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Topic Title: Playlist	
English	**Maths**
Non-fiction- INFORMATION – Abominable Snowman Tool kit: • Subheadings – colons p149 • Generalisers – some, most, p.232 • Topic sentences • List of items with bullet points - CL letter at start with no punctuation • In addition 'signposts' – furthermore, in addition, another thing, also p.232 • Exclamation sentence - What a strange diet they have! (To show author's opinion) • Concluding sentence – an amazing point to relate to the reader p136 Must Haves: • Conjunctions • Est words – biggest, greatest, • Adverbs – sentence openers to engage reader amazingly, **Fiction – CHARACTER - Charlie and the Chocolate Factory – Character** **Tool kit** **Previous:** • Use similes • Sentence of 3 • Alliteration • 2 adjectives and a comma • Adverbs to describe – desperately, hungrily, eventually **Y3/4 :** • Show not tell – knees wobbled; chocolate filled nostrils making their tummies rumble. • Character's desire – to desperately own the chocolate factory.	Addition and Subtraction **1. Complements to 100** • Identify number pairs that sum up to 100. • Use mental subtraction strategies to find complements to 100, such as 100 - 37 = 63. • Apply knowledge of place value and number facts to determine complements efficiently. **2. Estimate Answers** • Estimating the results of addition, subtraction, and multiplication calculations based on rounding numbers to the nearest 10. • Justifying their estimations using appropriate mathematical vocabulary and comparison to actual values. **3. Inverse Operations** • Understand and use the concept of inverse operations to check calculations and solve missing number problems (e.g., using addition to check subtraction and vice versa). • Recognise that the inverse of multiplication is division (and vice versa) and apply this understanding to solve problems. **4. Make Decisions** • Use given data or criteria to make simple decisions and justify their choices using basic mathematical reasoning. • Choose the most appropriate method of calculation when presented with a mathematical problem (e.g., choosing mental calculation over written methods when appropriate). **5. Multiplication – Equal Groups**

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

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WHOLE CLASS READING – Iron Man
Whole Class reading schedule:

Lesson 1: 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text

Lesson 2: 'Just read' Students will engage in independent reading of the assigned passages

Lesson 3: 'Close Read' students will develop a deeper comprehension of the text's theme and characters.
Lesson 4: 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels.
Lesson 5: 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults.

- Represent and solve problems involving multiplication using repeated addition, arrays, and equal groups.
- Recognise and use symbols to represent multiplication and understand the concept of commutativity in relation to multiplication.

6. Using Arrays
- Represent multiplication calculations using arrays.
- Explain how arrays can be used to understand and solve multiplication and division problems using rows and columns.

7. Multiples of 2, Multiples of 5, and Multiples of 10
- Identify and recite multiples of 2, 5, and 10 up to 100.
- Use their understanding of these multiples to solve problems involving equal groups, arrays, and scaling.

Multiplication and Division

1. Sharing and Grouping
- Understand and demonstrate sharing objects into equal groups to solve division problems.
- Utilise practical equipment to group quantities in different ways, recording their arrangements.

2. Multiply by 3
- Demonstrate the ability to multiply numbers within the multiplication table by 3 using repeated addition and visual representations.

3. Divide by 3
- Accurately divide numbers up to 30 by 3, using both concrete objects and pictorial methods.

4. The 3 Times-Table
- Recall and use multiplication and division facts for the 3 times-table up to 3 × 12.

5. Multiply by 4
- Multiply single-digit numbers by 4 fluently, drawing upon knowledge of doubling numbers and using strategies like doubling twice.

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	6. Divide by 4 • Divide numbers up to 40 by 4, applying understanding of halving twice to find the answer. **7. The 4 Times-Tables** • Memorise and recall the 4 times-table facts up to 4 × 12, demonstrating the ability to relate these to division facts. **8. Multiply by 8** • Learn to multiply numbers within the multiplication tables by 8, linking knowledge of doubling three consecutive times. **9. Divide by 8** • Apply efficient strategies to divide numbers up to 80 by 8, including halving three times. **10. The 8 Times-Table** • Master the 8 times-table by recalling multiplication facts up to 8 × 12 and their corresponding division facts. **11. The 2, 4, and 8 Times-Tables** • Build fluidity across the 2, 4, and 8 times-tables, identifying patterns and connections between these tables to enhance calculation speed and accuracy.
RE	**PSHE**
Incarnation CORE: •Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. •Offer suggestions about what texts about baptism and Trinity might mean. •Give examples of what these texts mean to some Christians today. •Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. •Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. KNOWLEDGE BUILDING BLOCKS	<u>Don't Forget to Let Love In</u> • **Courage** and showing love through actions • Wear it with pride Learning to accept the encouragement given to us by others • Love is… Considering what love is and what it isn't • Moana Comparing 'Te Fiti' before and after she 'let love in' • Growing gratitude Listing things we are grateful for and why • Love yourself Making good choices to keep our hearts healthy • Reflection and self-evaluation

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PUPILS WILL KNOW THAT: •Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	
Music	**PE**
Musicianship: -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E - Improvisation – notes C D E G A **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing:** Glockenspiel – notes A, B, C, D, E, F, G, A (4 levels) Recorder – C D E F G A (4 levels) **Improvising and composition:** Improvise with the Song - 1,2,3,5 notes (C D E G A), (G A B D E) **Performing:** Perform and share what has taken place in the lesson	**Teacher Led – imoves Dance** **Disco** To be able to perform basic movements to music, and to build a simple themed dance focusing on Disco. Primary learning outcomes: -Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. -Combine skills such as travelling and turning, with some complexity and confidence. -Express an idea in an original way. Secondary learning outcomes: -Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. -Move in time to the music confidently using varying types of accompaniment. -Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.

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	TSC-Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics- developing techniques from previous years and developing a greater understanding of travel to link movements and balances. This includes vocabulary and positions such as; Flight, Shape, Tension, Tuck, Straddle, Pike, Take-off, Landing, Direction, Rotation, Control and Fluid. **Fundamental Movement Skills addressed:** Locomotor- Running, Walking, Hopping, Jumping (height & distance), Leaping Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control
French	**Computing**
Unit 3 - Combien de biscuits? numbers 1–10, *j'ai, combien de?* **Unit 4- J'ai six ans** asking and saying your age	**Creating Media – Stop-Frame Animation** ▪ To explain that animation is a sequence of drawings or photographs ▪ To relate animated movement with a sequence of images ▪ To plan an animation ▪ To identify the need to work consistently and carefully ▪ To review and improve an animation ▪ To evaluate the impact of adding other media to an animation
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
Various Volumes **Introduction to Sound** **What is Sound?** Sound is a type of energy made by vibrations. When an object vibrates, it causes the air around it to move and this creates sound waves that travel to our ears.	**Scientific Investigation Skills:** **Asking Questions:** What sounds can we hear around us? How loud are these sounds? **Planning Investigations:** Decide how to measure and record sound levels – which sounds to measure and how. **Recording Data:** Use tables, graphs, or charts to organise and present sound level data clearly.

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How We Hear Sound
Sound travels in waves, and when these waves reach our ears, they vibrate our eardrums. Our brain then interprets these vibrations as different sounds.

Endpoints

1. Understand what sound is and how it travels.
2. Define and explain decibels as a measurement of sound.
3. Use a sound meter to accurately measure and compare different sounds.
4. Record findings in a clear table and represent data using graphs.
5. Communicate results effectively, explaining which sounds are louder and why.

Make Vibrations

Examples of Creating Sound

Drum Skin with Rice
How to Create the Sound: Gently tap the drum skin, causing it to vibrate.
What Happens: The vibrations move through the drum skin, making it ripple and create sound waves. The rice grains jump and dance, showing us where the vibrations are strongest.

Elastic Band Over an Empty Tub
How to Create the Sound: Pluck the elastic band, which is stretched over a tub.
What Happens: As you pluck, the band vibrates back and forth. This motion creates a rich, twangy sound, like a musical string, while the tub amplifies the sound, making it echo.

Vibrating Tuning Fork in Water
How to Create the Sound: Strike the tuning fork on a surface and place it in water.
What Happens: The tuning fork vibrates, producing a clear ping that disturbs the water. You will see little ripples and splashes as the vibrations affect the surface of the water.

Ruler Clamped to a Table
How to Create the Sound: Tap one end of a ruler that is clamped to a table.
What Happens: Tapping the ruler sends vibrations through the ruler and into the table, creating a short, sharp sound as the other end flaps up and down.

Endpoints

Analysing Results: Compare sound levels, look for patterns, and understand how different sounds affect our environment.

Understanding Sound Waves
Sound travels through air as waves, which can be observed with materials that respond to sound.
The type of sound produced varies based on the materials and techniques used.

Hands-On Investigation
Experiment: Each method can be experimented with to observe and describe the vibrations and sounds produced directly.
Observe: Note how vibrations differ in appearance and sound quality based on each method.

Conducting Observations
How they feel vibrations when sound is loud.
The differences between high sounds (like a whistle) and low sounds (like a drum) in terms of pitch.

Scientific Inquiry:
Make predictions about how changes to the elastic band will affect sound.
Conduct simple experiments and gather data from your observations.
Draw conclusions based on your findings.

Hypothesis:
Before starting the experiment, we will create a hypothesis about how volume might affect the distance we can hear the music.

Experiment:
Play music at a consistent volume.
Walk in a straight line away from the music until you can no longer hear it.
Measure the distance travelled in metres.
Data Collection: Record your distances in a table format for analysis.

Data Analysis

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1. Identify and describe how sound is produced using vibrations in different materials.
2. Demonstrate through practical activities how vibrations create sound.
3. Explain in simple terms how sound travels through different mediums.
4. Use descriptive vocabulary to explain various sounds produced in their experiments.

The Human Ear

1. Outer Ear

Pinna: The visible part of the ear that collects sound waves and directs them into the ear canal.

Ear Canal: A tube that carries sound waves to the eardrum.

2. Middle Ear

Eardrum (Tympanic Membrane): A thin membrane that vibrates when sound waves hit it. This vibration is the first step in our hearing process.

Ossicles: Three tiny bones (malleus, incus, and stapes) that amplify the vibrations from the eardrum.

Malleus (Hammer): The first ossicle that connects to the eardrum.

Incus (Anvil): The middle ossicle that passes vibrations from the malleus to the stapes.

Stapes (Stirrup): The last ossicle that transfers vibrations to the inner ear.

3. Inner Ear

Cochlea: A spiral-shaped structure filled with fluid. It converts sound vibrations into signals that the brain can understand.

Auditory Nerve: Carries those signals from the cochlea to the brain.

Endpoints

1. Identify and label the main parts of the human ear.
2. Explain the process of how sound travels through the ear.
3. Understand the role of each part in hearing.
4. Illustrate the ear with correct terminology.

Exploring Pitch

Types of Sounds

Look for Patterns: After gathering data, we will compare distances to see if there are patterns.

Does a louder sound travel further?

Do all class members have similar results?

Discussion:

Analyse your results.

Can a sound that is twice as loud be heard at twice the distance?

Explain any differences you observe between class members' results.

- BBC Bitesize: Sound
- National Geographic: Sound Waves
- Science Kids - The Science of Sound
- National Geographic Kids - Sound
- BBC Bitesize Science - The Ear
- National Geographic Kids - The Human Ear
- Kid's Health - How Your Ears Work

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High Sounds: Sound produced by a quick vibration (e.g., a whistle).
Low Sounds: Sound produced by a slow vibration (e.g., a drum).

Pitch

Definition: Pitch refers to how high or low a sound is. It is determined by the frequency of the sound waves.

Comparing Pitch

Higher Pitch: Sounds that have a frequency above another sound (e.g., a flute is higher than a tuba).
Lower Pitch: Sounds with a frequency below another sound (e.g., a double bass is lower than a violin).

Endpoints

1. Identify and describe sounds as high or low.
2. Compare pitches and describe them as higher or lower than others.
3. Utilize elastic bands to demonstrate and explain how the length, thickness, and tightness affect the pitch of the sound produced.

Testing Our Hearing

Distance and Hearing

Distance: The distance from the sound source affects whether we can hear it. As we move away, the sound waves lose energy, and eventually, the sound fades away.
Patterns in Hearing: We will investigate if sounds that are twice as loud can be heard at twice the distance.

Hearing Ability

Individual Differences: Not everyone has the same hearing ability. Some people may have better hearing than others due to different factors such as age, health, and noise exposure.

Endpoints

1. Understand how sound travels and the concept of volume.
2. Conduct a scientific experiment and collect accurate data.
3. Analyse data to identify patterns and draw conclusions about sound and distance.

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4. Appreciate differences in individual hearing abilities and how they affect results.	

Art

Substantive Knowledge	Disciplinary Knowledge
Representing Sounds **Artists** Paul Klee and Wassily Kandinsky were artists who were inspired by music in their artwork. They both used shapes, lines, and colours to represent the sounds and emotions they felt while listening to music. Their artworks often feature abstract shapes and patterns that reflect the energy and rhythm of music. **Drawing Materials** Drawing materials such as pencils, coloured pencils, markers, pastels, and crayons can be used to create artworks inspired by music. These materials allow artists to experiment with different textures, colours, and techniques to express their ideas and emotions. **Endpoints** 1. Listened to a piece of jazz music and identified different sounds and instruments. 2. Created a drawing that represents the ideas and emotions inspired by the music. 3. Used a range of drawing materials to experiment with shapes, lines, and colours. 4. Explored how artists like Paul Klee and Wassily Kandinsky expressed music in their artwork.	**Creating Artwork** Use the inspiration from the jazz music you listened to create a piece of drawing work. Experiment with different shapes, lines, and colours to represent the sounds and emotions in the music. Try to capture the energy and rhythm of the music in your artwork. **Exploring Ideas** Look at artworks by Paul Klee and Wassily Kandinsky that were inspired by music. Notice how they used shapes and colours to represent the sounds and emotions in the music. Use their ideas as inspiration for your own drawing work based on a piece of music you like.

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Design and Technology	
Substantive Knowledge	Disciplinary Knowledge
Musical Instruments **Materials Used in Musical Instruments:** Wood, metal, plastic, or a combination of these materials are commonly used in making musical instruments. **Production of Sounds:** Sounds are produced in instruments through vibration. This vibration can be created by plucking strings, blowing into tubes, striking membranes, or causing metal parts to collide. **Joining of Instruments:** Instruments can be joined using screws, glue, welding, or other techniques depending on the materials used. **Solid or Hollow Instruments:** Some instruments are solid, like a drum, while others are hollow, like a trumpet or a flute. The hollowness affects the tone and projection of sound. **Tuned vs Untuned Instruments:** Tuned instruments produce specific notes, while untuned instruments produce sounds without specific pitches. **Creating Different Notes:** Instruments with strings like guitars and violins create different notes by changing the length of the vibrating string or by pressing on the string at different points. **Endpoints:** 1. Identify materials used in a variety of musical instruments. 2. Explain how sound is produced in different instruments. 3. Distinguish between solid and hollow instruments. 4. Understand the difference between tuned and untuned instruments.	**Observation:** Students will carefully observe and analyse different musical instruments. **Sketching and Annotating:** Students will develop their sketching skills and annotate the unique features of each instrument. **Critical Thinking:** Encouraging students to think critically about how different materials and structures affect the sound produced. **Problem Solving:** Students will explore how to create different notes using instruments and experiment with sound production. **Designing the Instrument** Identify the type of instrument they want to make (e.g. drum, shaker, flute) Sketch a design of the instrument including dimensions and materials needed Consider how the instrument will be played and carried by the player **Selecting Materials and Resources** Choose suitable materials for the construction (e.g. cardboard, plastic tubes, rubber bands) Select appropriate tools for cutting, shaping, and joining the materials Gather any additional decorations or embellishments for the instrument **Constructing the Instrument** Measure and cut materials according to the design specifications Use tools safely and accurately to assemble the instrument Decorate and personalize the instrument to make it visually appealing **Testing and Improving** Play-test the instrument to ensure it produces the desired sound Make adjustments as needed to improve playability or sound quality Evaluate the final instrument design and reflect on the creative process **Evaluation**

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5. Create simple sketches or diagrams of different instruments, annotating their unique features. **Making Instruments** **Materials:** Wood, plastic, cardboard, rubber bands, metal screws, nails, glue, paint, markers. **Tools:** Scissors, glue gun, hammer, nails, screwdriver, paintbrushes. **Playing Mechanism:** Choose between blowing, plucking, or beating to create sound. **Decorative Elements:** Use paints, markers, stickers, and other materials to decorate the instrument. **Carrying Method:** Consider straps or handles for easy carrying during performances. **Endpoints** 1. Identify different ways instruments produce sound 2. Choose appropriate materials and tools for constructing an instrument 3. Safely use tools to join materials together 4. Decorate their instrument creatively and effectively 5. Play their instrument in a celebration band setting **Musical Accompaniment** Understand the purpose of evaluating homemade instruments. Recognise the criteria for evaluating homemade instruments such as functionality, durability, and sound quality. Appreciate the importance of peer feedback in improving homemade instruments.	Students will reflect on their finished instruments and evaluate their success. They will consider what worked well and what they might do differently next time. • BBC Bitesize - Sound and Music • DK Find Out - Musical Instruments • The Science of Music - Exploratorium

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Endpoints 1. Present their instruments confidently to their classmates. 2. Explain the creative process and inspiration behind their instrument designs. 3. Discuss any challenges faced during construction and how they were resolved.	