect it from opponent. 2. to play in a competitive game scoring goals in a scoring area.	**Rounders** 1. to throw and catch the ball with increasing accuracy. 2. to hit the ball into zones to score points. 3. to work as an individual to keep score.	**Dance Unit 2** Children will learn: 1. to develop dance 'freeze frames' based on a visual stimulus. 2. to work in small groups to create freeze-frame positions.	**Tennis** Children will learn: 1. to be in correct position to move and receive/return balls. 2. to be alert to your opposing player. 3. to identify types of throws to different targets.	**Basketball** Children will learn: 1. to demonstrate pressure as a defender to force attackers to make a mistake. 2. to identify as a defending team how they could improve and	**Athletics** Children will learn: 1. to challenge themselves to jump in a variety of ways for distance and height. 2. to show different ways of running and moving.

	3. to attempt to shoot using an overarm technique. 4. to shoot outside a defined area. 5. to work as part of a team to get into positions to shoot. 6. to defining the role of a circle runner. 7. to circle runner and centre working together to build an attack. Build attacking play in games. 8. to turn to space to get into defensive positions. 9. to successfully perform first-wave defence. 10. to describe the defensive positions you need to be in. 11. to introduce the 7-metre throw and when it is used. 12. to technique for the 7-metre throw. 13. to play in games implementing rules for the 7-metre throw. 14. to use correct rules to start and restart a game.	4. to anticipate how many zones the batter can run to. 5. to run at speed to avoid being stumped out. 6. to choose position when fielding to try and stop a ball. 7. to intercept balls to stop runs in game situations. 8. to attempt to under arm bowl to batters. 9. to use underarm bowl technique in a game situation. 10. to describe the rules of and surrounding underarm bowling. 11. to show the standing position of a backstop. 12. to make quick decisions about where to throw to backstop. 13. to play in backstop role in a small game situation. 14. to identify and describe successful play. **15.** to play in a game using rounders scoring system.	3. to develop freeze frame positions to include transitions. 4. to demonstrate how to link positions in a variety of ways. 5. to practise and perform a slide and roll. 6. to learn and replicate a set phrase. 7. to develop a short dance using unison and formations. 8. to describe different formations. 9. to perform in cannon routines and cannon lines 10. to improve and extend mission set phrase 11. to sequence movements in a logical order. 12. to work collaboratively in small groups to refine movements. 13. to evaluate my work. 14. to create a 5 action routine following the theme.	4. to explore techniques used in a forehand shot. 5. to play in small games against opposition using forehand shots to score points. 6. to introduce backhand shots. 7. to attempt to self-feed for backhand shots. 8. to identify the differences between forehand and backhand shots. 9. to demonstrate ready position to return a serve. 10. to move towards and return a moving ball. 11. to return balls to different places on the court. 12. to use tennis skills to play in a doubles game. 13. to work together to score points. 14. to work together to stop the opposition scoring points. 15. to play in a game keeping score.	attempt to implement changes. 3. to use the double dribbling rule in isolation. 4. to dribble with increasing confidence with the dominant hand. 5. to use crossover dribble in isolation and attempt in game. 6. to identify a player to mark from a jump ball. 7. to explore man to man marking against the ball handler. 8. to position yourself in the best way to mark your player and observe the ball. 9. to use the bounce pass for accuracy and speed. 10. to beat the defender using the bounce pass. 11. to use bounce pass appropriately in a game. 12. to use jump shot in isolation and	3. to compare different throws with different equipment. 4. to assess what fast running feels like. 5. to practise and perform running at speed. 6. to compete over short distances against self and others. 7. to use running to increase the distance of jumps. 8. to judge speed to take off from a specified point. 9. to demonstrate control upon take-off. 10. to introduce sling technique for discuss throws. 11. to practise the wind-up technique. 12. to practise with different equipment. 13. to perform running on a curve. 14. to perform a baton exchange. 15. to analyse as a team how to improve a baton exchange.

	15. to rotate to play in a variety of positions 16. to keep the 3-metre distance rule. **Swimming** 1. to swim 5 metres using any stroke unaided. 2. to sink underwater and push from the side submerged. 3. to swim for as long as possible without a float. 4. to perform a tuck float for an increasing length of time. 5. to pick up an object off the bottom of the pool. 6. to perform three floats and link without putting feet on the bottom. 7. to swim 10 metres on the front with one swimming aid. 8. to use breaststroke legs to swim 10 metres. 9. to attempt to swim 25 metres unaided.	**16.** to describe how to score a full rounder and how to score a half rounder. **Gymnastics Unit 1** Children will learn: 1. to link balance and travel with given actions. 2. to perform a weighted bunny hop with control and balance. 3. to show control and tension. 4. to experiment with one-footed balances. 5. to introduce roll over the shoulder to knees. 6. to combine start, weighted bunny hop, three travelling steps, arabesque, roll over the should to knees. 7. to identify muscle groups to support front and side support. 8. to take part in a series of mini Tabata. 9. to work with a partner to practise	15. to practise and perform a routine which includes an 'entering' position. **KS2 Fitness Unit 1** 1. to keep moving during the 20 second window. 2. to raise heart rate. 3. to undertake coordination activity. 4. to work consistently across each activity. 5. to identify challenges within the workout. 6. to show determination to keep moving even when tired. 7. to describe the principles of an AMPRAP workout. 8. to develop strength by performing a range of exercises. 9. to score rounds and reps accurately. 10. to replicate the warm-up showing control accurately. 11. to keep track of where they are in an exercise.	16. to describe how to score in a variety of different scenarios in tennis. 17. to play competitively and cooperatively with others and against others. **Cricket** 1. to begin to direct shots with some accuracy 2. to use the basic batting stance. 3. to implement skills form year 3. 4. to anticipate when to run to score singles. 5. to work with a partner to score runs. 6. to run at speed to avoid being run out. 7. to intercept a moving ball over varying distances. 8. to intercept balls to stop runs in game situations. 9. to work with the team to return balls in the field. 10. to bowl overarm from a stationary	attempt jump shot in an opposed situation. 13. to assess when and attempt to use jump shot in a game. 14. to learn what a travel violation is and use the terminology in game. **Volleyball** 15. to perform in a game using 'three contacts' principle. 16. to rotate serve with a partner. 17. to use simple rules in a game situation. 18. to use ready position and move smoothly. 19. to show awareness of position on court and anticipate where the ball may be played. 20. to track flight of the ball and catch consistently. 21. to catch the ball from different heights in different ways 22. to recognise strategy in game; e.g sending the ball	16. to work as a team to develop to score points on different athletic stations. **OAA** 17. to suggest ways to solve a problem. 18. to support others to participate in the task. 19. to recognise compass points. 20. to operate as part of a team to solve a problem. 21. to listen and be directed by others. 22. to explain what a compass is. 23. to describe how a compass can be used. 24. to use compass points to compete the task successfully. 25. to perform under time pressures. 26. to refine answers from clues. 27. to work independently from the teacher. 28. to use a map to follow a course. 29. to work cooperatively with a partner.

		and refine transition between movements with control. 10. to practise front support, press up, to side support and pike using increased control of core muscle groups. 11. to develop balances for taking weight on shoulders. 12. to progress shoulder balance to shoulder stand. 13. to recap cartwheel. 14. to combine all elements to compose one sequence showing smooth transitions.	12. to identify what you found most difficult and why. 13. to work under time pressure. 14. to demonstrate determination to work quickly. 15. to explain why relaxing is important for our health. 16. to challenge themselves to match or improve their score. 17. to calculate the difference in their score to the previous session. 18. to discuss what is happening to their bodies when they exercise.	position at a target. 11. to attempt to bowl overarm in a game 12. to bowl from both ends of the wicket. 13. to use the pull shot in isolation. 14. to attempt a pull shot in a game situation. 15. to decide where to field against someone who can hit a pull shot. 16. to use overarm bowling in a game situation with some consistency. 17. to effectively stop a bouncing ground ball. 18. to identify and describe successful play.	high gives players more time to react. 23. to use the serve rules consistently in game. 24. to develop hand-eye coordination through a variety of challenges. 25. to work cooperatively to increase skill difficulty. 26. to attempt a full underarm serve. 27. to record results accurately at the end of each game. 28. to play in a sportsmanlike way and accept when points are lost.	30. to evaluate their success. 31. to recognise common map symbols. 32. to remember and recall map symbols. 33. to determine when they need help and use prompt cards.
Computing	**Multimedia Fact File** Children will learn: 1. to create a researched based fact file based upon a topic being studied. 2. to plan and create fact files pages that are hyperlinked from the home page.	**What is Computer Technology**? Children will learn: 1. what a computer is made up of. 2. how the components all work together to provide access to the technology we use today.	**Creating and Interrogating Simple Databases** Children will learn: 1. to discuss how information is collected and organised for use in a database. 2. to design a database, considering	**Scratch Programming - From Algorithm to Code** Children will learn: 1. to use Scratch to use various inputs and outputs to make a sprite move, change size or play sounds. 2. to use 'broadcast' as a conditional input.	**On the Move with Programming** Children will learn: 1. to use Scratch 3 to introduce movement blocks to animate sprites and change backgrounds. 2. to use conditional statements – 'If …,Then …', reinforcing sequence, repetition, and selection in programming.	

	3. to include a range of multimedia – images, sounds and video.		audience and purpose. 3. to interrogate data contained within a database using the sort and search functions.			
Music	**Mamma Mia** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about some of the style indicators of the songs (musical characteristics that give the songs their style). 4. to talk about the lyrics: what the song is about. 5. to confidently identify and move to the pulse. 6. what pulse is. 7. how to find and keep the internal pulse – the heartbeat of the music. 8. that singing in a group can be called a choir. 9. that a person who the choir or group	**Glockenspiel 2** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). 4. to identify the main sections of the song (intro, verse, chorus etc.). 5. to talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 6. what rhythm is – the long and short patterns over the pulse.	**Stop!** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to name some of the instruments used in the songs. 4. to listen carefully and respectfully to other people's thoughts about the music. 5. to try to use musical words when talking about the songs. 6. what pitch is – high and low sounds that create melodies. 7. that singing as part of an ensemble or large group is fun, but that they must listen to each other. 8. to play any one, or all four,	**Lean On Me** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. that a solo singer makes a thinner 'texture' than a large group. 4. to sing in unison and in simple two-parts. 5. to demonstrate a good singing posture. 6. to follow a leader when singing. 7. to enjoy exploring solo singing. 8. to rehearse and perform their part within the context of the Unit song. 9. that if they are improvising using the notes they are given, they cannot make a mistake.	**Blackbird** **C**hildren will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about the music and how it makes them feel, using musical language to describe the music. 4. to rejoin the song if lost. 5. to listen to the group when singing. 6. to listen to and follow musical instructions from a leader. 7. that you can use some of the riffs and licks they have heard in their improvisations. 8. to plan and create a section of music that can be performed within	**Reflect, Rewind and Replay** Children will learn: 1. how pulse, rhythm and pitch work together. 2. about the meaning of the lyrics of the song and what it is about. 3. to know why they must warm up their voice. 4. to sing with awareness of being in tune. 5. about other instruments they might play or be played in a band or orchestra or by their friends. 6. to experience leading the playing by making sure everyone plays in the playing section of the song. 7. that a performance is planned and

	follow is the leader of the conductor. 10. about the instruments used in class (a glockenspiel, recorder or xylophone). 11. to treat instruments with care and respect. 12. that improvisation Is making up your own tunes on the spot. 13. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience. 14. to help create at least one simple melody using one, three or all five different notes. 15. that performing is sharing music with an audience. 16. to choose what to perform and create a programme.	7. the difference between pulse and rhythm. 8. musical leadership by creating musical ideas for the group to copy and respond to. 9. that songs can make them feel different things eg happy, energetic or sad. 10. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before. 11. that a performance can be to one person or to each other and does not need to be to a huge audience. 12. to communicate the meaning of the words and clearly articulate them.	differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. 9. that using one or two notes confidently is better than using five. 10. to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 11. that you need to know and have planned everything that will be performed.	10. different ways of recording compositions (letters names, symbols, audio, etc). 11. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation). 12. to sing, rap or play with clarity and confidence. 13. to record a performance and say how they were feeling, what they were pleased with and what they would change and why.	the context of the Unit song. 9. to talk about how the composition was created. 10. that a performance can be for a special occasion and involve an audience including people they do not know. 11. to evaluate musically the success of, and improvements for, their performance.	different for each occasion. 8. that a performance involves communicating ideas, thoughts and feelings about the song/music. 9. to talk about the best place to be when performing and how to stand or sit.

Spanish	**Presenting Myself** Children will learn: 1. how to present themselves accurately in Spanish. 2. to be able to say who they are, how old they are, where they live and where they are from. 3. to ask someone else the same questions. 4. to engage in authentic Spanish conversation through role-play.	**Spanish Phonetics 1 and 2** Children will learn: 1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their Spanish studies.	**Seasons** Children will learn: 1. to say the four seasons. 2. to describe each season's key features. 3. to say which season is their favourite and why.	**Ice-creams** Children will learn: 1. to name and recognise up to 10 different flavours for ice creams. 2. to ask for an ice cream using 'quisiera'. 3. to say what flavour they would like. 4. to say whether they would like their ice cream in a cone or small pot/tub.	**Vegetables** Children will learn: 1. 10 Spanish vegetable nouns in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". 2. the language "un kilo de..." (one kilo of...) and "medio kilo de..." (half a kilo of...) and "Quisiera..." (I would like...) to express the quantity of different vegetables. 3. some extra phrases and transactional language about buying and selling vegetables in a Spanish market. 1.	**At the Café** Children will learn: 1. the nouns and article for a variety of foods and drinks. 2. to order a selection of foods and drinks from a Spanish menu. 3. to order breakfast items, order typical Spanish snacks, and ask for the bill in Spanish.