

Week 1	Discuss our own history - What was our first day at school like - What did we do? How did we feel?	Watch the BBC Bitesize clip about where Africa is on a map. Discuss the music we are going to be exploring comes from this part of the world. Listen to the two different drums - What do we notice about the instruments and the sounds they make? Can we clap or stamp our feet to the beat of the music. Listen to other African instruments that create the melodies.	Calm Me Look at photos - Encourage chn to ask questions about who is in the photos. T to show family photo, Talk about names, who they are, what do they do, what are they like. Children to share their family photo in groups.	To emphasise the importance of following instructions. Give 2 different sets of instructions to build a lego structure - following exact steps while the other skipping corners. Discuss the children's thoughts on what went right/wrong. Vocab - instruction	To explore Africa - look at different landscapes of Africa and discuss the colours, shapes and patterns. Chn will then explore the shapes and create African inspired patterns on strips of paper. These are to be kept for the next lesson.	Identify a special time you celebrate and describe its importance - Create a mind map - where, how, food, music stories? Discuss what Christians might be celebrating at Easter. Children to write about their favorite celebration.	To be able to identify and name a variety of common animals. Draw pictures of the animal being described - I am covered in fur. I like to hop and jump. Challenge: To write a clue for an animal	
Knowledge and skills.	To understand chronology *Recount changes that have occurred in their own lives. Level 1: Recount events that have happened in our lifetime. Level 2: To place events that have happened in our life time in chronological order - dates/this happened first ..then this happened	To describe music *Identify the beat of a tune. Level 1: Identify and clap to the beat of a tune. Level 2: Recognise and take account of the beat during changes of tempo.	Level 1: I can identify some of the jobs I do in my family and say how I feel I belong. Level 2: I can identify the members in my family and understand there are lots of different types of families.	Code: Level 1: Know that following instructions correctly they will get the correct results and to state where an error has occurred. Level 2: To understand that precise accuracy of the instructions has an effect on the outcome.	To develop ideas *Respond to ideas and starting points Master Techniques: Collage *Use a combination of materials that are cut, torn and glued. Level 1: Respond to ideas and starting points. Children can make a pattern with their shapes. Level 2: Discuss likes/dislikes about the art and explain thinking.	Level 1: Identify ways Christians celebrate Easter Level 2: Identify some similarities/differences between the celebrations we have discussed.	Work Scientifically *Identify and classify Level 1: Identify and classify animals. Level 2: I Suggesting ideas for groups. Biology: Understand animals and humans Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.	

					Children can use the African art as examples and replicate the style in their design.				
Week 2	<p>Find out about a little girl called Ruby Bridges' first day at school, back in 1960.</p> <p>Follow the biography and discuss the life of RB when she moved to the all white school when she was 6. Encourage the children to think about how Ruby might have felt at different points.</p>	<p>Listen to different examples of African music from different regions. What do we notice? Can we clap along/play along to the rhythm of the music?</p>	<p>Calm Me Show the picture of the lonely child - how do you think she is feeling and why? Jenie gives examples of when she was lonely. Can the chn give solutions? Use template of body part things they look for in a good friend - kind hands, smiley face etc. Think of our friends - What is the best thing about them? What do they like about you?</p>	<p>To carry out the task of colour a picture without instructions. Selecting colours and pen width to create their design. Discuss class picture designs and emphasise their uniqueness.</p>	<p>To explore Maasai jewellery and culture - Look at pictures of Maasai warriors. Discuss jewellery and clothes are bright and colourful and that the Maasai people make their own clothes and jewellery.</p> <p>Create own Maasai jewellery - children to replicate colour and patterns using a range of materials e.g. - beads, sequins, lolly pop sticks</p>	<p>Tell the story of Easter (Linked with English in spring term) Discuss key events - procession into Jerusalem, last supper, being betrayed, crucifixion and empty tomb on Easter morning. Decorate leaves with pictures of these key events and create a time line.</p>	<p>To be able to identify and compare a variety of common UK mammals by looking at pictures. Are there any you don't recognise? Explore the idea that mammals do not look the same but they have some similar features - fur or hair, produce milk</p>		
Knowledge and skills	<p>To investigate and interpret the past. *Observe and handle evidence to ask questions and find answers about the past. *Ask questions such as: What was it like for people? What happened? How long ago? *Use artefacts, pictures stories, online sources and databases to find out about the past.</p>	<p>To describe music *To identify the beat of a tune Level 1: Identify the beat of a tune. Recognise timbre, dynamics and pitch. Level 2:</p>	<p>Level 1: I know how to stop my friends from feeling lonely. Level 2: I can identify what being a good friend means to me.</p>	<p>Code:Draw *Control when drawings appear and set the pen colour, size and shape. Level 1: Compare their digital paintings and show understanding as to why they are different.</p>	<p>To master techniques - Collage Level 1: To take inspiration from the Maasai jewellery and add dangly features to the headband Level 2: To take inspiration from the Maasai jewellery and incorporate the</p>	<p>Level 1: Identify why Easter is an important celebration for Christians. Level 2: Suggest meanings for some symbols used in religious celebrations.</p>	<p>Work Scientifically Level 1: Identify and classify, suggesting ideas for groups. Biology: Understand animals and humans Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>		

	<p>Level 1: Ask questions such as: What was it like for Ruby? How did she feel? Chn can use word bank to support. Use pictures and stories.</p> <p>Level 2: To explain why Ruby may have had the feeling suggested - Ruby felt frightened because..</p>				pointy dimension to the jewellery.		<p>Level 1: Name a pair of mammals and write a sentence saying a similarity or a difference between them.</p> <p>Level 2: Write a sentence comparing each of the animal pairs.</p>	
Week 3	<p>Experience segregation investigation-. Chn to be divided into 2 groups and given clearly different resources.</p> <p>As the investigation progresses discuss thoughts and feelings and fairness.</p>	<p>Listen to a piece of music and respond to the music - Which instruments can we hear? How does the music make us feel? What is the tempo and dynamics of the music - fast/slow, quiet/loud? Describe the music using 3 words. Do you like this music?</p>	<p>Calm Me Using a picture that has been scribbled on/ripped by another teacher pretend to be upset and angry. Encourage chn to think of fallings out that they have had with their friends. Can the chn think of ways to make things better - act out resolutions.. shake hands. Encourage the chn to do the same next time they have a falling out.</p>	<p>The children will need to follow the algorithm to colour the picture of a bird. Discuss the meaning of algorithm. Compare the work as before and discuss why all of the work should look similar - due to carefully following the step by step instructions.</p>	<p>To explore and make African masks - Look at examples of African masks. Discuss the characteristic and what they were used for. Children to choose the animal they wish to design and then use paint and materials to create features</p>	<p>Investigate symbols of Easter - piece of bread, glass of red wine, bowl of water, prickly branch woven in a circle, a hot cross bun. Discuss Christians remember what happened to Jesus at this time.</p>	<p>To be able to identify and compare a variety of common birds and reptiles. Are there any you don't recognise? Divide the children into groups with animal fact cards. Can they find out 3 facts and about their category and then present it to the rest of the group.</p>	
Knowledge and Skills	<p>To investigate and interpret the past. *Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>To describe music *Identify the beat of a tune. *Recognise changes in timbre, dynamics and pitch.</p>	<p>Level 1: I can think of ways to solve problems and stay friends. Level 2: Show an understanding of the effect of one's behaviour on others and take steps to moderate accordingly.</p>	<p>Code: Drawing *Control when drawings appear and set the pen colour, size and shape Level 1: To know that an algorithm is a set of instructions to achieve uniformity</p>	<p>To master techniques: Sculpture Level 1: Use a combination of materials that are cut, torn and glued and mix material to create texture.</p>	<p>Level 1: Identify important symbols of Easter for Christians. Level 2: Suggest meanings for some symbols</p>	<p>Work Scientifically Level 1: Identify and classify, suggesting ideas for groups. Biology: Understand animals and humans</p>	

	<p>Level 1: To explain what segregation means and to discuss your feelings.</p> <p>Level 2: To use statements to compare segregation/desegregation and say which they think is fairer and why.</p>	<p>Level 1: Identify the beat of a tune.</p> <p>Recognise timbre, dynamics and pitch.</p> <p>Level 2: Give own opinion about the music heard. Do you like it? If so, why or why not?</p>		<p>and that an algorithm for a computer is called a program.</p> <p>Level 2:</p>	<p>Children will be able to say if they like/dislike this example of art and give a reason why.</p> <p>Level 2:</p> <p>Children will be able to add additional/ extra features.</p> <p>Children will give suggestions on how they could improve their work - what would they have done differently.</p>	<p>used in religious celebrations.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>	
Week 4	<p>Write a report on the life of Ruby Bridges</p>	<p>Learn an African song/chant - Thua Bala or Che Che Kule</p> <p>Video our performance and watch it back. Reflect on our performance.</p>	<p>Calm Me</p> <p>Listen to the Teddies saying unkind things to each other, each time they do squirt some foam onto a tray. Have a shiny sparkly bag and a bin - say phrases and discuss where should they go? Have you heard of these statement? How did they make you feel? Explain squirty cream words cannot go back in once they are out. So think before you speak ...</p>	<p>Children can consider how the order of instructions affects the results - using precise wording. Use making a sandwich as an example.</p> <p>Debug an algorithm - look for problems and how we could fix them.</p>	<p>To explore African sunsets. Study and discuss work that has been painted or photographed - Colours they can see in a sunset and the shapes of the silhouettes. Model blending colours and make a mind map of objects that could be used as silhouettes in their finished work.</p>	<p>Discuss why Jewish people tell the story of Passover/Pesach every year. Read the story. Listen to the piece of music Two Candles Burn by S.Melzack and ask children to work out the emotions of the music - jubilant/sad/angry</p>	<p>To be able to identify and compare a variety of common fish and amphibians - how are they similar or different?</p>	
	<p>To understand chronology</p> <p>*Place events and artefacts in order on a time line.</p> <p>*Use dates where appropriate.</p> <p>Level 1: To write a fact recount of the</p>	<p>To perform</p> <p>*Take part in singing, accurately following the melody.</p> <p>*Follow instructions on how and when to</p>	<p>Level 1: I am starting to understand the impact of unkind words.</p> <p>Level 2: Show an understanding of the effect of one's behaviour on others and take steps to</p>	<p>Code: Events</p> <p>*Specify user inputs (such as clicks) to control events.</p> <p>Level 1: To understand that precise instructions need to be given for a computer to</p>	<p>To master techniques:</p> <p>Painting</p> <p>Level 1: Use thick and thin brushes to create horizontal lines.</p> <p>Mix primary colours to make</p>	<p>Level 1: Identify why Pesach is an important celebration for Jews.</p> <p>Level 2: Make links between the two religious celebrations studied.</p>	<p>Work Scientifically</p> <p>Level 1: Identify and classify, suggesting ideas for groups.</p> <p>Biology: Understand animals and humans</p>	

	<p>life of Ruby Place events and artefacts in order on a time line.</p> <p>Level 2: Use date where appropriate. Add personal thoughts - I feel this was unfair because..</p>	<p>sing or play an instrument.</p> <p>Level 1: Take part in singing accurately following the melody.</p> <p>Level 2: Give thoughts on performance - What went well? What could have improved?</p>	<p>moderate accordingly.</p>	<p>accurately carry out intended outcomes.</p> <p>Level 2: To know that an algorithm for a computer to follow is called a program and debug an algorithm.</p>	<p>secondary (Red and Yellow to make orange)</p> <p>Level 2: Children can create a sunset carefully by blending the colours to create the desired effect.</p>		<p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>	
Week 5	<p>To discuss our feeling about segregation - Consider ways of responding to the situation. Would you have done things differently? If so, how?</p>		<p>Calm Me Recap last lesson. Have you ever felt really angry? Discuss with a partner. T to say an example. Think what we could do to calm down - practise clenching fists, deep breathes, we could walk away. Encourage chn to do this if they feel angry</p>		<p>To explore African water jars - Discuss where we get our water from. Discuss if this is the same for African people - discuss long journey some may have to make to collect water. Children will make their own water jar taking inspiration from the designs studied. Challenge - Add traditional patterns.</p>	<p>Discuss what happens at Ramadan for Muslims (watch BBC Bitesize clip) - fasting, giving to charity, extra prayer time, buying new clothes ready for Eid, moon sightings Children will design an Eid Ul Fitr card that shows some of the aspects of Eid and Ramadan</p>	<p>To explore the lifecycle of a lady bird. Observe its changes over a period of time.</p>	
Knowledge and Skills	<p>To build an overview of world history</p> <p>Level 1: Describe historical events. Recognise that there are reasons why people in the past acted as they did. Level 2: To explain what they think is fairer and why?</p>		<p>Level 1: I can use calm me time to manage my feelings Level 2: Show an understanding of the effect of one's behaviour on others and take steps to moderate accordingly.</p>		<p>To master technique - Sculpture - CLAY</p> <p>Level 1: Use clay as a material to create a water jar and carve a pattern into the clay</p> <p>Level 2: To take inspiration from the examples and</p>	<p>Level 1: Identify why Ramadan and Eid Ul Fitr is an important celebration for Muslims.</p> <p>Level 2: Make links between the three religious celebrations studied.</p>	<p>Work Scientifically *Ask simple questions. *Observe closely using simple equipment. *Gather and record simple data to help in answering questions</p> <p>Understand animals and humans: *Notice animals have offspring</p>	

					add traditional African patterns.		which grow into adults. Level 1: To draw pictures of the lady bird lifecycle in the correct order. Over time gather observations of the changes observed and record Level 2: To gather data and answer questions that have been asked and explain thinking.	
Week 6	Show and discuss the photograph of when Ruby met her teacher Mrs Henry again years later. Discuss - What do you think they might have said to each other?		Calm Me Ask the children if they know of any songs about friends? Match pairs of friends - Buzz and Woody, Timon and Pumba. Do they always get on? Or do they sometimes fall out? What does being a good friend mean? What things should we do? What things shouldn't we do? Game - Play You've got a friend in me - when the music stops find a friend and tell them what you like about them.		NOTE - Each lesson Having learnt about the work of a range of craft makers, make links to their own work	Explore the similarities and differences of the 3 celebrations explored - Easter, Pesach, Eid Ul Fitr. Read statements and show pictures that are symbols of these celebrations and children will decide where they belong. Can some of these apply to all 3 celebrations? Make a picture showing similarities and differences.	To be able to identify and sort carnivores, herbivores and omnivores - Show a picture of a rabbit and ask what does it eat? Explain the scientific word for an animal that eats plants is a herbivore. Show a picture of lions/tigers and ask are these herbivores? Explain that we call this group carnivores. Introduce omnivores. Sort a variety of animals in to a Venn diagram and encourage the children to explain what their diagram shows.	
Knowledge and Skills	To investigate and interpret the past. *Observe or handle evidence to ask	Level 1: Understand the meaning of	Level 1: I know how to be a good friend	Use simple databases to record information in	To take inspiration from artists/craft makers	Level 1: Recognise symbols of belonging for	Biology: Understand animals and humans	

<p>questions and find out answers to questions about the past.</p> <p>Level 1: To discuss the photo - How do you think they felt?</p> <p>Level 2: To give thoughts of what teacher and student might have said to each other and why?</p>	<p>timbre in a piece of music.</p> <p>Level 2: Recognise changes in timbre in a piece of music.</p>	<p>Level 2: I can express how I feel about a friend</p>	<p>areas across the curriculum.</p>	<p>Describe the work of the artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Level 1: Give statements comparing the work of 3 craft makers</p> <p>Level 2: I can discuss my work in positive terms</p>	<p>Christians, Jews or Muslims.</p> <p>Level 2: Identify similarities and differences between the celebrations studied.</p>	<p>Identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p> <p>Level 1: I can say which animal is in which category</p> <p>Level 2: I can explain why this animal is either a H C O because it eats</p>	
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