

Music – In the Groove

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and begin to talk about the tempo, instrumentation and dynamics of a range of musical recordings
- Accompany songs using untuned percussion
- Begin to improvise own rhythmic patterns
- Begin to compose and record simple melodies

PSHE

Relationships

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships.
- How to recognise and manage emotions.
- How to recognise risky relationships.
- How to respond to risky relationships and how to ask for help.
- How to respect equality and diversity in relationships.

Learning Outcomes

Children will:

- Explain and demonstrate how to be a good friend
- Explain and demonstrate how to manage situations when they feel emotions such as anger, sadness, worry or jealousy
- Identify danger in situations encountered in stories and real life and explain how to manage these
- Begin to recognise that all families can have differences and similarities

Computing

Programming Robots

National Curriculum Links

Children will:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning Outcomes

Through using and exploring programmable robots (beebot and code-a-pillar), children will

- Begin to explain that a programmable device follows precise the instructions given
- Begin to explain why a desired outcome has not been achieved when programming a robot
- Begin to adapt instructions as necessary to ensure that the programmable robot completes the desired instruction
- Begin to make predictions about what will happen when instructions are given and carried out

Science

Materials and Features of Winter

National Curriculum Links

Materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes (winter)

- observe changes across the four seasons
- observe and describe weather associated with the seasons

Working Scientifically

- performing simple tests
- identifying and classifying
- gathering and recording data to help in answering questions.

Learning Outcomes

Children will:

- Name everyday materials and recognise these in use.
- Use vocabulary to describe the simple properties of materials, such as hard/soft, stretchy/stiff, rough/smooth, shiny/dull, bendy/not bendy,
- Begin to generate and explain criteria they have identified to sort items according to their materials and properties
- Perform simple tests to explore the properties of materials
- Communicate the results of simple tests
- Make a record of the weather over a period of time
- Use data gathered to answer questions and present information about weather
- identify changes in the winter environment which make it more challenging for birds to feed themselves



<u>Mastering English</u>		<u>Mastering Maths</u>
<p>Opportunities for children to develop deep learning:</p> <ul style="list-style-type: none"> • Applying new topic vocabulary when writing across the curriculum. • Applying handwriting skills, phonic knowledge, key words and capital letters and full stops in all writing across the curriculum • Using their speech and language skills to question, discuss and explain their thinking. • ‘have a go’ and be a brave writer within the continuous provision available within the classroom • ‘have a go’ and be a brave reader within the continuous provision available within the classroom <p>For example:</p> <ul style="list-style-type: none"> • <i>Writing short sentences, labels and captions when creating artwork, models, role playing and within games</i> • <i>Reading table top challenges and topic books</i> • <i>Using topic related vocabulary within role play</i> 		<p>Opportunities for children to develop deep learning:</p> <ul style="list-style-type: none"> • Collating and analysing statistical data gathered about the weather over the course of the half term • Reading the temperature gauge on a thermometer • Using non-standard measurements to measure when making treasure boxes • Using and applying knowledge of 2D and 3D shapes when making treasure boxes and when working within continuous provision to model make • Using positional language when making and following maps and plans
<p><u>Investigation Possibilities</u></p> <p>Science</p> <ul style="list-style-type: none"> • Which material should we use to make a waterproof coat? • Which material is best for my treasure box? • Which was the warmest/coldest day? • How long does it take ice to melt? • What do snowflakes look like with my magnifying glass? 	<p><u>Philosophy for Children</u></p> <p>Geography</p> <ul style="list-style-type: none"> • Who does the sea belong to? <p>P.S.H.E.</p> <ul style="list-style-type: none"> • Should we always let people hug and kiss us even if we don't like it? • Do we always have to agree with our friends? <p>Science</p> <ul style="list-style-type: none"> • Should we drop litter if there is not a litter bin? 	<p><u>Opportunities for Outdoor Learning</u></p> <p>Science</p> <ul style="list-style-type: none"> • Finding natural and man-made materials. • Sorting materials. • Exploring and investigating winter weather and reading temperature gauge • Exploring our school environment in winter <p>Geography</p> <ul style="list-style-type: none"> • Making maps and plans of our school environment • Following directional instructions to locate areas within the school environment