



## Class 3 Scheme Planning – Summer 1, 2022

<p><b>National Curriculum Links</b> Learn more, know more, remember more</p>	<p><b>Music</b> <b>Charanga</b></p> <p>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</p> <p><i>How does music shape our way of life?</i></p>	<p><b>PSHE</b> <b>Jigsaw</b></p> <p>Relationships</p>	<p><b>Computing</b> <b>Purple Mash</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>P.E.</b></p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p><b>R.E</b> <b>North Yorkshire</b> <b>Agreed Syllabus</b></p> <p>Inspirational People North Yorkshire Agreed Syllabus</p> <p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p><b>Science</b> <b>Kent Scheme</b></p> <p>Animals and Humans</p>	<p><b>French</b> <b>Language Angels</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>
--	--	---	--	--	---	--	---

Lesson 1	Look into the Night (Part 1)	Jealousy – Y4 Recognising Me – Y5 What is Mental Health? – Y6	Word Processing 1	Striking and fielding (Rounders)	What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?	Teeth	Je me presente 1
Knowledge and Skills	<p><b>Skills</b> Listen to several layers of sound (texture) and talk about the effect on mood and feelings. (Y4)</p> <p>Use a range of words to describe music (eg. duration, timbre, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). (Y5)</p> <p>Use musical vocabulary confidently to describe music. (Y6)</p> <p><b>Knowledge</b> Know how pulse stays the same but rhythm changes in a piece of music. (Y4)</p> <p>Know how pulse, rhythm and pitch fit together. (Y5)</p> <p>Know how the other dimensions of music are sprinkled through songs and pieces of music. (Y6)</p>	<p>Recognise situations which can cause jealousy in relationships. Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. (Y4)</p> <p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Know how to keep building my own self esteem. (Y5)</p> <p>Know that it is important to take care of my mental health. Understand that people can get problems with their mental health and that it is nothing to be ashamed of. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To know how to manipulate text, underline text, centre text, change font and size and save text to a folder. (Y4)</p> <p>To use the word count tool to check the length of a document. To be able to use bullets and numbering tools. To confidently choose the correct page set up option when creating a document. To confidently use text formatting tools, including heading and body text. (Y5/6)</p>	<p><b>Skills</b> Throw in different ways (Y4) Throw with accuracy (Y5) Use varying skills in different situations. (Y6)</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Describe and make connections between examples of religious creativity (buildings) Show understanding of the value of sacred buildings and art. Apply ideas about values and from scriptures to the title question.</p> <p><b>Knowledge</b> Express their own thoughts and feelings about some special places. Understand different reasons why some buildings are sacred. Find out about some great examples of religious architecture. Notice, list and explain similarities and differences between different sacred buildings.</p>	<p><b>Knowledge</b> Identify the different types of teeth in humans and their simple functions (Y4)</p> <p>Describe the changes as humans develop to old age (Y5/6)</p> <p><b>Skills</b> Making decisions, asking relevant questions and using different types of scientific enquiries to answer them (Y4)</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y5/6)</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Count to 20. Ask somebody how they are feeling, their age, name and where they live.</p>
Lesson 2	Look into the Night (Part 2)	Love & Loss – Y4 Safety with Online Communities – Y5 My Mental Health – Y6	Word Processing 2	Striking and fielding (Rounders)	How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?	Digestive System – Mouth & Oesophagus	Je me presente 2

Knowledge and Skills	<p><b>Skills</b> Listen to several layers of sound (texture) and talk about the effect on mood and feelings. (Y4)</p> <p>Use a range of words to describe music (eg. duration, timbre, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). (Y5)</p> <p>Use musical vocabulary confidently to describe music. (Y6)</p> <p><b>Knowledge</b> Know how pulse stays the same but rhythm changes in a piece of music. (Y4)</p> <p>Know how pulse, rhythm and pitch fit together. (Y5)</p> <p>Know how the other dimensions of music are sprinkled through songs and pieces of music. (Y6)</p>	<p>Identify someone I love and express why they are special to me.</p> <p>Know how most people feel when they lose someone or something they love. (Y4)</p> <p>Understand that belonging to an online community can have positive and negative consequences. Recognise when an online community feels unsafe or uncomfortable. (Y5)</p> <p>Know how to take care of my mental health.</p> <p>Help myself and others when worried about a mental health problem. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To know how to manipulate text, underline text, centre text, change font and size and save text to a folder. (Y4)</p> <p>To use the word count tool to check the length of a document.</p> <p>To be able to use bullets and numbering tools.</p> <p>To confidently choose the correct page set up option when creating a document.</p> <p>To confidently use text formatting tools, including heading and body text. (Y5/6)</p>	<p><b>Skills</b> Throw in different ways (Y4) Throw with accuracy (Y5) Use varying skills in different situations. (Y6)</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings. Apply ideas about values and from scriptures to the title question.</p> <p><b>Knowledge</b> Understand why mosques matter to the Muslim Community. Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressive. Work in a small group and present ideas to the class about Muslim architecture. Consider, discuss and weigh up different views about why mosques are important.</p>	<p><b>Knowledge</b> Describe the simple functions of the basic parts of the digestive system in humans (Y4).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans. (Y5/6).</p> <p><b>Skills</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Y4).</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings (Y5/6)</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. (Y4/5/6)</p>
	Lesson 3	Breathe (Part 1)	Memories – Y4 Being in an Online Community – Y5 Love & Loss – Y6	Spreadsheets & Databases 1	Striking and fielding (Rounders)	Muslim calligraphy, painting and poetry: what is inspiring?	Digestive System – Stomach

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p><b>Skills</b> Sing in tune, breathe well, pronounce words, change pitch and dynamics. (Y4)</p> <p>Show control, phrasing and expression in singing. Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. (Y5)</p> <p>Sing or play from memory with confidence. (y6)</p> <p><b>Knowledge</b> Know that sense of occasion affects performance. (Y4)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. (Y5)</p> <p>Describe how music can be used to create expressive effects and convey emotion (Y6)</p>	<p>Tell you about someone I know that I no longer see. understand that we can remember people even if we no longer see them. (Y4)</p> <p>Understand there are rights and responsibilities in an online community or social network. Recognise when an online community is helpful or unhelpful to me. (Y5)</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when I am feeling those emotions and have strategies to manage them. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To be able to input data into a prepared database. To sort and search a database to answer simple questions. To be able to recognise what a spreadsheet is. To use the terms 'cells', 'rows' and 'columns'. To know how to enter data, highlight it and make bar charts. (Y4)</p> <p>To be able to create a formula in a spreadsheet and then check for accuracy and plausibility. To search databases for information using symbols such as = &gt; or &lt;. To create databases planning the fields, rows and columns. To create graphs and tables to be copied and pasted into other documents. (Y5)</p> <p>To identify data error, patterns and sequences. To use the formulae bar to explore mathematical scenarios. To be able to create their own database and present information from it. (Y6)</p>	<p><b>Skills</b> Hit a ball accurately and with control. Vary tactics and adapt skills according to what is happening. (Y4) Field (Y5) Make a team plan and communicate it to others.</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art.</p> <p><b>Knowledge</b> Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive. Notice, list and explain similarities and differences between Muslim poetry and art.</p>	<p><b>Knowledge</b> Describe the simple functions of the basic parts of the digestive system in humans (Y4).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans. (Y5/6).</p> <p><b>Skills</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Y4).</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y5/6)</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school (Y4/5/6).</p>
<p>Lesson 4</p>	<p>Breathe (Part 2)</p>	<p>Getting on &amp; Falling out - Y4 Online Gaming – Y5 Power &amp; Control – Y6</p>	<p>Spreadsheets &amp; Databases 2</p>	<p>Striking and fielding (Rounders)</p>	<p>How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?</p>	<p>Digestive System as a whole</p>	<p>A L'École</p>

Knowledge and Skills	<p><b>Skills</b> Sing in tune, breathe well, pronounce words, change pitch and dynamics. (Y4)</p> <p>Show control, phrasing and expression in singing. Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. (Y5)</p> <p>Sing or play from memory with confidence. (y6)</p> <p><b>Knowledge</b> Know that sense of occasion affects performance. (Y4)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. (Y5)</p> <p>Describe how music can be used to create expressive effects and convey emotion (Y6)</p>	<p>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Know how to stand up for myself and how to negotiate and compromise. (Y4)</p> <p>Know there are rights and responsibilities when playing a game online. Recognise when an online game is becoming unhelpful or unsafe. (Y5).</p> <p>Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To be able to input data into a prepared database. To sort and search a database to answer simple questions. To be able to recognise what a spreadsheet is. To use the terms 'cells', 'rows' and 'columns'. To know how to enter data, highlight it and make bar charts. (Y4)</p> <p>To be able to create a formula in a spreadsheet and then check for accuracy and plausibility. To search databases for information using symbols such as = &gt; or &lt;. To create databases planning the fields, rows and columns. To create graphs and tables to be copied and pasted into other documents. (Y5)</p> <p>To identify data error, patterns and sequences. To use the formulae bar to explore mathematical scenarios. To be able to create their own database and present information from it. (Y6)</p>	<p><b>Skills</b> Select and use the most appropriate skills, actions or ideas Vary tactics and adapt skills according to what is happening (Y4) Link skills, techniques and ideas and apply them accurately and appropriately. (Y5) Apply my skills, techniques and ideas consistently. Lead others in a game situation. (Y6)</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Describe and make Connections between examples of religious art. Show understanding of the value of art. Apply ideas about values and from scriptures to the title question.</p> <p><b>Knowledge</b> Find out about some great examples of religious art and present their reasons for choosing those they find most impressive. Work in a small group and present to the class an example of the most Impressive religious art. Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.</p>	<p><b>Knowledge</b> Describe the simple functions of the basic parts of the digestive system in humans (Y4).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans. (Y5/6).</p> <p><b>Skills</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Y4).</p> <p>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (Y4)</p> <p>Explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically (Y5/6)</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Say what subjects they like and dislike at school. Say why they like/dislike certain school subjects. (Y4/5/6).</p>
	Lesson 5	Keeping Time (Part 1)	Girlfriends & Boyfriends – Y4 Screen Time – Y5 Being Online – Y6	Spreadsheets & Databases 3	Striking and fielding (Rounders)	Can a Christian place of worship be a building for the 'glory of God'? What does this mean?	Circulatory System – The Heart

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p><b>Skills</b> Perform with control and awareness of what others are singing/ playing. (Y4)</p> <p>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing (Y5)</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances (Y6)</p> <p><b>Knowledge</b> Know that sense of occasion affects performance. (Y4)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. (Y5)</p> <p>Describe how music can be used to create expressive effects and convey emotion (Y6)</p>	<p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend / girlfriend. (Y4).</p> <p>Recognise when I am spending too much time using devices (screen time). Identify things I can do to reduce screen time, so my health isn't affected. (Y5)</p> <p>Judge whether something online is safe and helpful for me. Resist pressure to do something online that might hurt myself or others. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To be able to input data into a prepared database. To sort and search a database to answer simple questions. To be able to recognise what a spreadsheet is. To use the terms 'cells', 'rows' and 'columns'. To know how to enter data, highlight it and make bar charts. (Y4)</p> <p>To be able to create a formula in a spreadsheet and then check for accuracy and plausibility. To search databases for information using symbols such as = &gt; or &lt;. To create databases planning the fields, rows and columns. To create graphs and tables to be copied and pasted into other documents. (Y5)</p> <p>To identify data error, patterns and sequences. To use the formulae bar to explore mathematical scenarios. To be able to create their own database and present information from it. (Y6)</p>	<p><b>Skills</b> Select and use the most appropriate skills, actions or ideas Vary tactics and adapt skills according to what is happening (Y4) Link skills, techniques and ideas and apply them accurately and appropriately. (Y5) Apply my skills, techniques and ideas consistently. Lead others in a game situation. (Y6)</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Apply ideas about values and from scriptures to the title question.</p> <p><b>Knowledge</b> Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. Work in a small group and present to the class an example of the most Impressive religious art or architecture. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</p>	<p><b>Knowledge</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6).</p> <p><b>Skills</b> Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (Y4)</p> <p>Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes (Y4)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y5/6).</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Tell the time (on the hour) in French. (Y4/5/6)</p>
	<p>Lesson 6</p>	<p>Keeping Time (Part 2)</p>	<p>Celebrating Relationships with People and Animals – Y4 Staying Safe &amp; Happy Online – Y5 Using tech Responsibly – Y6</p>	<p>Spreadsheets &amp; Databases 4</p>	<p>Striking and fielding (Rounders)</p>	<p>How and why do Muslim charities try to change the world?</p>	<p>Circulatory System – Blood Vessels and Blood</p>

<p style="text-align: center;">Knowledge and Skills</p>	<p><b>Skills</b> Perform with control and awareness of what others are singing/ playing. (Y4)</p> <p>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing (Y5)</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances (Y6)</p> <p><b>Knowledge</b> Know that sense of occasion affects performance. (Y4)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. (Y5)</p> <p>Describe how music can be used to create expressive effects and convey emotion (Y6)</p>	<p>Know how to show love and appreciation to the people and animals who are special to me. Know that I can love and be loved. (Y4)</p> <p>Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. (Y5)</p> <p>Use technology positively and safely to communicate with my friends and family. Take responsibility for my own safety and well-being. (Y6)</p>	<p><b>Skills &amp; Knowledge</b> To be able to input data into a prepared database. To sort and search a database to answer simple questions. To be able to recognise what a spreadsheet is. To use the terms ‘cells’, ‘rows’ and ‘columns’. To know how to enter data, highlight it and make bar charts. (Y4)</p> <p>To be able to create a formula in a spreadsheet and then check for accuracy and plausibility. To search databases for information using symbols such as = &gt; or &lt;. To create databases planning the fields, rows and columns. To create graphs and tables to be copied and pasted into other documents. (Y5)</p> <p>To identify data error, patterns and sequences. To use the formulae bar to explore mathematical scenarios. To be able to create their own database and present information from it. (Y6)</p>	<p><b>Skills</b> Select and use the most appropriate skills, actions or ideas Vary tactics and adapt skills according to what is happening (Y4) Link skills, techniques and ideas and apply them accurately and appropriately. (Y5) Apply my skills, techniques and ideas consistently. Lead others in a game situation. (Y6)</p> <p><b>Knowledge</b> Use my observations to improve my work (Y4) Modify use of skills or techniques to improve their work. (Y5) Create my own success criteria for evaluating. (Y6)</p>	<p><b>Skills</b> Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.</p> <p><b>Knowledge</b> Discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. Consider why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</p>	<p><b>Knowledge</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6).</p> <p><b>Skills</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Y4)</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y5/6)</p>	<p><b>Skills</b> Understand a few familiar spoken words and phrases. Recognises and reads out a few familiar words or phrases. Say and/or repeat a few words and short simple phrases. (Y4/5/6)</p> <p><b>Knowledge</b> Tell the time (on the hour) in French. Say what time they study certain subjects at school. (Y4/5/6).</p>
---	--	---	---	--	--	--	---